

INSPECTION REPORT

HEANOR LANGLEY INFANT SCHOOL

Langley, Heanor

LEA area: Derbyshire

Unique reference number: 112557

Headteacher: Mrs C Wood

Reporting inspector: Mr M Newell
10638

Dates of inspection: 16th – 18th September 2002

Inspection number: 247236

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 and Nursery

School category: Community

Age range of pupils: 3 - 7

Gender of pupils: Mixed

School address: Laceyfields Road
Langley
Heanor
Derbyshire

Postcode: DE75 7HJ

Telephone number: 01773 712823

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs B Sandby

Date of previous inspection: November 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in Langley, close to the town centre of Heanor in Derbyshire. Most, but not all, of the pupils live close to the school. This is a popular school where the demand for places is high. There are currently 152 pupils on roll. This figure includes 52 children who attend the school's nursery on a part-time basis. The school has a further expected January intake of 19 reception-aged children. There are at present slightly more girls attending the school than boys. Approximately 15% of pupils are eligible for free school meals and this is broadly in line with the national average. The percentage of pupils identified as having special educational needs is well below the national average, although the percentage of pupils with a statement of educational need is above the national average. All pupils are of white ethnic origin and no pupil speaks English as an additional language. Although there is a wide range of attainment when children start school, attainment overall is slightly below average, particularly in the area of language and communication. The school has received achievement awards from the government during the last two years in recognition of the high standards that pupils attained.

HOW GOOD THE SCHOOL IS

This is a very good school that enables the pupils to achieve high standards in English, mathematics and science. The consistently good and at times very good teaching enables pupils of all abilities to make very good progress during their time at the school. Under the excellent leadership of the headteacher, it is a school that does not rest on its laurels and is always looking at how it can improve further. There is an excellent team spirit within the school, with teaching and non-teaching staff committed to ensuring that pupils achieve and sustain high standards. Relationships throughout the school are excellent and the school makes very good provision for the personal development of pupils. This is a very caring and supportive school which provides a vibrant range of learning opportunities and where the parents greatly value and appreciate the quality of education provided. Taking all factors into account, the school provides very good value for money.

What the school does well

- Pupils achieve high standards in English, mathematics and science by the end of Year 2.
- The consistently good and at times very good teaching, together with the excellent support of teaching assistants, ensures that pupils of all abilities make very good progress over time. Learning is further enhanced by pupils' very good attitudes to school and their good standards of behaviour.
- The school makes very good provision for pupils' personal development.
- The school provides a challenging and stimulating curriculum that meets the individual needs of all pupils.
- Very good procedures are in place for ensuring pupils' welfare and well being and for assessing and tracking pupils' academic progress.
- The school has established a very strong and effective partnership with parents who greatly appreciate and value the quality of education that the school provides.
- The leadership provided by the headteacher is excellent. She has played a pivotal role in the development of the school and in helping to build a team of staff and governors that works together in an impressive manner.

What could be improved

- The number of boys reaching higher levels of attainment in their writing.
- The role that subject co-ordinators play in monitoring the quality of teaching and learning.

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 very good progress since the time of the last inspection in 1997 and is a better school than it was. Standards in English, mathematics and science have improved significantly. The quality of teaching has improved. Many of the strengths identified at the last inspection have been maintained and in many instances built upon to have an even greater impact on pupils' learning. The four key issues identified at the last inspection have been tackled in a very thorough and effective manner. The school has worked very hard to improve the use and condition of the accommodation and has created a far more attractive learning environment, both internally and externally. The size and design of the building, such as the small hall and staffroom, mean that the school continues to seek to develop ways and strategies of improving the accommodation. Schemes of work to support teaching and learning are now in place for all subjects and are of a good standard. Teaching and provision for the youngest children in school are now of a good and at times very good standard. The range and number of books in the school library have improved with the school constantly evaluating and renewing stock. The commitment of all staff and governors indicates that the school is very well placed to continue to provide a high quality of education for all pupils.

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
	1999	2000	2001	2001
reading	D	A	A	A
writing	D	A*	B	A
mathematics	A	A	A	A

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

The above table shows that on the basis of the 2001 National Curriculum test results pupils' attainment is well above the national average in reading and mathematics and above average in writing. When compared to similar schools pupils' attainment is well above the national average in reading, writing and mathematics. In both 2000 and 2001 the school received achievement awards from the government in recognition of the high standards that pupils attained. These awards also indicate a trend of improvement in standards over time that is above that found nationally. Unconfirmed data from National Curriculum test results in 2002 indicate a similar level of attainment. Inspection findings show that standards continue to remain at this high level in reading, writing, mathematics and science, with a higher than average percentage of pupils on track to exceed the levels expected of 7-year-olds in all subjects. Pupils of all abilities make very good progress during their time in school. The school is constantly looking at ways to improve and has already begun programmes and initiatives to increase the percentage of boys that attain at the higher levels, particularly in writing.

There is a wide range of attainment levels when children start school, but overall attainment is slightly below the expected level, particularly in children's communication and language skills. Children get a good and at times very good start to their educational lives and, by the time they start in Year 1, many children have achieved and in some instances exceeded the nationally recommended Early Learning Goals in all areas of learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils respond very well to the good quality learning opportunities that are provided and show a desire to do well.
Behaviour, in and out of classrooms	Good. The vast majority of pupils behave well in class and around the school and show a good awareness of the needs of others.
Personal development and relationships	Very good. The school makes very good provision for the personal development of all pupils. Relationships throughout the school are excellent and help to create an impressive environment for learning.
Attendance	Good. The pupils clearly love coming to school and this is reflected in the level of attendance which is above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	N/A

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is of a good standard throughout the school and at times is of a very good standard. The quality of teaching makes a significant contribution to the quality of pupils' learning and to the very good progress that pupils of all abilities make. Teaching in the Foundation Stage is of a good standard with examples of very good teaching, particularly in the nursery. Teaching in the Foundation Stage strikes a good balance by ensuring that children are provided with opportunities to learn through investigative and practical activities as well as being directly taught a good range of skills and knowledge covering all areas of learning. Every opportunity is seized upon to develop and enhance the children's communication and language skills. Literacy and numeracy are taught well in Years 1 and 2. A great emphasis is placed on the direct teaching of reading and writing skills which helps to ensure that pupils attain high standards in these areas of the curriculum. Teachers capitalise on many opportunities to develop pupils' literacy and numeracy skills in other subjects of the curriculum such as history, geography and science. Evidence indicates that teaching is good across many subjects of the curriculum. The good quality of teaching across the school ensures that the tasks that are set are challenging and demanding for pupils of all abilities. The quality of support provided by the teaching assistants is of an excellent standard and makes a very important contribution to how well pupils learn and to the very good progress that pupils make. All these factors together with the very good attitudes held by pupils form a forceful combination that help to create a most effective environment for learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a broad, balanced, vibrant and relevant curriculum for children in the Foundation Stage and for pupils in Years 1 and 2. A good range of visits and visitors bring an added dimension to the quality of pupils' learning.
Provision for pupils with special educational needs	Very good. The school makes very good provision for pupils with special educational needs and helps to ensure that these pupils progress at a similar rate to their classmates.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school places a great deal of emphasis on the personal development of pupils alongside their academic development. The school places a high level of responsibility on pupils and in turn pupils respond in a mature and effective manner which impacts greatly on how well they learn and achieve.
How well the school cares for its pupils	Very good. The school cares very well for all pupils. The staff know all the pupils very well and recognise and celebrate their individuality. Very good procedures are in place for assessing, tracking and supporting pupils' academic development.

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. She has an excellent grasp of the strengths of the school together with an accurate vision for school improvement. She is very well supported by an effective senior management team and a dedicated staff. There is an excellent team spirit in the school with all staff committed to ensuring that the school provides a high quality of education for all pupils.
How well the governors fulfil their responsibilities	Good. The Governing Body fulfils its statutory responsibilities well and has become increasingly effective in the manner in which it holds the school to account for the quality of education it provides.
The school's evaluation of its performance	Good. The headteacher carries out a detailed analysis of test and assessment results and this analysis is discussed in great detail by the governors and staff. The headteacher and deputy headteacher are effective in monitoring the quality of teaching and learning but the school has rightly identified the need for subject co-ordinators to play a more active role in monitoring, supporting and evaluating teaching and learning across the school.
The strategic use of resources	Very good. Very good use is made of all the resources available to the school, particularly teaching assistants, and this makes an important and telling contribution to the standards achieved. The principles of best value are applied when purchasing goods and services and in evaluating the effectiveness of major spending decisions. Financial planning is of a high standard.

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 standards that the school achieves. • The fact that their children enjoy coming to school and the way in which the school helps children to become mature and responsible. • The good quality of teaching and the progress that children make. • The good standards of behaviour. • The amount of homework that is provided. • The approachability of the school and the high expectations that the school sets. • How the school works closely with parents. • How well the school is led and managed. 	<ul style="list-style-type: none"> • Information relating to how their child is getting on. • The range of extra-curricular activities.

A very high percentage of parents are very happy with all aspects of school life and greatly value and appreciate the quality of education that the school provides. This is reflected in the very positive response to the parents' questionnaire sent out before the inspection and at the meeting held for parents to discuss the work of the school. Inspection findings show that parents' views are very accurate and that the school provides a very good quality of education for all pupils. Inspection evidence also shows that the information provided for parents relating to how well their children are doing is of a good standard. This is highlighted, for example, in pupils' progress reports which not only show what pupils have achieved but also set targets for improvement and outline what parents can do to support their child's learning. The range and quality of extra-curricular activities are better than found in most infant schools and are therefore judged to be good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve high standards in English, mathematics and science by the end of Year 2.

1. This is a school that is committed to enabling its pupils to achieve and sustain high standards. All at the school work very well together to help provide a high quality of education for all pupils. Tasks that are set are challenging and demanding and are carefully matched to the needs of pupils of different abilities. Assessment carried out when the children start school shows a wide ability range, with attainment overall being slightly below average, particularly in children's language and communication skills. The results of the National Curriculum tests and teacher assessments at the end of Year 2 in 2000 and 2001 show that attainment is often well above average in reading, writing, mathematics and science. On occasions attainment is in the top 5% of schools nationally. The school performs equally well when its results are compared to similar schools. The unvalidated data related to test results and teacher assessments in 2002 indicate a similar level of attainment, with an above average number of pupils exceeding the levels expected of 7-year-olds across all three subjects. In both 2000 and 2001 the school received achievement awards from the government in recognition of the high standards that it achieved. Given the starting point of children when they begin school and the standards that are achieved by Year 2, this represents very good progress by pupils of all abilities. This comes about as a result of consistently good and at times very good teaching, the very positive attitudes to school and learning held by pupils, and the excellent leadership of the headteacher which ensures that there is no sense of complacency – simply a desire for all pupils to achieve their potential in an environment where learning is fun.
2. Reading standards by the end of Year 2 are well above average. The school makes sure that from an early age children are taught the necessary skills and they are helped to develop an enjoyment of reading. In the Foundation Stage well chosen texts which are animatedly read set the early seeds for the enjoyment of stories. Well-developed questioning skills get children to listen carefully to stories and to develop the idea that words convey meaning. As pupils move through Years 1 and 2 they are directly taught a range of strategies to help them tackle unfamiliar words and phrases, which fills the pupils with confidence when they come across more difficult text. Teachers stress the importance of reading with expression and the pupils feel confident in reading out loud in small groups, in class, in assemblies, and in whole school productions. Teachers, teaching assistants and parental and other community helpers all help to ensure that pupils are heard reading on a regular basis. Group reading sessions within literacy lessons are also used in a highly effective manner for developing and enhancing pupils' reading skills. In all these instances pupils' misconceptions are dealt with in an effective and sensitive manner. Pupils are introduced to texts from a wide range of authors and poets and are encouraged to locate information from books using the contents and index pages. The children are very well supported by their parents who regularly listen to them read. Comments between parents and teachers are recorded in reading diaries which act as an excellent line of communication between home and school. All these factors make an important and significant contribution to the very good progress that pupils make in the development of their reading skills.
3. Pupils' writing skills are well above average by the end of Year 2. The main reasons for this are the wide range of opportunities provided for pupils to write for a variety of

audiences and purposes alongside the direct and systematic teaching of specific writing skills. In the Foundation Stage children are taught how to form letters accurately and are introduced to the idea of how letters are joined together in words and sentences to express their views, to describe events and pictures and to convey meaning. As pupils move through Years 1 and 2 they are presented with opportunities to write book reviews, letters and instructional pieces of text, such as outlining how to make a puppet, to write an autobiography and to write extended pieces of writing. The pupils are taught phonic skills through their writing as well as their reading and this has a beneficial impact on their learning. Pupils are taught the importance of using as expressive a vocabulary as possible to help make their writing spring to life. Teachers and teaching assistants all stress the need to ensure that whilst pupils' writing should capture the interest and attention of the reader, attention must also be paid to careful spelling and presentation. This is helped by the systematic development of spelling strategies and handwriting skills which the pupils often put to good use. The end result is that pupils write in a lively style, use a good range of vocabulary, spell and present their work well and produce extended pieces of writing that do not fizzle out after a lively opening. Pupils' speaking and listening skills are above average by the end of Year 2. The majority of pupils are attentive and listen carefully to teachers and to the contributions of their classmates. The pupils are confident that their views and opinions will be listened to and respected and this often results in lively and interesting question and answer sessions within lessons. Pupils are encouraged to justify and explain their answers which results in them having to think about their responses. The school is increasingly using "Circle Time" as an opportunity for pupils to explore and articulate their feelings and this is adding much to the further development of pupils' speaking skills and reinforcing the fact that others' views, opinions and feelings should be treated with respect.

4. The pupils achieve well above average standards in mathematics by the end of Year 2. In the Foundation Stage a great deal of emphasis is placed on children taking part in practical mathematical activities alongside more formal activities. Children are encouraged to investigate numbers, to develop an early understanding of volume and capacity through structured play activities with sand and water and to use an appropriate mathematical vocabulary when talking about their work. This means that from an early age children begin to understand the importance of mathematics in every day situations. In Years 1 and 2 effective learning continues. Basic numeracy skills are taught well. Different mathematical concepts are presented in different ways which help to develop and enhance pupils' learning. Pupils continue to be taught the importance of using correct mathematical terminology with a continued emphasis on learning through practical and investigative tasks that really get the pupils thinking about and exploring different mathematical concepts. Coverage of the different elements of the subject is good. There is an emphasis on the development of pupils' number skills, but this is not at the expense of developing pupils' knowledge of shape, space, measures or data handling. Teachers and teaching assistants instil in pupils from an early age the idea that there are different ways of finding solutions to problems that are set and pupils are asked to outline and explain the strategies they use to solve various problems. These are often shared with the rest of the class and this is a successful and effective strategy in advancing all pupils' learning.
5. The pupils' attainment in science is well above average by the end of Year 2. Teaching ensures that all elements of the subject are taught in depth and as a result the pupils develop a very good knowledge base. Pupils have a very good knowledge of life cycles; they know clearly what conditions are needed for plants to grow. Pupils have a very secure knowledge of materials and their properties and explain with ease terminology such as magnetic and non-magnetic. A great deal of emphasis is placed on learning

through investigative activities. Pupils discover through experimentation which surfaces are the most suitable for bouncing a ball, which materials are most suited for a particular purpose and which foods are the most beneficial for a healthy diet. Pupils are already secure in the factors that are needed to ensure that a test is a fair test. In their study on healthy eating many pupils are aware of the fact that foods may contain fat, protein, sugars and carbohydrates. Pupils are adept at putting their scientific knowledge to good use to make accurate predictions to explain why things happen as they do in their experiments. The enthusiasm of the pupils linked with the high expectations of the teachers result in pupils wanting to find more things out for themselves and to talk animatedly about the work that they have covered.

The consistently good and at times very good teaching, together with the excellent support of teaching assistants, ensures that pupils of all abilities make very good progress over time. Learning is further enhanced by pupils' very good attitudes to school and their good standards of behaviour.

6. The quality of teaching throughout the school is good and at times very good and makes an important contribution to the high levels of attainment and to how well pupils learn and achieve. The teaching is successful in ensuring that the tasks that are set carefully match the needs and abilities of all pupils. During the week of inspection, teaching was good or better in nine out of ten lessons, with teaching very good in a quarter of lessons observed. No unsatisfactory teaching was observed. A detailed scrutiny of pupils' books and work shows that teaching is consistently good or better and it is this consistency and quality of teaching that makes a major contribution to the very good progress that pupils make during their time at the school.

7. The quality of teaching in the Foundation Stage is good and at times very good, particularly in the nursery. The lessons are planned in an effective manner and the activities ensure that tasks are provided that challenge the higher attaining children. In the nursery a very good balance is struck between activities where children learn through practical and investigative tasks and through the direct teaching of specific skills across many areas of learning. Activities have a specific learning focus and the high quality of interactions between adults and children really helps to push on children's learning. There is clearly a high level of expectation with children involved in discussions about nursery rules and the factors that help the nursery to be a comfortable and attractive environment in which to learn. All adults in the nursery are effective in developing children's skills through direct teaching whether it be developing early reading, writing or mathematical skills or in cutting or gluing or making music. Every opportunity is seized upon to develop children's communication and language skills while at the same time developing their ability to become independent learners. Very good procedures are in place for recording and assessing children's involvement and successes in the various activities that are planned and this information is then used in an effective manner to guide and inform the next steps in children's learning. The very good start that children make to their educational lives in the nursery is then built on effectively in the reception class where teaching again is of a good standard. In the reception class the basic skills of literacy and numeracy are taught in an effective manner. A good emphasis is placed on the development of children's phonic and writing skills alongside the development of a love of reading. Children continue to be provided with opportunities to learn through practical and investigative tasks with groups of children exploring volume and capacity in the sand and water trays whilst other groups of children are directly taught skills to enable them to order numbers. Good provision is made for children to enhance their physical development when the reception aged children use the nursery outdoor play facilities on a daily basis, with all

adults also ensuring that opportunities are seized upon to develop children's communication skills through animated role-play activities. Very effective procedures continue to be used for the on-going assessment of children's attainment and the information is used well to guide and inform future curriculum planning.

8. The teaching of English is good with some very good features in Years 1 and 2. From an early age pupils are directly taught reading and writing skills with many opportunities provided for pupils to develop their speaking and listening skills. Teachers are keen to develop in pupils an early love of reading. They do this through carefully choosing a good range of literature as a focal point for learning in the literacy lessons and use the text in an effective manner to make particular teaching points. Teachers ensure that pupils are taught a good range of skills and strategies to help them tackle unfamiliar words and phrases, which include sounding out words phonetically, reading on to get the gist of the text and, for younger pupils, ascertaining if there are any clues in pictures to help them gain a better understanding of the text. Pupils are constantly reminded of the need to use these strategies and this enhances both their reading skills and their confidence in tackling more complex texts. Good attention is also placed on developing pupils' spelling skills. This is done by consistently teaching strategies that pupils can learn and use to become more competent spellers. A very good example of this was seen in a Year 2 lesson where pupils were reminded of the strategies and techniques to be used when asked to spell words of increasingly difficulty. The pupils responded very well and achieved good standards. Writing skills are developed in a systematic and rigorous manner. Opportunities are provided for pupils to write for a wide range of audiences and purposes. The strength in the teaching is that pupils are directly taught the skills that are needed to write an instructional text, an autobiography, or a letter of complaint. Much emphasis is given to the techniques that are needed to hook the attention of the reader and to try and sustain the plot of a story over a longer period of the writing, rather than simply fizzling out after a lively start. Alongside these skills, teachers in Years 1 and 2 stress the importance of good presentational skills. In many English lessons what pupils are to learn is shared with them and from an early age pupils are made aware that they too have a role to play in how well they learn. At the end of lessons the objectives of the lesson are revisited to see if they have been achieved or exceeded. Where teaching is most effective the information is then used to help plan the next steps in pupils' learning. Examples of this were seen in both Years 1 and 2. Teaching ensures that many opportunities are provided for pupils to develop their speaking and listening skills through question and answer sessions that are a feature of many lessons. Incisive questioning cajoles pupils into using an expressive vocabulary to justify their views and opinions and good use is being increasingly made of drama and role-play activities, for example in Year 1, to further enhance pupils' speaking skills. The consistently good and at times very good teaching in English ensures that pupils make very good progress over time.
9. The picture is similar in mathematics and science. Teaching is consistently good with some very good features, which results in pupils making very good progress. This is reflected in the fact that children start school with attainment levels slightly below the expected level. By the time that pupils leave school at the end of Year 2, standards are well above average with a higher than average number of pupils attaining levels of attainment beyond those expected of 7-year-olds. In numeracy lessons much emphasis is placed on the development of pupils' mental agility. Sessions are provided in lessons for pupils to put their number skills to the test in quick fire mental arithmetic tasks. These are often very effective and are thoroughly enjoyed by the pupils. Teaching is successful because it encourages pupils to use a wide range of strategies to solve mathematical problems, which are then shared with the rest of the class. This is an effective teaching ploy in advancing the learning of all the class. Teaching is also

successful because good attention is paid to ensuring that all elements of the subject are covered in depth. Pupils learn well about shape, space, measures, and data handling alongside the systematic development of pupils' numeracy skills. Plenty of opportunities are provided for pupils to put their mathematical skills and knowledge to the test in practical and investigative tasks, which enable them to gain a very good understanding of the uses of mathematics in every day applications. Teaching is of a similar standard in science. Good emphasis is given to the systematic development of pupils' scientific knowledge. A well structured and planned programme for teaching all elements of the science curriculum is in place. This includes pupils in Years 1 and 2 rotating around a series of science activities on a given day each week. Pupils' progress, involvement and attainment are carefully recorded. In addition to these activities there are whole class science lessons where pupils' knowledge is further extended. A very good balance is again struck between the acquisition of knowledge and the chance for pupils to improve their investigative skills. Lots of practical and hands on experiences enable pupils to learn in a meaningful manner. As a result, pupils have a good knowledge of what constitutes a fair test and confidently carry out a wide range of experiments and investigations. A good emphasis is placed on the use of a scientific vocabulary which pupils pick up on, and by the end of the lesson confidently use and understand terms, such as carbohydrates, protein and fats. In the best teaching in science, for example in Year 2, different assessment criteria are set for pupils of different abilities which illustrate the fact that the teacher has high expectations for pupils of all abilities.

10. A strength of teaching throughout the school is the excellent role played by teaching assistants. In the Foundation Stage and in Years 1 and 2, teaching assistants play an integral part in planning the tasks that are set for pupils. There is an excellent working relationship between teachers and teaching assistants who work together in an impressive manner to advance pupils' learning. Teaching assistants consistently use sensitive yet incisive questioning to extend pupils' learning. They are fully involved in the recording and assessment procedures that are a feature of many lessons and the outcomes are discussed in great detail with class teachers. There is little doubt that teaching assistants play a significant and pivotal role in the high standards that pupils achieve and their contributions are greatly valued by the school.
11. Teaching is often of a good standard in other areas of the curriculum. In art and design a good emphasis is placed on the teaching of specific skills alongside the development of pupils' awareness of the work of famous artists, such as Picasso. This results in pupils having good skills in observational art and completing works in the style of famous artists while at the same time keeping a sense of originality. The school makes good use of a specialist teacher to teach music to all classes in school. These lessons are well taught and thoroughly enjoyed by the pupils who sing well and with a high level of enthusiasm. Teachers use their subject knowledge in subjects such as history and geography to motivate and enthuse the pupils, again striking that effective balance of imparting knowledge while at the same time planting the early seeds in pupils' thinking as to why things in history happened as they did or in looking from a moral as well as geographical perspective as to why life styles and living conditions are different in different countries of the world.
12. Pupils' attainment and achievement is certainly enhanced by the quality of the teaching. This is further supported by the very good attitudes that pupils have and the good behaviour that they demonstrate. The quality of teaching together with very positive attitudes form a powerful combination that adds much to creating the impressive learning environment that pervades the life of the school.

13. In the Foundation Stage the children quickly become accustomed to the routines and demands of school life and respond in an enthusiastic and infectious manner to the teachers' and support staff's high expectations of achievement and behaviour. The children show very sensible attitudes to work and good levels of concentration. The children clearly enjoy all the activities in which they take part. The good quality of teaching ensures that the resources for the differing activities are well prepared, attractive and produce in the children a high level of curiosity and inquisitiveness that adds to the quality of learning. The staff in the Foundation Stage do much to build up children's confidence and self-esteem and teach them the importance of listening to others.
14. Pupils at Key Stage 1 continue to have very positive attitudes to work and to school. Most pupils concentrate well in lessons, and are very keen to take a full and active part in lessons. Pupils work well on their own and in small and larger groups. All pupils are ready to share and they value one another's ideas and discuss the best ways of completing the task. In many lessons where teachers capture their imagination, pupils respond with high levels of interest, enthusiasm and motivation.
15. Pupils particularly enjoy taking part in investigative tasks, musical and art activities, working on computers and being involved in the wide range of stimulating experiences that the school provides. Pupils can be relied on to get on with their work once a task has been set. Examples were seen of pupils helping a classmate if the teacher was providing direct teaching input into another group of pupils. In the lessons seen during the inspection many were characterised by pupils' enthusiasm and the quality of relationships that exist amongst pupils and with their teachers. The very positive attitudes displayed by pupils contribute significantly to the quality of life in the school.
16. Behaviour across the school is in most instances of a good standard. The school makes it clear from an early age what is required in terms of behaviour, stressing the importance of self-discipline and that pupils must be responsible for their own actions. Pupils have a clear understanding of the difference between right and wrong and a good appreciation of the impact of their actions on the well being of others. The vast majority of pupils are well mannered, polite and always willing and eager to talk to visitors. Within assemblies, group and class discussions the pupils are provided with opportunities to reflect on their own values and beliefs. The atmosphere in school is one where the individuality of the pupils is recognised and valued. Staff and pupils treat one another with respect.

The school makes very good provision for pupils' personal development.

17. The school makes very good provision to promote the personal development of pupils alongside their academic development and this brings an added quality to the life that exists in the school as a community. From an early age the school seeks to develop in pupils an independence in their own learning. In the Foundation Stage the children quickly pick up on these expectations and show good levels of independence in the manner in which they help to put out and return resources. This very good start is built on as pupils move through the school. Within lessons, pupils have a well-developed sense of what is expected from them in terms of behaviour and academic achievement. The pupils often rise to these expectations. Respectful behaviour is encouraged throughout the school. The pupils are given the chance to reflect on their own values and beliefs both in collective worship and in class topics. The school has introduced "Circle Time" and is increasingly using the opportunity for pupils to discuss their feelings on a wide range of issues. Opportunities are also provided in lessons for pupils to discuss their reactions to world events, such as the death of the Queen Mother or the volcano in Goma. The pupils feel safe and secure in the company of teachers and classmates, knowing that they will always be listened to and never ridiculed. Many pupils in school know the difference between right and wrong and pupils are always encouraged to do the right thing and own up to their misdemeanours. Pupils are encouraged to take responsibility for their own learning. Teachers encourage pupils to find things out for themselves and to learn about things through investigation. Teachers encourage pupils to express their views and opinions whilst at the same time expecting pupils to try and justify and explain these views. As well as developing pupils' speaking and listening skills, the teaching is effective in making an important contribution to pupils' personal development, as there is a great emphasis on respecting the views and beliefs of others.

18. The school is keen to promote pupils' personal development at every opportunity both through the curriculum and in their contribution to the life of the school as a community. Awards are given for pupils' behaviour and pupils respond very positively to this strategy. Pupils are rewarded verbally and by the use of positive reward systems, such as stickers, certificates, gold stars and the weekly "Gold Assembly" where the worker of the week is celebrated. Pupils are set personal targets, which are reviewed on a regular basis, and pupils' personal development is tracked as keenly as their academic development. Pupils are provided with opportunities to take on responsibilities around the school. Pupils act as monitors within the classroom and around the school. Lists of monitorial duties and the rota for carrying out the tasks are displayed in classrooms, ensuring that pupils are aware of who is doing what. Pupils help in the dining hall, put out and return resources. Older pupils act as "buddies" for younger pupils and paired reading strategies are in place with older pupils working with the youngest children in school. Pupils respond very positively to the responsibilities that are entrusted to them. The provision that the school makes for pupils' personal development results in pupils having a real sense of pride in their work and in their school. There is a shared and genuine sense of pleasure in the achievement of others. The school is very keen on building up the self-esteem of pupils, which is shown in many lessons where pupils' views and opinions are recognised and valued. When the oldest pupils leave the school they are presented with a scroll recognising their contribution to the life of the school and all the younger pupils form a guard of honour on the last day for the leavers to walk through, receiving the tumultuous applause of their schoolmates. The present Year 2 pupils state how much they are looking forward to this event and how proud they will feel. The school is also keen to promote pupils' personal development through raising their awareness of the needs of others less fortunate than themselves. Pupils are only too ready to take part in fund raising activities for organisations and events, such as the

Red Cross, NCH and the Goma Appeal. Within lessons and assemblies teachers make good use of world and national events, such as the Golden Jubilee or the World Cup, not only to extend pupils' knowledge but also to examine moral and social issues that may be associated with these happenings.

The school provides a challenging and stimulating curriculum that meets the individual needs of all pupils.

19. The school provides a broad and balanced curriculum that promotes pupils' learning in a very effective manner. The school not only ensures that literacy and numeracy skills are developed well throughout the school, but it also provides the pupils with a curriculum that covers all subjects in sufficient depth with an appropriate allocation of time to each subject. In addition the school provides a wide range of learning opportunities through visits, visitors and extra-curricular activities that bring a further dimension to the quality of pupils' learning.
20. The school seeks to develop in the children a sense of curiosity and inquisitiveness from an early age. In the Foundation Stage, the children are given opportunities to learn through practical activities, such as construction work, sand and water play, role-play activities, outdoor play, alongside more formal activities. Often, learning tasks have specific learning aims, which means that the opportunities for learning are fully exploited. There are good links between the nursery and reception classes, which means that there are good levels of continuity and progression in children's learning. Planning is of a good standard and ensures that all areas of learning are covered in depth with every opportunity being seized upon to enhance children's communication and language skills.
21. In Years 1 and 2 the development of pupils' literacy and numeracy skills is not only achieved through the discrete teaching of skills within lessons, but also by using every opportunity to promote these skills in other areas of the curriculum, for example, in science, history, geography, design and technology and religious education. Good use is made of information and communication technology resources to support pupils' learning in other areas of the curriculum. Whether it be using a mathematics software program to challenge and test out pupils' number skills, using an electronic microscope to assist in observational art, using a digital camera or simply using a computer to edit and draft work, teachers are quick to exploit such opportunities to advance and extend pupils' learning. Pupils are encouraged to learn through investigative and practical activities in science and mathematics. The curriculum provision gives pupils the chance to experience a wide range of learning opportunities across many subjects. Pupils learn about important people in history in depth, compare living in Heanor with the 'Isle of Struay', develop mapping skills, design and make puppets, devise menus and learn about Christianity and other faiths and cultures. Good provision is made for the development of pupils' musical skills through a specialist teacher who teaches music across the school. Pupils are taught about the importance of healthy living, given an early awareness of drug education and through their study of Ghana explore the whole idea of global education. Closer to home, the school's environmental area within its grounds provides pupils with first hand opportunities to have an impact on improving their learning environment. Plans are in hand to further improve the environmental area with help from the probationary service.
22. The school shows an eagerness to promote pupils' learning through a range of visits and visitors to the school. Visitors include the emergency services and other public sector workers, visitors from other faiths and cultures, representatives from various charities, artists, representatives from local sporting clubs and lots of members of the

local community. Pupils have made visits to art galleries, to the cinema and theatre, and to local football stadia. The school also makes very good use of the local environment with visits to local shops, parks and small holdings. Very good procedures are also in place for pupils to visit the junior schools to which they are to transfer. Although the school is an infant school, it provides a good range of extra-curricular activities which are well attended and much appreciated by pupils and parents. Out of school activities currently include an art club, a French club and a gardening club. In the past the school has also offered football training and recorder groups and these activities are to start up again during this academic year.

23. The school makes very good provision for pupils with special educational needs. Pupils with special educational needs are identified at an early stage and support is effectively targeted to where the need is greatest. Individual education plans are of a good standard and contain targets that are both challenging and achievable. Documentation to support pupils' learning is of a good standard. The special needs co-ordinator provides effective support and guidance for colleagues and has worked very hard in establishing strong relationships with outside agencies, such as speech therapists, behaviour support staff and educational psychologists. Teaching assistants are deployed in a highly effective manner to support pupils and they make a significant contribution to the very good progress that pupils make. Additional support is provided on a regular basis for pupils who may be experiencing difficulties in literacy or numeracy. The provision that is made for the higher attaining pupils is equally good with the result that these pupils achieve at a level commensurate with their ability.

Very good procedures are in place for ensuring pupils' welfare and well being and for assessing and tracking pupils' academic progress.

24. The school places a great deal of importance on the assessment of pupils' attainment and of tracking the progress that they make as they move through the school. Children are assessed soon after they start school. These assessments are carried out in a very thorough manner and provide a very good guide as to what the children can or cannot do. The information that is gained is used to identify any children who may have special educational needs and used most effectively to guide and inform future curriculum planning. Within the classroom staff carry out continuous ongoing assessments in addition to termly assessments of the children's progress towards the nationally recommended Early Learning Goals. The teachers link on going assessments very well into curriculum planning. These assessments together with other assessment data enable the teachers to accurately track individuals' strengths and weaknesses and to set targets for improvement where necessary.
25. The very good assessment procedures and tracking that start in the Foundation Stage continue in Years 1 and 2. The school carries out a good range of tests and assessments in addition to statutory tests. The headteacher carries out a detailed analysis of the results and identifies any area of the curriculum or groups of pupils either by class or gender that are not achieving as well as expected. The detailed records that the school keeps of pupils' progress mean that teachers can see at a glance where progress is not as good as it should have been. The school then immediately targets additional support to individual pupils or groups of pupils and this results in an improvement in the level of performance. The school has used this data in a most effective manner, for example, in identifying that fewer boys attain the higher levels of attainment in writing. Equally effective procedures are in place for assessing and tracking the progress of pupils with special educational needs and these help to ensure that the pupils make similar progress to their classmates.

26. This is a school that has consistently achieved high standards over the last three years and continues to analyse assessment data in a rigorous manner and to set challenging targets for all pupils. The school is not only looking at the percentage of pupils that achieve the expected levels for 7-year-olds, but also asks itself if as many pupils as possible are achieving the next higher level. The answer is often yes. As in the Foundation Stage, ongoing assessment procedures are very effective. Records of individual pupils' development are updated regularly. Based on assessment data, individual targets are set for each pupil and are reviewed regularly. Targets and assessment criteria vary according to the different abilities of the pupils. There is clear evidence that the procedures for assessing, targeting and tracking pupils' progress are real strengths and have played a pivotal role in the high standards that the school consistently achieves.
27. This is a very caring and supportive school. All pupils are well known by staff, and all adults in the school are committed not only to the academic development of the pupils, but also to ensuring that the pupils' welfare and well being are given a high priority. Very effective procedures are in place to promote good behaviour and attendance and for recording and tracking pupils' personal welfare and development. Equally good procedures are in place for child protection and for ensuring pupils' health and safety. First aid and accident procedures are embedded in school practice with staff undertaking regular training. Regular health and safety checks are carried out and the school is very active in the promotion of good health initiatives through healthy snacks and the provision of water bottles throughout the school day for pupils. In addition to these systems and initiatives, the high quality of relationships means that pupils know that they can approach any member of staff if they have a problem. Discussions with pupils show that they feel very confident that staff would listen to them sensitively and that any issue would be dealt with quickly and fairly. The level of care and concern prevalent within the school helps the pupils to feel confident and secure and greatly enhances the quality of the learning environment.

The school has established a very strong and effective partnership with parents who greatly appreciate and value the quality of education that the school provides.

28. The school has worked very hard to establish a very strong partnership with parents. The school provides very good channels of communication with parents, keeps parents fully informed of the progress that their child is making and constantly assesses and evaluates the role that parents can play in supporting their child's academic development.
29. The school provides a good quality prospectus that outlines the work of the school. On an ongoing basis the school provides regular, informative newsletters which keep parents fully informed about events that are taking place. Information sessions are held to inform parents about, for example, how literacy is taught across the school or what procedures are followed when pupils take part in the National Curriculum tests at the end of Year 2. The school operates a genuine "open door" policy and parents are welcome to come to school at any time should they have any concerns about their child's academic or personal development. The school makes extra efforts to make regular positive contact in the playground or through the home/school reading record with parents who are more reluctant to engage with school. On a more formal level, parents are invited to attend open nights and afternoons when they can discuss their child's progress with the class teacher. The annual reports of pupils' progress are of a good standard. They outline not only what children are able to do but set targets for

improvement and suggest ways in which parents can help with their child's learning. Information and initiatives are often provided to suggest ways in which parents can support their child's education and this helps to strengthen the partnership between the home and school. The school also sends weekly letters to parents informing them of the teaching and learning focus for that particular week.

30. The school is always eager to canvass the views and opinions of parents and fully consulted with parents before setting up after school French provision and on changes made to mid-morning healthy snacks. Parents value and appreciate this level of consultation. Parents of pupils with special educational needs are kept fully involved and informed of the progress being made by their children. Individual education plans are updated on a regular basis and the contents of the plans are discussed regularly with parents so that they can contribute to the quality of their child's learning at home. All these initiatives help to promote a strong partnership between school and parents.
31. The parents greatly appreciate the partnership that the school has established with them and, as a result, many are fully involved in the life of the school and are only too ready to help with many class activities as well as concerts, trips and fund raising activities. Each classteacher has a timetable of parent volunteers who regularly come in to help with reading. Parents support the school through numerous fund raising and social activities which raise substantial sums of money. These have been used, amongst other things, to improve the school's resources and learning environment. The school has also organised "Improving Parenting Skills" for parents to attend.
32. It was clear from the meeting with parents held before the inspection and the responses to the questionnaires that parents are very happy with and proud of the quality of education that the school provides. Almost all parents who responded to the questionnaire believe their child is making good progress and that the quality of teaching is good. Parents feel that the school is approachable. Again, almost all parents responding to the questionnaire stated that the school is well led and managed and that the school sets high expectations in terms of both academic and personal development. These statistics show the high regard in which parents hold the school. The partnership means that many parents show a readiness to take on board initiatives and suggestions that the school makes to support and enhance their child's learning as well as adding to a real sense of community where both school and parents value the contributions that each other make.

The leadership provided by the headteacher is excellent. She has played a pivotal role in the development of the school and in helping to build a team of staff and governors that work together in an impressive manner.

33. The leadership provided by the headteacher is excellent. She has played a significant and pivotal role in the continued development and improvement of the school and in helping to ensure that the school continues to achieve high standards. This is not a school for resting on its laurels and, under the excellent leadership of the headteacher, it is a school that is determined to continue to introduce new initiatives and strategies that help to ensure that a high quality of education is provided for all pupils. The commitment to high standards is reflected in the fact that the school has received achievement awards from the government. The headteacher has been very successful in moulding together a team of staff that works impressively well together to enhance pupils' academic and personal development at every opportunity. The headteacher has quickly gained the respect of staff, governors, parents and pupils, all of whom recognise the leadership qualities that she brings to the school. The headteacher is supported very well by the deputy headteacher and another member of staff. Together, they form the senior management team of the school. They set a good example in terms of teaching, and show a willingness to tackle identified issues in a professional and thorough manner. In the period of time between the headteacher being appointed and taking up her post in the school, the deputy headteacher played an effective role in ensuring that the school ran smoothly and at the same time introducing initiatives that enhanced pupils' learning. The management of special educational needs is carried out in an effective and successful manner by the special needs co-ordinator. She ensures that documentation is kept up to date, deals effectively with parents and support agencies and targets support to where the need is greatest. These factors make an important and significant contribution to the very good progress that pupils with special educational needs make.
34. The headteacher and deputy headteacher carry out formal observation of lessons. Written and verbal feedback are provided and where pointers for development are identified, these form the basis for future observations. The headteacher and deputy monitor teachers' planning on a regular basis and the school has started to carry out scrutiny of pupils' work in a more rigorous manner. The headteacher carries out detailed analyses of test and assessment data. The results from these analyses are fed back in detail to staff and governors. The headteacher analyses data to look for trends in attainment by gender, by different year groups and by smaller groups of pupils. Factors such as pupil mobility are considered. The information is used in a highly effective manner to set targets for individual pupils and for year groups and these targets are revisited and reviewed on a regular basis. The school has already identified as one of its priorities the need for subject co-ordinators to play a more active role in the monitoring of teaching and learning. Data analysis also revealed that there are fewer boys than girls achieving at the higher levels in writing. The school has started to address the issue.
35. The school has made very good progress since the time of the last inspection. Taking account of the wider picture, standards have improved significantly, teaching and learning have improved and many of the school's strengths identified at the last inspection have been maintained or built upon. The specific key issues identified at the last inspection have been tackled in a rigorous and effective manner, although there are still, through no fault of the school, deficiencies in the accommodation, namely the small hall and staffroom, which prevent the learning environment from being more effective and attractive. The school is very well placed to continue to develop and improve.

36. The school benefits from a very supportive Governing Body which has a good grasp of the school's strengths, its areas for development and has proved increasingly effective in holding the school to account for the quality of education that it provides. Governors receive very good information relating to standards and the work of the school from the headteacher. Many opportunities are provided for governors to discuss policies and schemes of work before they become embedded in school practice and the Governing Body as a whole is actively involved in the process of target setting. Governors visit the school on a regular basis with some governors having observed lessons. Governors attend training courses, which enables them to view the school's work in a wider, national perspective. Relationships between the school and governors are excellent and add much to the sense of community that exists in the school. The School Improvement Plan is of a good quality. Staff and governors are actively involved in drawing up the school priorities and the headteacher is increasingly providing opportunities for parents and pupils to make contributions. There is a very good match between financial planning and priorities outlined in the School Improvement Plan. Financial planning is of a high standard and the headteacher evaluates the impact of major spending decisions on standards. A good example of this is the relatively high spend on teaching assistants which is financially justified because of the significant contribution they make to the high standards that the school achieves. Taking all factors into account this is a school that is providing very good value for money.

WHAT COULD BE IMPROVED

The number of boys reaching higher levels of attainment in their writing.

37. The headteacher analyses test and assessment data and then uses the information to identify any areas of weakness and set targets for improvement. The school has become increasingly effective in this area of school life as it examines attainment by gender, different groups of pupils, pupil mobility and individual pupils. The importance that the school attaches to data analysis and target setting has been an important factor in helping to raise standards. The analysis of data has revealed that a fewer boys than girls are attaining the higher levels of attainment in their writing. The school has started to address the issue by looking at the differences in learning styles between boys and girls and making staff more aware of these. In addition, the school has put in place strategies such as writing boxes and has purchased books to appeal more to the interest of boys to engender a more positive attitude to writing. These are important approaches to adopt and it is essential that these strategies are followed through in a rigorous manner and that other approaches continue to be examined and evaluated in order for a greater percentage of boys to achieve at a higher level in their writing.

The role that subject co-ordinators play in monitoring the quality of teaching and learning.

38. The headteacher and deputy headteacher have carried out a number of lesson observations in order to evaluate the quality of teaching and learning. The school has identified the need for curriculum co-ordinators to have a more rigorous and defined role in this process. A great deal of informal discussion takes place between teachers about subjects for which they are responsible. Co-ordinators have started to draw up action plans to identify areas for development within subjects. Informal help, support and guidance are provided. The weaker element is that there is not a formal,

systematic and rigorous programme of supporting, monitoring and evaluating teaching and learning by the co-ordinators. In addition, they do not lead regular scrutinies of pupils' work. These initiatives, if introduced, would enable the good and at times very good practices in teaching and learning to be disseminated and weaknesses, should they occur, to be tackled in an effective manner.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

39. In order to build upon the school's many strengths, high attainment levels and the very good quality of education that it provides, the Governing Body, headteacher and staff should:

1) ensure that the procedures and initiatives that the school has recently instigated to help increase the number of boys that achieve the higher levels in writing are rigorously followed through and their impact assessed and evaluated.

2) extend the role of curriculum co-ordinator to include:

- the regular monitoring, support and evaluation of teaching and learning in order to disseminate the good and at times very good practice that clearly exists and to identify any areas for improvement;
- the leading of regular scrutinies of pupils' work and the setting of targets for improvement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

20

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	0	5	13	2	0	0	0
Percentage	0	25	65	10	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 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)	26	100
Number of full-time pupils known to be eligible for free school meals	N/A	14

FTE means full-time equivalent.

Special educational needs

	Nursery	YR –Y2
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	1	9

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.6

Unauthorised absence

	%
School data	0.3
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
	2001	19	20	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	19
	Girls	19	20	20
	Total	34	35	39
Percentage of pupils at NC level 2 or above	School	87(94)	90(94)	100(94)
	National	84(83)	86(84)	91(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	17	18
	Girls	20	20	20
	Total	37	37	38
Percentage of pupils at NC level 2 or above	School	95(94)	95(92)	97(92)
	National	85(84)	89(88)	89(88)

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	100	0	0
White – Irish		0	0
White – any other White background		0	0
Mixed – White and Black Caribbean		0	0
Mixed – White and Black African		0	0
Mixed – White and Asian		0	0
Mixed – any other mixed background		0	0
Asian or Asian British - Indian		0	0
Asian or Asian British - Pakistani		0	0
Asian or Asian British – Bangladeshi		0	0
Asian or Asian British – any other Asian background		0	0
Black or Black British – Caribbean		0	0
Black or Black British – African		0	0
Black or Black British – any other Black background		0	0
Chinese		0	0
Any other ethnic group		0	0
No ethnic group recorded		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)	5.1
Number of pupils per qualified teacher	20
Average class size	25

Education support staff: YR– Y2

Total number of education support staff	7
Total aggregate hours worked per week	118

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	23
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3

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	2001/2002
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	£
Total income	335128
Total expenditure	329221
Expenditure per pupil	1903
Balance brought forward from previous year	13635
Balance carried forward to next year	19542

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	174
Number of questionnaires returned	74

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	23	0	0	0
My child is making good progress in school.	72	28	0	0	0
Behaviour in the school is good.	66	33	1	0	0
My child gets the right amount of work to do at home.	54	45	1	0	0
The teaching is good.	69	30	1	0	0
I am kept well informed about how my child is getting on.	57	34	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	72	27	0	1	0
The school expects my child to work hard and achieve his or her best.	70	30	0	0	0
The school works closely with parents.	62	34	3	0	1
The school is well led and managed.	70	29	1	0	0
The school is helping my child become mature and responsible.	68	31	1	0	0
The school provides an interesting range of activities outside lessons.	51	38	7	0	4