

INSPECTION REPORT

PUTTERIDGE INFANT SCHOOL

Luton

LEA area: Luton

Unique reference number: 109564

Headteacher: Mrs A Housden

Reporting inspector: Rob Crompton
7230

Dates of inspection: 16th – 17th June 2003

Inspection number: 246922

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
School category:	Community
Age range of pupils:	4 – 7 years
Gender of pupils:	Mixed
School address:	Putteridge Road Luton
Postcode:	LU2 8HJ
Telephone number:	01582 728262
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Yvonne Edmunds
Date of previous inspection:	2 nd February 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is larger than other infant schools nationally, with 320 boys and girls aged from four to seven. Fifty-three children attend the nursery on a part-time basis. Children starting in recent years have had levels of attainment with those normally found at this age. The attainment of children who entered the reception class this year was good for their age. Across the school a fifth of the pupils have special educational needs, most of whom have learning difficulties. This is about the national average. Five pupils have a statement of special educational need, which is above average. About a fifth of pupils are from ethnic minority backgrounds, most of Asian, African or Caribbean heritage. Twenty-six pupils have English as additional language and a small number are at an early stage of learning English. The main languages spoken in addition to English are Urdu and Gujarati. Over half the pupils are from outside the area normally served by the school. The proportion of pupils known to be eligible for free school meals is below average.

HOW GOOD THE SCHOOL IS

This is a very good school. Consistently good teaching enables pupils to progress quickly and attain high standards. Pupils work hard and behave very well. The headteacher provides excellent leadership and is extremely well supported by the deputy, senior managers and all other staff. Governors work hard on behalf of the school and fulfil their responsibilities well. Parents hold the school in high regard. It gives very good value for money.

What the school does well

- Pupils make very good progress and achieve high standards because of the good teaching.
- The headteacher provides excellent leadership and plays a pivotal role in ensuring that pupils get the most from their time at the school.
- Excellent assessment systems are used to track pupils' progress very carefully and to plan new work.
- Staff provide very good care to ensure children feel happy and secure and can concentrate on their learning.
- Parents and teachers work very closely together to help children learn and improve.
- Pupils' personal development is very well supported and contributes to their very positive attitudes and behaviour
- The very good range of experiences provides pupils with a rich and stimulating curriculum.
- The governing body supports the school well.

What could be improved

- Opportunities for learning support assistants (LSAs) to aid pupils' learning through using their skills and expertise more fully.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Very good progress has been made since the previous inspection in February 1998. Standards have risen considerably. Assessment systems are now excellent. Pupils with the potential to do very well are now achieving high standards. The senior leadership team regularly monitors teaching and tracks pupils' progress. There is a much stronger partnership with parents.

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	B	A	A*	A
writing	B	A	A	A
mathematics	B	B	A	A

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

Children make good progress in the nursery and reception classes because of the very good quality of provision. Their language and social skills are particularly well developed. By the end of reception, most children achieve beyond what is expected for their age. This means that they get off to a good start at the beginning of Year 1.

Through good teaching, pupils progress rapidly and achieve well above average results by the time they are seven. The results of National Curriculum tests in reading in 2002 were in the top five per cent nationally and this high standard is evident in the Year 2 classes. Pupils are articulate and write well. Their confidence in literacy helps learning in other subjects, such as science and religious education. Pupils' handwriting is very good.

Pupils' depth of understanding in mathematics is shown by their recall of facts, their confidence in suggesting strategies for solving problems and their use of mathematical terminology. Other subjects, such as science and design and technology provide ample opportunities for pupils to apply their numeracy skills. Good work was also seen in information and communication technology (ICT), particularly in data handling and in pupils' use of the correct terminology.

Results in the National Curriculum tests for seven year olds over the past five years indicate that attainment in the English, mathematics and science is about six months ahead of that found in most schools across the country. This achievement is a result of effective teaching, careful assessment, close monitoring of individual progress and the challenging targets set by the school. The pupils themselves, with the support of their parents, deserve full credit for the effort they make in living up to the high expectations the school has for them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils willingly co-operate and try hard in lessons. They are keen to take full part in school life.
Behaviour, in and out of classrooms	Behaviour is very good in lessons and around the school. Pupils are friendly, polite courteous and show respect for their school.
Personal development and relationships	Very good. Relationships are very strong and constructive throughout the school. Pupils are willing to take responsibility and show initiative.
Attendance	Good. Levels of attendance are above average and pupils arrive promptly.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2
Quality of teaching	Very good	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.

Teachers and support staff work very well together in the nursery and reception classes. They have a very good understanding of how young children learn and provide a wide range of stimulating activities. Classrooms and outdoor areas are used very effectively, with a very good balance between teacher led work and activities chosen by the children. This keeps children interested and eager to learn.

In Years 1 and 2, pupils build on previous work and make good progress. Because planning is so good, teachers do not go over old ground unnecessarily. Work is planned to meet the needs of all pupils. Teachers are very good at managing lessons. Time is used productively and lessons move at a brisk pace. Teachers have high expectations of behaviour and are positive and encouraging.

The teaching of literacy and numeracy is good overall. Teachers explain things clearly, generate enthusiasm and create a purposeful working atmosphere where pupils feel confident and do their best. The teaching of writing is particularly strong and results in high standards. Pupils take a pride in their work. They enjoy writing for a range of purposes and present their work neatly. In mathematics, teachers know the subject well and are able to build on pupils' existing knowledge through skilful questioning. They help pupils to extend their skills by the use of ICT and by providing opportunities for them to work with numbers and measures in other subjects, such as design and technology. Pupils enjoy the challenge of working with databases in science and geography.

Learning support assistants (LSAs) make a good contribution to teaching and learning. Classes are sometimes split into two groups, led by the teacher and a LSA. This works very well, for example, in the teaching of ICT. During group activities, LSAs explain things well and keep pupils focused on the task in hand. They help individual pupils to sustain their attention during introductions and summary sessions, but this role could be extended. Pupils with a statement of special educational need benefit from the care and attention they receive but teachers and LSAs need further training to extend their expertise in meeting the specific needs of these pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. Pupils benefit from a rich curriculum which enables them to flourish, improve where they need to and to experience a wide range of activities. The formal curriculum, together with extra activities, combine to provide a stimulating and challenging learning environment.
Provision for pupils with special educational needs	Good. Pupils with individual needs are identified early and receive extra support and make good progress. Individual education plans for those pupils with a statement of special educational need could have clearer targets.
Provision for pupils with English as an additional language	Good. The small number of pupils at an early stage of speaking English are well supported.
Provision for pupils' personal development including spiritual, moral, social and cultural development	This is a very good feature of the school. It is at the heart of the strong ethos. Personal development has a very strong impact on attainment and progress.

How well the school cares for its pupils	Very good. The school gives the welfare of pupils a high priority. Effective procedures for child protection are established. Excellent assessment systems ensure that pupils' academic progress and personal development are closely tracked.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides excellent leadership. Her vision and determination are major factors in the school's continuing drive for improvement. The senior leadership team operates effectively, helping the school to improve. Curriculum managers do a very good job; they keep a close eye on their subjects and successfully move things forward.
How well the governors fulfil their responsibilities	Good. Governors have a clear understanding of priorities and plan developments well. Funding is carefully allocated to achieve value for money.
The school's evaluation of its performance	Very good. The quality of teaching is regularly monitored and pupils' attainment through the school is thoroughly analysed.
The strategic use of resources	Very good. Priorities are established through wide consultation. The excellent improvement plan clearly sets out the school's targets and identifies the resources necessary to achieve them. There are good systems to ensure that funding is used well. The budget surplus from last year was appropriately earmarked to allow the programme of refurbishment to continue. Teachers are supported very well. They are well trained, encouraged and appreciated.

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 high standard of work and behaviour. The good quality of the teaching. The expectation that their children will work hard and do their best. The way the school is led and managed The partnership between the school and parents 	<ul style="list-style-type: none"> The range of activities outside lessons.

The inspection team strongly agrees with all of the strengths identified by the substantial majority of parents. Their positive comments summarise the essential qualities of this successful school very well. The team found that there is a wide range of extra-curricular activities and that learning is enhanced by educational visits and visitors to the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils make very good progress and achieve high standards because of the good teaching.

1. As children entered the current reception class, their social development, use of language and grasp of early mathematical ideas were above levels usually found at this age. They have made good progress during the year due to the very good teaching. This was exemplified during an excellent lesson, which focused on the double vowel oo sound. Activities had a high level of challenge; they motivated and excited the children. Some played with toy zoo animals, others formed the letters oo using a 'spectacles board' or made mobiles with spoons. Outside, children tried on large Wellington boots, used hoola hoops and played hoopla. The teacher and LSAs focussed on specific groups of children, asking questions to take the learning forward. At the end of the lesson, the children had a secure grasp of the oo sound and how letters represent it. The range of activities and interaction with adults also contributed significantly to their social and physical development and extended their knowledge and understanding of the world.
2. During a very effective numeracy lesson in a parallel class, the brisk pace and level of challenge led to rapid progress. Children's knowledge of number bonds to 10 – such as 7+3, 5+5 and 6+4 – was better than expected at this age and their enthusiasm was evident as they competed gleefully in pairs as the teacher asked quick fire questions.
3. Children in the Year 2 class had broadly average levels of attainment as they started Year 1. Currently, there are no national comparisons for the school's 2003 results but they follow a similar pattern to previous years. Almost all pupils achieved the expected levels in reading, writing and mathematics, with a very large proportion attaining the higher levels. Pupils' books reflect these very good standards. They write very well. Handwriting is neat and most pupils can write extended pieces using the correct spellings and grammar. They use their good vocabulary well to make their writing vibrant and appealing to the reader. Most pupils read very well and this helps their learning in other subjects. Similarly, their good grasp of number is consolidated and extended in subjects such as science and geography
4. Pupils' very good progress in Years 1 and 2 is the result of good and sometimes very good teaching. For example, during a very successful numeracy lesson in Year 1, pupils were set challenging work that matched their different levels of confidence. Supported ably by two LSAs, they placed numerals on 'number tracks'. Higher attaining pupils worked well independently as they put even numbers in the correct sequence between 18 and 88. Good provision for pupils with different levels of prior attainment was also made during an effective literacy lesson in Year 2. The lesson was well planned to enable the teacher and two LSAs to support groups of pupils. Pupils showed well above average skills as they made notes about 'mini-beasts' from information books. Higher attaining pupils responded well to the challenge. They located information and recorded it by drawing tables independently, including *habitat*, *description*, *food* and *fascinating facts* as headings. Good links with science were made as pupils explained how insects use the antennae and recalled other characteristics of small creatures.

5. This link between literacy and science was also evident during a very good lesson in Year 2 where pupils were developing their investigative skills. As pupils dissected fruit, they were encouraged to use the appropriate vocabulary, such as, skin, pith and flesh; these key words were prominently displayed. The four adults involved provided very good support, helping pupils to focus on the main points. The excellent resources - a wide variety of fruits, magnifying glasses and plastic knives – enabled the pupils to develop their investigative skills in a highly practical setting. Most were working securely at or above the levels expected.

The headteacher provides excellent leadership and plays a pivotal role in ensuring that pupils get the most from their time at the school.

6. The headteacher has a clear vision for the future development of the school and plays a central role in moving it forward and in sustaining high standards. She is ably supported by the deputy head and senior leadership team. Staff take on additional responsibilities willingly and effectively. All involved in the school feel valued. A common sense of purpose contributes to the positive atmosphere that permeates the school. The headteacher's view, that children should 'spend three glorious years' at the school, illustrates her determination to ensure that all pupils have equal chances to succeed academically and to grow personally.
7. In the pursuit of these ideals, the headteacher has introduced an effective system of self-evaluation to help ensure that the school is not distracted from its central aims. Successful strategies have been introduced to monitor teaching. The headteacher and subject co-ordinators observe colleagues teaching and provide constructive feedback. Observations often have a specific focus, such as evaluating the teaching of writing across the school. The headteacher and deputy head support staff in their professional development through regular discussions to review progress and agree future targets. Teachers have benefited from this process and it is having a positive effect on standards.
8. The headteacher has a comprehensive knowledge and understanding of how young children learn and is confident in promoting successful approaches to teaching and learning. This is leading to an increasingly coherent approach across the school. Teachers are weaving ideas into their current practice rather than bolting them on to existing methods. For example, learning through play and informal, practical activities is a successful feature of the teaching. The headteacher's view that teachers should achieve an appropriate work/life balance is appreciated by staff and contributes to the admirable team spirit.

Excellent assessment systems are used to track pupils progress very carefully and to plan new work.

9. Excellent progress has been made since the last inspection when weaknesses in assessment were identified. The headteacher, who co-ordinates assessment, is very knowledgeable and highly effective. With good support from colleagues, she has successfully driven initiatives that are having a positive impact on pupils' rate of progress and levels of attainment. Individual progress is tracked carefully and standards are monitored from year to year. For example, when pupils complete a unit of work in history or information and communication technology (ICT), teachers note the extent to which each pupil has achieved what was intended. This process builds up a picture of how they are doing across all subjects. Learning support assistants make a good contribution to assessment. For example, during a conversation with a teacher at the end of the day, a LSA gave a detailed account of

what the pupils she had been working with had achieved. Teachers' knowledge of individual pupils, together with the careful analysis of test results, enables the school to identify any aspects of the curriculum which need more emphasis and to set suitably challenging targets for each group of pupils. Recently, this led to more emphasis on improving the content of written work and resulted in more pupils achieving good standards.

10. Year group leaders play an important part in analysing how well pupils are doing. Their termly reports evaluate how different groups of pupils, such as boy and girls and those from ethnic minorities, are doing. These detailed evaluations provide excellent feedback to colleagues and help them to set targets for individuals and groups of pupils. This often results in extra support for those pupils who may be at risk of falling behind and contributes to their overall success at the end of Year 2. Excellent use is made of information technology to record, analyse, predict and report progress. Senior staff and governors use this information to evaluate the school's performance and to set challenging targets.

The very good care staff give the children ensures that they feel happy and secure and can concentrate on their learning.

11. A caring atmosphere pervades the school. Staff know pupils well. They are not over protective but quietly and unobtrusively look out for individual pupils. They note any changes in children that appear to be affecting their well being and learning and ensure that the headteacher is made aware of their concerns.
12. Teachers and support staff greet pupils warmly at the beginning of the day. Registration time is calm and positive. Adults generate a secure and nurturing atmosphere, chatting to pupils and following up any of their minor concerns. Break and lunchtimes are well organised and supervised. There is plenty for pupils to do. Pupils take turns using the excellent climbing apparatus. They enjoy using the skipping ropes and hoops or quietly playing with the dolls' tea sets and prams. The school's care for pupils was illustrated on a very hot day. Teachers ensured that all pupils had some sort of head covering; supervisors guided pupils to shaded areas and provided cool drinks at regular intervals.
13. Procedures for child protection are well established and appropriate attention is given to health and safety. The excellent toilet facilities illustrate the importance attached to pupils' comfort and well being.

Parents and teachers work very closely together to help children learn and improve.

14. Parents are very positive about the school. At the meeting before the inspection, parents described the school as very good and there was strong support for the partnership that the school has developed with them. The questionnaire returns also reflected this view. About sixty parents regularly help in school, a further indication of the success of the partnership.
15. Written information for parents is very good. Omissions from the prospectus identified by the last inspection have now been rectified and this is now a detailed and easily accessible document. The weekly newsletter is full of news about events and successes, for example, about the school's website or the money raised on 'Red Nose Day'. The home/school reading diaries are exemplary, with teachers and parents engaging in a continuous dialogue about children's progress. This contributes significantly to the very high standards in reading. Parents receive very

good guidance on what is to be covered in the curriculum. In the nursery and reception classes, this is sent out weekly. Parents much appreciate this information and welcome the opportunities it gives for following up work at home.

16. Consultation evenings are well attended and teachers produce helpful, individualised ideas sheets about how parents can support their children in practical ways. In addition to these formal occasions, good use is made of the fortnightly parent/teacher meetings that continue throughout the year. Reports are good overall. They provide a clear picture of pupils' attainment and identify targets for improvement. They could be clearer about how well pupils are doing for their age.
17. In summary, the school's commitment to working in equal partnership with parents is evident in its day-to-day life. Pupils benefit from this in numerous ways; any anxiety about starting school is much reduced, support at home and in lessons helps academic progress, involvement in out-of-school activities enhances pupils' social development and the funds raised by the active friends' association add to the quality of education.

Pupils' personal development is very well supported and contributes to their very positive attitudes and behaviour

18. Children are encouraged to be positive about school life. The caring and supportive atmosphere contributes greatly to the children's feeling of security. Adults treat children with respect and provide good role models for social interaction. Work habits are established early; children are given clear guidance on behaviour.
19. Lessons are made very interesting, which means that pupils become absorbed in their work. Co-operative work in pairs and small groups helps them to develop supportive relationships and teachers consistently promote tolerance and respect for others. Pupils' self-esteem is enhanced through the many opportunities for them to shine in small ways – perhaps being praised in class for a good answer or being rewarded with a sticker for helping someone in the playground.
20. Assemblies make a very good contribution to pupils' personal development. During a whole school assembly led by the headteacher, a story from the Bible was used very effectively to encourage pupils to be kind to each other. Their responses to questions showed how they understood that we cannot change 'how we look' but we can change 'how we are inside'. Recorded music was used to good effect to create an atmosphere of peace and reflection.
21. Relationships throughout the school are very good. The school is a harmonious community where the atmosphere is relaxed but purposeful. In lessons, pupils are attentive, eager, willing and co-operative. Behaviour in some lessons is excellent. These positive attitudes are a significant factor in the good progress pupils make through the school.
22. Movement around the school is well ordered and behaviour at break times is very good. The way that visitors are welcomed provides further evidence of pupils' positive attitudes. They are open, friendly, polite and courteous.

The very good range of learning experiences provides pupils with a rich and stimulating curriculum.

23. Pupils benefit greatly from the breadth and richness of stimulating opportunities for learning. Open-ended tasks, collaborative work and practical activities help pupils to become effective learners. They are given time to be imaginative and creative. This approach is evident in the abundance of displays around the school. Children in the reception class had designed mittens using pattern and colour well and had created some complicated paper sculptures. In Year 1, pupils wrote brief 'film scripts' and these were attractively displayed with the associated 'frames' displayed as a piece of film reel.
24. Links between subjects help pupils to make connections and see the relevance of improving literacy and numeracy skills. For example, one factor in pupils' very good progress in using graphs to display information is that they do this in real situations, such as producing bar graphs of wildlife found in the school grounds.
25. A wide range of ways is found to provide an exciting curriculum. Educational visits and visitors are a frequent and positive feature. For example, musicians perform regularly, the fire brigade provides demonstrations and visitors talk about road safety. Special events, such as 'Book Week' and 'Art Week' involving outside specialists to provide exciting challenges and opportunities.
26. The lively curriculum is further supplemented by a very good range of optional activities, including: football led by professional coaches, computers, recorders, choir, gymnastics and country dancing.

The governing body supports the school well.

27. Governors share the headteacher's determination to ensure the highest standards and she has their confidence. Under the strong leadership of the chair, they work hard on the school's behalf, managing developments and setting challenging targets for further improvement. Governors consult widely when drawing up the annual improvement plan. Staff contribute ideas and parents' views are canvassed through a questionnaire. These views, together with the careful analysis of pupils' attainment and progress are fully discussed and priorities are agreed. Recent initiatives have been very successful. For example, planned improvements to the curriculum and teaching methods in the nursery and reception classes have been implemented and the provision is now very good. Standards in English have improved because the action plan clearly set out what was to be done, who was to do it and how much it would cost.
28. Governors ensure they have access to information to help them monitor school effectiveness and to make informed decisions. The headteacher provides very detailed reports and governors gain first-hand information by visiting the school regularly. Governors have a wide range of relevant expertise. For example, the curriculum committee is chaired by a retired headteacher and the finance committee by a financial adviser. Care is taken to ensure that the principles of best value are applied when decisions are made. By comparing the school's results with those in similar circumstances governors keep a close eye on the effectiveness of their strategic planning and use of resources.
29. The school's aim to *'provide a high quality education for each child'* is reflected very well in practice.

WHAT COULD BE IMPROVED

Opportunities for learning support assistants (LSAs) to aid pupils' learning through using their skills and expertise more fully.

30. Learning support assistants provide good support for teaching and learning, sometimes taking responsibility for large groups. For example, in the reception classes, one takes half the class for ICT while the teacher works with the rest. This works very well and pupils' benefit from the extra individual attention they receive. Pupils often sit in groups working at different tasks that the teacher has set according to how well they are doing. Learning support assistants work with them, especially those pupils with special educational needs, putting things in a different way and cajoling pupils so that they make good progress. During lesson introductions and summary sessions, they mostly sit alongside particular individuals, expanding on what the teacher is saying and encouraging pupils to answer questions and to offer comments. This helps to sustain pupils' attention and helps lessons to run smoothly. The fact that almost all pupils attain the expected levels by Year 2 in reading, writing and mathematics is due in part to the good support that less confident pupils receive. Although teachers bear in mind individual needs when planning lessons, explicit reference to pupils' individual education plans (IEPs) is not made routinely in day-to-day planning. This means that, although they receive good general support, opportunities to provide specific help can be missed.
31. The school has recently admitted pupils with some specific learning difficulties and have a statement of special educational need, which identifies how they should be supported. Individual education plans do not always reflect the approaches specified in the statements. This means that LSAs are not fully aware of how they might support these pupils. There is a tendency for them to work alongside individuals almost all the time, which does not allow opportunities for pupils to develop work habits independently of an adult. As a result, there are limited opportunities for LSAs to observe individual pupils and to assess their progress towards becoming independent learners. The school has recognised this as an area for development. Extending the role of the LSAs was identified in a recent evaluation carried out by the special educational needs co-ordinator.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

32. Extend opportunities for learning support assistants to aid pupils' learning through using their skills and expertise more fully by:
- Improving the level of knowledge and understanding that staff have in relation to a wider range of special education needs;
 - improving the quality of IEP targets for these pupils with a statement of educational need so that they more closely match the priorities identified in the statement;
 - monitoring the use that teachers and LSAs make of IEPs to inform teaching and learning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

15

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

12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	4	10	0	0	0	0
Percentage	7	27	66	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 about 10 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)	27	266
Number of full-time pupils known to be eligible for free school meals	NA	18

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	64

English as an additional language

	No of pupils
Number of pupils with English as an additional language	26

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence

	%
School data	4.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
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	41	42	83

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	40	41	40
	Girls	41	41	42
	Total	81	82	82
Percentage of pupils at NC level 2 or above	School	98 (91)	99 (97)	99 (89)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	40	40	40
	Girls	41	42	42
	Total	81	82	82
Percentage of pupils at NC level 2 or above	School	98 (91)	99 (92)	99 (95)
	National	85 (85)	89 (89)	89 (89)

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

Ethnic background of pupils

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	142	0	0
White – Irish	1	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	6	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	8	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	2	0	0
Black or Black British – Caribbean	2	0	0
Black or Black British – African	5	0	0
Black or Black British – any other Black background	0	0	0
Chinese	1	0	0
Any other ethnic group	0	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)	11
Number of pupils per qualified teacher	24
Average class size	30

Education support staff: YR – Y2

Total number of education support staff	16
Total aggregate hours worked per week	290

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	53
Total number of education support staff	4
Total aggregate hours worked per week	50
Number of pupils per FTE adult	10:1

FTE means full-time equivalent.

Financial information

Financial year	2001-2
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	£
Total income	702538
Total expenditure	713421
Expenditure per pupil	2594
Balance brought forward from previous year	81126
Balance carried forward to next year	71410

Recruitment of teachers

Number of teachers who left the school during the last two years	7
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.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	292
Number of questionnaires returned	85

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	27	2	0	0
My child is making good progress in school.	56	41	1	0	1
Behaviour in the school is good.	47	49	2	0	1
My child gets the right amount of work to do at home.	40	47	6	1	6
The teaching is good.	69	29	1	0	0
I am kept well informed about how my child is getting on.	39	53	6	0	2
I would feel comfortable about approaching the school with questions or a problem.	65	33	1	1	0
The school expects my child to work hard and achieve his or her best.	59	41	0	0	0
The school works closely with parents.	34	61	5	0	0
The school is well led and managed.	51	46	2	0	1
The school is helping my child become mature and responsible.	48	46	4	0	2
The school provides an interesting range of activities outside lessons.	24	29	21	5	21