

# INSPECTION REPORT

## **CLIFFORD CE VA INFANT SCHOOL**

Sheffield

LEA area: Sheffield

Unique reference number: 107150

Headteacher: Mrs Susan Preston

Reporting inspector: Mr Keith Edwards  
21190

Dates of inspection: 4-6 November 2002

Inspection number: 246653

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:	Voluntary Aided
Age range of pupils:	4-7
Gender of pupils:	Mixed
School address:	108 Psalter Lane Sheffield South Yorkshire
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Keith Tingay
Date of previous inspection:	3 November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Clifford Infant School draws most of its children from the immediate locality although an increasing number are attending from further afield. It is a popular school that is proud of its Church of England status and its standing in the community. The number of pupils on roll has increased since the time of the last inspection. There are 36 full-time boys and 41 full-time girls in addition to ten children who attend on a part-time basis in the reception class. The age range is four to seven years old and the pupils are taught in three classes in their own year groups. Almost all of the children come from homes where English is the first language. Four per cent of the pupils have an entitlement to free school meals. This is much lower than the national average.

There is a staggered intake into the reception classes during the course of the autumn term. Before this, most of the pupils have attended one of the many playgroups or nurseries in the area. The attainment of the pupils on entry to their reception year is broadly average but there is a wide spread of ability in each class. Eight per cent of the pupils are on the school's register for special educational needs. This is less than the national average. None of these pupils has a Statement of Special Educational Needs.

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

This is a very good school that provides good value for money. The quality of teaching is very good. By the time they leave school, the pupils attain standards in literacy and numeracy that are well above those achieved by pupils in similar schools. The pupils' attitudes to the school are very good. The school is a very orderly community that benefits from very good leadership and management.

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

- There is a clear focus on maintaining high standards. The importance the school attaches to reading, writing and mathematics has led to significant success by the pupils in the core subjects by the age of seven.
- The school ethos, based on its church connections, strongly promotes good relations, care and respect.
- The quality of teaching is very good and is particularly effective in enabling the pupils of all abilities to achieve.
- The school provides an enriched curriculum with a strong focus on the personal development of the pupils. This motivates the children and enables them to develop positive attitudes towards learning.
- The very effective leadership provided by the headteacher, together with the commitment and support of the staff and the governing body, has led to very good progress since the last inspection.
- The school has forged very good relationships with the parents and the community to support the pupils' learning.

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

- Although the report contains references to a small number of aspects where practice could be refined there are no significant areas for improvement.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997. Since then it has made very good progress. In almost all aspects of school life there have been improvements since the last inspection. Standards in reading, writing and mathematics are higher than those reported five years ago. The quality of teaching and the quality and range of the curriculum have both improved and contribute strongly to the improvement in standards. The school has greatly enhanced its accommodation and its resources. The latter is particularly evident in the quality of the books available to the pupils, the quality of the outdoor recreational facilities and also the greatly improved provision for information and communication technology. The school has fully addressed the issues raised in the last inspection report. For example, the governing body has a very good understanding of the work of the school and is very much involved in planning for its future success. The school has improved its record keeping procedures and the teachers' planning is supported by well-structured schemes of work.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
reading	A	A	A	A
writing	A	A	A*	A
mathematics	A	A	A	A

<b>Key</b>	
Very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

At the end of Year 2, the pupils' results in reading, writing and mathematics in the 2002 National Curriculum tests were well above the national average. In mathematics, the pupils' results were in the top five per cent nationally. The pupils' achievements in the basic skills were well above those pupils attending similar schools. Standards in reading, writing and mathematics are consistently well above average. The percentage of pupils achieving the higher grades in the national tests and assessments at the age of seven has risen significantly since the last inspection. Evidence from the work seen reflects the pupils' high test results. Pupils of all abilities achieve as well as they should in literacy and numeracy. At the end of each key stage the pupils meet the challenging targets that have been set for them. The pupils achieve very well in comparison to those pupils in similar schools. Furthermore, the pupils achieve well in information and communication technology, physical education and music, particularly the quality of the pupils' singing. This is because each of these subjects is well resourced and well taught.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	<b>Very good.</b> The pupils take great pride in being members of the school. They concentrate on their work and try to do their best.
Behaviour, in and out of classrooms	<b>Very good.</b> The pupils behave particularly well in lessons. The school is a very orderly community. There have been no exclusions in the last school year.
Personal development and relationships	<b>Very good.</b> The pupils are becoming mature and responsible. The quality of relationships is very good and this makes an important contribution to the school's ethos and the quality of the life within it.
Attendance	<b>Very good.</b> There is no unauthorised absence. Almost all pupils arrive punctually at the start of the day and lessons start and finish on time.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
Lessons seen overall	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.*

The overall quality of teaching is very good and it enables the pupils to make very good progress. The quality of teaching is consistently good in the Foundation Stage and it enables the children to make good progress, especially in their personal and social development and their language development. The new children are settled in well and the staff work hard to develop the children's confidence and independence. Throughout the school, the teachers have a secure grasp of the Literacy and Numeracy Strategies and use these lessons to good effect. The work set is appropriately matched to the different ability groups within each class. This means that the higher attaining pupils are challenged and enabled to achieve their best. The pupils with special educational needs receive very good support in learning the basic skills. The children with English as an additional language receive sensitive guidance that enables them to make good progress across the curriculum. Particular strengths of the teaching include good questioning techniques, high expectations, the excellent quality of the teamwork with the other adults who support in class and the wide range of practical activities that are set for the pupils. These motivate the pupils and enrich their learning. Throughout the school, the teachers have established very good relationships with the pupils and maintain good discipline. Music is very well taught. The teachers are developing their expertise in information and communication technology and the pupils are using the new computers to good effect in a range of subjects.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	<b>Very good.</b> The curriculum is rich and enhanced by the school's imaginative approach. From the moment the children start in the Foundation Stage the learning opportunities are excellent.
Provision for pupils with special educational needs	<b>Very good.</b> The co-ordinator manages this aspect effectively and provides good support for her colleagues. The school has developed detailed individual education plans that contain clear targets in literacy and numeracy for the pupils' improvement.
Provision for pupils with English as an additional language	<b>Very good.</b> The small minority of pupils with English as an additional language receives sensitive support to enable them to benefit from their lessons. The school is seeking guidance on how best to provide structured support to develop the pupils' reading and writing.
Provision for pupils' personal, including spiritual, moral, social and cultural development	<b>Very good.</b> The provision for the pupils' personal development is very good; the pupils are encouraged to have a mature, independent and reflective approach to learning. Moral values are strongly promoted but more could be done to raise the pupils' awareness of the cultural diversity of society.
How well the school cares for its pupils	<b>Very good.</b> This is a very caring community. The school's procedures for assessing pupils' attainment and progress are very good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	<b>Very good.</b> The school benefits from having effective management that has established a climate of continuing improvement. It strives to ensure that Clifford provides the best possible education for all of its pupils.
How well the governors fulfil their responsibilities	<b>Very good.</b> The governing body meets almost all of its statutory requirements and is impressive. It is very well organised and evaluates the work of the school well.
The school's evaluation of its performance	<b>Very good.</b> The procedures for self-evaluation are a key factor in the success of the school. There is a regular programme of monitoring the quality of teaching and the outcomes are used in an atmosphere of trust and confidentiality to improve the overall provision.
The strategic use of resources	<b>Very good.</b> The school has a clear strategic view of future developments. Its educational priorities are well supported through its financial planning. The school is very well funded and provides good value for money.



## 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>• The school has high expectations of their children.</li><li>• The school is well led and managed.</li><li>• Standards of behaviour are good.</li><li>• Their children are making good progress.</li><li>• The quality of teaching is good.</li><li>• The school provides an interesting range of activities outside school.</li></ul>	<ul style="list-style-type: none"><li>• Very little.</li></ul>

The inspection team strongly endorses the parents' positive views received through the questionnaires and the meeting for parents prior to the inspection.

## **PART B: COMMENTARY**

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

**There is a clear focus on maintaining high standards. The importance the school attaches to reading, writing and mathematics has led to significant success by the pupils in the core subjects by the age of seven.**

1. Whilst the school caters for a wide range of abilities, the children's attainment on entry is broadly average with a significant minority with higher attainments. The pupils make very good progress in relation to their prior levels of attainment during their three years at Clifford and consistently achieve standards that are well above average in the National Curriculum tests in reading, writing and mathematics at the end of Year 2. An analysis of the school's 2002 performance data shows that last year's cohort was no exception. All of the pupils achieved the expected level in reading, writing and mathematics; over half of the class achieved the higher grade in reading and almost half achieved the higher grade in mathematics. In mathematics, the pupils' performance was in the top five per cent nationally. This represents a significant success for the school. The achievement of the pupils was well above average in the national reading, writing and mathematics tests in comparison to pupils in similar schools. This is because the school has ensured that those pupils with special educational needs are very well supported and the higher-attaining pupils are appropriately challenged.

2. The school is committed to raising standards through the shared endeavour of all members of staff to encourage the learning skills of all of its pupils. The teachers and the classroom assistants work together as a very effective team. The school carefully tracks the progress of each pupil and uses assessment information rigorously to ensure that each pupil is set appropriate targets. This information is then used to inform the teachers' planning. Furthermore, the school carefully monitors the impact of initiatives such as the introduction of the National Literacy and Numeracy Strategies. At the age of seven, pupils have already developed literacy and numeracy skills that will serve them well in the next stage of their education. The pupils are particularly successful in reading and they write with accurate spelling and a good awareness of punctuation. Their skills in speaking and listening are well above average.

3. By the time they leave school at the end of Year 2, most pupils are confident readers and have developed strategies to help them to access information from books. This is because they benefit from extensive individual attention when reading and are taken to the local library regularly. They read story books with interest and expression. They show a good awareness of plot and characterisation and can predict likely outcomes in stories. They use their reference skills confidently and accurately when seeking information from books such as dictionaries.

4. By the age of seven, the pupils' skills in writing are well above average. They write confidently and fluently for a range of purposes and in a variety of forms such as extended stories, letters and book reviews. For example, one Year 2 pupil, who was clearly amused by the story he was reading, wrote:

“My favourite part of the story is when Grandma's washing machine was showing *Neighbours* and the television was leaking.”

Most children in Year 2 write in sentences with the appropriate use of full-stops and capital letters. The higher attaining pupils use apostrophes and speech marks in the right context. The pupils have developed a well-formed script that is joined and even. Most pupils in Year 2 spell common words with

accuracy and use their dictionaries to locate more complex words. The pupils achieve well because the teaching is systematic and rigorous. Furthermore the pupils are given many opportunities to practise their writing skills in different subjects. For example, in Year 2, one pupil wrote about early Christians in a religious education lesson:

“Christians drew fish in the sand. It was a secret.”

Another reported events from his family’s involvement in World War 2:

“Around the year 1941 my great grandad worked very hard designing aircraft to fly in the Second World War. He worked at a factory called Fairey Aviation. After the war he worked at the same factory making drawings of an aircraft called the Fairey Gannet.”

This work was word-processed and this is a common feature of the pupils’ achievements. They are confident in their use of computers to produce and modify their work.

5. In mathematics, the pupils respond well to the teaching and make very good progress. They respond well to the emphasis on mental mathematics and are making good progress in calculations involving numbers up to 100 and measurement. The pupils of all ages are well-motivated by the pace of the warm-up activities that the teachers introduce to sharpen the pupils’ mathematical agility. When working in groups, the work set is well matched to their abilities and this enables the pupils to achieve success and to grow in confidence. Most of the pupils in Year 2 can make calculations involving tens and units and the higher attaining pupils can work with addition and subtraction involving hundreds. The pupils apply their skills in numeracy effectively in other subjects such as science and geography and use their knowledge of data handling to display information in a range of tables and graphs.

**The school ethos, based on its church connections, strongly promotes good relationships, care and respect.**

6. The pupils demonstrate very good attitudes to the school. They have great enthusiasm for learning and persevere with their work. In the reception class the children respond well to the rich variety of activities that are prepared for them and apply themselves well to their learning. They quickly accept what is expected of them and behave with remarkable maturity. The children interact well and handle resources sensibly. They respond rapidly to the routines that have been established to tidy away equipment at the end of one lesson in preparation for the next.

7. The pupils listen well to their teachers and to each other; in discussions they take turns and make their contributions clearly and sensibly. They remain on task in literacy lessons and become totally absorbed in their work. This makes a significant contribution to the purposeful atmosphere that permeates the school. The pupils take pride in the presentation of their work and are pleased to discuss their ideas. In gymnastics lessons the pupils use the apparatus sensibly and take turns. They are well motivated and persevere when challenged. The pupils work confidently and independently with the classroom computers and show determination to complete their mathematical exercises before the end of the lesson. They are mature and confident in their dealings with adults because of the high expectations that are set for them. They respond well to, the reward and incentive schemes that the school has established.

8. The parents strongly approve of the standards of behaviour which are maintained at the school. Clifford is a very orderly community. The pupils themselves are models of good behaviour, are highly motivated and strive to improve. They move around the school in a purposeful manner and remain on task in class. They are polite and courteous and very helpful to visitors. Through their

charity and community experiences, the pupils learn to understand the needs of others and they play a full part in working in an orderly community.

**The quality of teaching is very good and is particularly effective in enabling the pupils of all abilities to achieve.**

9. The quality of teaching has improved since the last inspection. This is because the school encourages an open evaluation of teaching and learning to determine what is effective practice. This has resulted in high quality teaching throughout the school. The overall quality of teaching is very good and makes a significant contribution to the pupils' progress. The teachers make very good use of assessment information to ensure that pupils of different abilities are enabled to make good progress. The teachers have high expectations of the pupils' attainment and behaviour. In all of the lessons observed, the teaching was good or better. The quality of teaching is consistently very good in literacy and numeracy lessons.

10. The staff form a very effective team. They have secure subject knowledge and have honed their skills through a willingness to reflect upon their own practice and to participate in further training opportunities. They have high expectations of their pupils' achievements. All of the teachers and classroom assistants are very good role models. The teachers have high expectations of the pupils' standard of behaviour that ensures that pupils remain on task throughout each lesson. The teachers are particularly effective in their questioning techniques and ensure that all of the pupils are involved in class discussions. For example, in a very successful numeracy lesson for the Year 2 pupils, the teacher interacted with the pupils well. He asked a series of well-judged questions to help the pupils to estimate the number of items, such as beads, in different groupings. These questions successfully enabled the pupils to become more accurate in their estimations as they learned to use different strategies.

11. The quality of teaching in the reception class is good. The teachers carry out a programme of baseline assessments when the children start school and they use this information to plan suitable work. The good monitoring of the children's progress ensures that any children with special educational needs are well supported. They are identified at an early stage and appropriate action is taken. The personal development of the children is well promoted through the rich variety of practical experiences that are presented to them. For example, in a role play activity based on the theme of a doctor's surgery, the children learned the importance of co-operation as well as building on their vocabulary. The teacher had high expectations of the children in terms of their behaviour and attainment. For example, the very youngest children were encouraged to show their paintings to the whole school in their very first assembly.

12. The teachers use a range of strategies for their literacy lessons to maintain the interest of the pupils, and, in particular, they ensure that no time is wasted in lessons. This results in high achievement. For example, in a very pacy lesson in Year 1, the pupils rapidly learned that they could use different size of writing and colour of print to convey different tones of voice when retelling the tale of the "Three Billy Goats Gruff". The pupils worked purposefully and were reluctant to leave the task when the end of the lesson arrived. In Year 2, the teacher successfully used the interactive whiteboard to share the story of Cinderella with his class and to highlight key passages and to sequence words in alphabetical order. He successfully modelled the features he would expect to see if the pupils' writing was high quality. In a science lesson in Year 1, all of the pupils analysed the properties of different gloves and recorded their own findings. One of the children observed: "My glove feels smooth. I think it is made of lurex. It might be worn by a princess." All of the pupils are required to complete book reviews. Furthermore, the teachers ensure that the children are taught their

letter sounds systematically and that as far as possible all of the children are heard to read individually each day.

13. The same is the case in numeracy lessons. These are characterised by thorough planning and the skilful use of questioning to establish what the pupils already know, understand and can do. There is a clear expectation that the pupils should retain and use appropriate mathematical terms. The teachers use number games successfully to deepen the pupils' understanding and confidence in the use of number. For example, in Year 1 the pupils learned about ordinal numbers through a series of practical games and in Year 2 the pupils learned to work out the identity of a hidden number with increasing accuracy. Plenary sessions are used consistently well to reinforce learning and to identify and resolve areas of confusion.

14. The teachers plan well for the different ability groups within their classes. This practice starts in the reception class where the staff maintain detailed ongoing records of the children's progress, particularly in terms of their personal development and in the acquisition of communication and numeracy skills. This helps the pupils to succeed and boosts their confidence. Throughout the school, assessment tests are used to identify gaps in the pupils' learning in English and mathematics and to prepare work that is closely matched to their needs. Learning targets are shared with pupils and those with special educational needs and English as an additional language are well supported. The teachers use marking, which successfully combines encouragement with comments on how the work could be improved, very effectively to ensure that pupils of different abilities make good progress. The regular homework provides a range of interesting challenges for the children and much appreciated by the parents.

**The school provides an enriched curriculum with a strong focus on the personal development of the pupils. This motivates the children and enables them to develop positive attitudes towards learning.**

15. The school provides a broad, balanced and enriched curriculum for pupils of all ages. With the exception of the ratification of the school's sex education policy, all statutory requirements are met. The school has given a strong priority to the implementation of the Literacy and Numeracy Strategies which have been appropriately customised to meet the needs of the school and its pupils. The curriculum is enhanced by an imaginative series of visits to places of interest such the local library and a local farm. Pupils in year 2 have the opportunity to attend a week's residential visit to an outdoor centre in the Pennines. There are frequent visitors to Clifford to broaden the opportunities for the pupils. For example, a former teacher supports music throughout the school and teaches French to Year 2. The children in the reception class have many opportunities to meet workers in the public services, such as fire fighters and nurses, to learn about basic health and safety issues. For example, during the course of the inspection the crossing warden spoke to the Foundation Stage children and involved them in road safety role play in their own play area. Earlier in the year, all of the pupils had the opportunity to work with a professional drummer and learned about percussion instruments and different rhythms.

16. The provision for the children in the Foundation Stage is good. The school plans its curriculum for the youngest children well and is particularly successful in helping the children's personal development and their language skills. All aspects of learning are addressed. The teachers and support staff work very effectively together as a caring, supportive and encouraging team. They have created a stimulating working environment. They readily acknowledge and praise the children's achievements. The adults are very good role models; they listen with genuine interest to what children have to say and speak with courtesy and consideration. This promotes the children's self-esteem and

confidence, and fosters the development of positive attitudes towards learning. Those pupils with special educational needs and those who are learning English are very well supported.

17. Particular effort is made to enhance the curriculum through providing a wide range of rich, stimulating and challenging activities for pupils. The teachers plan their lessons carefully to ensure that links are established between subjects. For example, the pupils in Year 1 are encouraged to word process their findings in science and in Year 2 the pupils use information and communication technology to develop their understanding of mapwork and to display data in graph form. The teachers (and other adults) give much effort and time after school for the benefit of pupils. This very good provision has a very positive effect on the pupils' learning. In particular, the support for music and sport is very strong. The pupils have the opportunity to learn to play the recorder and sing in the school's choir. There is also a science and a computer club and both are well supported. The pupils benefit from a breakfast club and an after-school club.

18. The provision for the spiritual, moral and social development of the pupils is very good. Pupils of all ages are given a voice and their views and ideas are valued. Teachers use literature and episodes from holy books to help pupils to reflect upon their place in the world. The pupils at Clifford clearly understand the difference between right and wrong. The school has equality of opportunity at the heart of its ethos and ensures that all pupils are aware that racial abuse and bullying will not be tolerated. Assemblies are used very effectively to promote positive images of good conduct and to discourage inappropriate behaviour. For example, in a very good assembly, which involved all of the children, the concepts of what it means to be a friend and the importance of sharing were explored and reinforced.

19. The pupils are encouraged to act responsibly and are provided with many opportunities to carry out class duties or to serve the whole school community. The school ensures that an appropriate amount of time is dedicated to the pupils' personal, social and health education. Currently the pupils are learning about healthier life styles and healthy snacks. A school council has just held its inaugural meeting. The pupils learn about the values and beliefs of others' in lessons and assemblies and show respect for different life styles. However, the school is less successful in raising the pupils' awareness of and celebrating cultures other than those in the European tradition. The pupils show their concern for others less fortunate than themselves, such as those suffering from famine and natural disasters, by organising events and raising funds for charity. However, the school could be more overt in helping to prepare the pupils for life in a culturally diverse society.

**The very effective leadership provided by the headteacher, together with the commitment and support of the staff and the governing body, has led to very good progress since the last inspection.**

20. The school benefits from very good leadership from the headteacher, supported by a dedicated and enthusiastic staff and a very supportive governing body. The governors and staff are committed to the aims of the school and to high standards of personal and academic achievement. Through her personal style the headteacher strongly encourages a positive, caring ethos that promotes high standards of academic attainment and personal development. Pupils of all abilities and backgrounds are happy in school and share its values. This is reflected in their work and their relationships with their peers and adults. The governors are very well organised and make a significant contribution to the development of the school through their commitment, their close relationships with the staff and their monitoring role. For example, the literacy governor is involved in an evaluation of the Early Literacy Scheme and the development of information and communication technology in the school has been carefully monitored.



21. The headteacher has motivated her colleagues to continue to strive for higher standards. Standards in reading, writing and mathematics are now higher than those reported in the last inspection and the school has addressed each of the key issues. For example, the governing body now has a good working knowledge of the school and is aware of current initiatives. The governors have ensured that the headteacher no longer has a full-time teaching commitment and is in a better position to evaluate the quality of teaching. During the course of the current inspection, all of the teaching was at least good and it was often very good. The school has ensured that it has developed schemes of work for English, mathematics and science that are relevant and guide the teachers' planning. The school now keeps very good records of the pupils' progress and achievements.

22. Curriculum responsibilities are devolved effectively and curriculum planning is carried out co-operatively. The co-ordinators have a clear understanding of their subjects and are very involved in raising achievement. For example, the literacy co-ordinator ensures that the pupils are provided with the best resources available and have as many opportunities as possible to develop their skills in literacy. Not only is good practice shared with colleague teachers, but it is particularly effective because good practice is shared with the classroom assistants. This process is a strong feature across the curriculum. Clifford has successfully achieved the "Investor in People" award. The school has placed great emphasis on staff training and performance management and this is a key element of the success of the school. All of the teachers value their further professional development and have agreed targets. The performance management scheme has been introduced successfully and the new cycle begun.

23. The governors are extremely supportive and a few take an active part in supporting the pupils' learning by working in the school. The governing body has an efficient committee structure that enables it to monitor the finance, the staffing levels, the curriculum and the premises. The governors recognise that the school is generously funded but nevertheless ensure that the budget is spent shrewdly for the benefit of the pupils. Through their close monitoring of the work of the school, the governors are able to make a well-informed contribution to the school improvement plan. Their annual report for parents provides clear and useful information about the life of the school. Governors are involved in training and show a very good awareness of current issues.

**The school has forged very good relationships with the parents and the community to support the pupils' learning.**

24. The school encourages a wide range of adults to support the work in classrooms on a paid and voluntary basis. Trainee teachers and volunteers work in classrooms and the number of classroom assistants has risen since the last inspection. Those working with the pupils with special educational needs have received specific training. There is a strong sense of teamwork. The contribution of these adults is clearly valued and they have a clear understanding of their role. Furthermore, the work of the Parent/Teacher group is highly valued and makes a positive contribution to the quality of the school's provision.

25. The school has very effective links with parents. For many parents, the relationship starts before the children start their formal education as the school is developing good relationships with the local nurseries. The quality of the information the school supplies for them is very good. The prospectus and governors' annual report to parents are attractive and clear. They both comply with legal requirements. Reports are honest and helpful and show that teachers know their pupils well. The parents regard the school as being very approachable and they feel that they are kept very well informed through regular newsletters and informal discussions.

26. The parents hold the school in very high regard. They recognise and appreciate the improvements that have been made since the last inspection. For example, they acknowledge the improvements in the accommodation, the new outdoor play facilities and the improvements in the provision for information and communication technology. They strongly support each aspect of school life, particularly the Christian values that are promoted and the opportunity to use the school hall for acts of worship each Sunday. Many parents help in the school during the course of the week and they make a strong contribution to their children's progress through their support of the homework that is set on a weekly basis. In this respect the home/school contract works very well.

27. The contribution of the local community to pupils' learning is very good. The school makes the most of local expertise in and ensures that the pupils have the opportunity to work with adults with a broad range of expertise in technology, music, sport and the creative arts. The local priest and groups representing different faiths and organisations regularly take assemblies in the school. In return, the pupils entertain local senior citizens with concerts and carol singing and share harvest gifts.

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

28. There are no key issues. However, the school is mindful of the need to bring about the following improvements:

- the ratification of the school's sex education policy
- clarification of the school's admission policy
- greater emphasis on the multi-cultural aspect of the curriculum

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

12

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

11

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	50	50	0	0	0	0

*The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.*

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	<b>YR- Y2</b>
Number of pupils on the school's roll (FTE for part-time pupils)	82
Number of full-time pupils eligible for free school meals	3
<b>Special educational needs</b>	<b>YR - Y2</b>
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	13
<b>English as an additional language</b>	
Number of pupils with English as an additional language	7
<b>Pupil mobility in the last school year</b>	<b>No of pupils</b>
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	4

### *Attendance*

#### **Authorised absence**

	<b>%</b>
School data	5.0
National comparative data	5.4

#### **Unauthorised absence**

	<b>%</b>
School data	0
National comparative data	0.5

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

**Attainment at the end of Key Stage 1**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	13	10	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	10	10	10
	Total	23	23	23
Percentage of pupils at NC level 2 or above	School	100 (90)	100 (90)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	10	10	10
	Total	23	23	23
Percentage of pupils at NC level 2 or above	School	100 (90)	100 (97)	100 (100)
	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
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

No of pupils on roll
51
0
1
6
3
1
2
0
7
0
2
2
0
0
1
0
3

Number of fixed period exclusions	Number of permanent exclusions
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	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 – Y1**

Total number of qualified teachers (FTE)	3.6
Number of pupils per qualified teacher	23
Average class size	27

**Education support staff: YR – Y1**

Total number of education support staff	3
Total aggregate hours worked per week	90

***Financial information***

Financial year	2001/2002
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	£
Total income	304512
Total expenditure	301539
Expenditure per pupil	3633
Balance brought forward from previous year	2966
Balance carried forward to next year	5939

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

### **Questionnaire return rate**

Number of questionnaires sent out	89
Number of questionnaires returned	41

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	29	2	2	0
My child is making good progress in school.	60	30	2	0	8
Behaviour in the school is good.	63	29	2	0	5
My child gets the right amount of work to do at home.	39	46	5	0	10
The teaching is good.	61	27	2	2	7
I am kept well informed about how my child is getting on.	48	40	2	5	5
I would feel comfortable about approaching the school with questions or a problem.	59	37	0	5	0
The school expects my child to work hard and achieve his or her best.	61	39	0	0	0
The school works closely with parents.	55	30	5	2	8
The school is well led and managed.	68	25	2	0	5
The school is helping my child become mature and responsible.	58	32	0	0	10
The school provides an interesting range of activities outside lessons.	68	17	7	0	7