

# INSPECTION REPORT

## **MELBOURNE INFANT SCHOOL**

Melbourne

LEA area: Derbyshire

Unique reference number: 112594

Headteacher: Mrs J Clerke

Reporting inspector: Ms J McKenna  
2485

Dates of inspection: 12 – 13 May 2003

Inspection number: 247241

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Packhorse Road Melbourne Derbyshire
Postcode:	DE73 1EG
Telephone number:	01332 862325
Fax number:	01332 862325
Appropriate authority:	The governing body
Name of chair of governors:	Mrs S Dixon
Date of previous inspection:	2 March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Melbourne Infant School is in the small town of Melbourne, in Derbyshire. It is smaller than other primary schools, with 157 pupils on roll, aged four to seven. The school admits pupils full time in the term before they are five. There is no nursery, although most pupils have had some pre-school experience before they enter the school. There are very few pupils from minority ethnic groups, and none speak English as an additional language. The proportion of pupils with special educational needs is well below average, and all have either moderate learning difficulties or speech and communication difficulties. None have statements of special educational need, which is also well below average. The proportion of pupils eligible for free school meals is well below the national average. Socio-economic indicators show the local community to be more advantaged than nationally, although the area is mixed and includes council owned as well as private housing. The attainment of children on entry to the school is above average. The school has gained the Investors in People Award, the Basic Skills Quality Kitemark, and, recently, a School Achievement award.

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

This is a very effective school. Leadership is excellent. The headteacher demonstrates a very clear commitment to ensuring the best possible provision for pupils and to promoting continuous improvement. Management is efficient and effective. Teaching is very good. Very good curriculum opportunities are provided and pupils' progress is rigorously monitored. Extremely good care and support are given to pupils. As a result, the school enables children to achieve very well and attain very high standards. Children show excellent attitudes towards school and their learning. The school provides very good value for money.

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

- Pupils attain very high standards and achieve very well.
- The headteacher's leadership and management of the school are excellent. She is very well supported by staff and governors.
- Teaching is very good.
- Provision for pupils' academic and personal development is very good.
- The assessment of pupils' progress, analysis of data and the use of target setting are excellent.
- Pupils have extremely positive attitudes to school and their learning.

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

- There are no areas of significant weakness. Minor areas are known about because of the rigorous monitoring, and are acted upon to bring about improvement.

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

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

The school was last inspected in March 1998. The school has made very good improvement since then. The two key issues have been fully addressed, and the provision for pupils' personal development and the opportunities for them to exercise independence are now very good. There have been developments in most other areas, including teaching, which has improved and is now very good. As a result, standards have risen to their present very high levels.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
Reading	A	A	A*	A
Writing	A*	A*	A*	A*
Mathematics	B	A	A	A

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

Pupils attain very high standards. In the national tests in 2002, the results in reading and writing were in the top five percent of all schools nationally, and they were well above the national average in mathematics. Results have been high for several years, especially in writing. When compared with similar schools, the results are also very high.

Very high standards of work were seen during the inspection. Standards in literacy and numeracy in particular are well above average, with many pupils about a year in advance of what would be expected for pupils of a similar age.

By the end of Year 2, pupils' reading and comprehension skills are very good. The range and quality of writing are extremely good, as is pupils' spelling, punctuation, grammar and handwriting. Pupils speak confidently and express views and opinions clearly and with enthusiasm. They have a good knowledge and understanding of number and ability to calculate mentally. They know the names and properties of shapes, use basic units of measurement and carry out simple problems involving money and fractions. They represent information and data graphically, and can interpret it when it is presented to them in this form. They apply their good mathematical skills to solve problems and explain their methods.

These standards indicate that pupils achieve very well. Their attainment on entry to the school is above average overall. Pupils of all ages and levels of prior attainment make very good, systematic progress, resulting in the very high standards seen by the time they leave.

The school sets challenging targets for attainment for both individuals and groups of pupils, and works hard and successfully to ensure they are met.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school, are keen to participate in all activities and show a real eagerness to learn.
Behaviour, in and out of classrooms	Pupils' behaviour in lessons and around the school is very good.
Personal development and relationships	Relationships between pupils and with adults are excellent. Pupils show mutual respect for each other, and act sensibly with good levels of independence.
Attendance	Attendance is above the national average, and pupils arrive punctually.

## TEACHING AND LEARNING

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

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

Teaching for pupils of all ages is very good and makes a strong contribution to the standards that pupils attain. In the lessons observed, teaching was never less than good, was very good in over half and was excellent in one in ten. This is an extremely positive profile of teaching and reflects the calibre and commitment of the teachers themselves and the ways in which they are managed, supported and developed.

Teachers plan their lessons meticulously. Clear learning objectives are identified for every activity. Teachers have good subject knowledge and use it to give very clear explanations of the topics being taught and the tasks to be done. Excellent attention is paid to ensuring that work is closely matched to the needs of individuals, ensuring that pupils of all levels of prior attainment make very good progress. This is particularly evident in literacy and numeracy, and the teaching of basic skills to pupils is first rate. Teachers use a variety of methods which engage pupils' interest and secure their involvement. Classroom management is very good and there is a rapid pace to learning. A strength of lessons is the high quality of feedback that pupils are given throughout so that they know how well they are doing and how to improve further. As a result of this very good practice, pupils are fully and actively involved in lessons. They apply themselves extremely well and concentrate hard at almost all times. They take enormous pride in their work and gain pleasure in the acquisition of new knowledge and skills. Pupils are extremely well served in the classrooms of this school.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a varied and very well planned curriculum and very good extra-curricular activities.
Provision for pupils with special educational needs	The few pupils with special education needs are very well catered for and make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' personal development is given a high priority and is promoted very well in a wide variety of ways. Provision for their spiritual, moral, social and cultural development is very good.
How well the school cares for its pupils	Pupils are very well known to teachers and other adults and they receive very good, individualised support for both their academic and personal development. The tracking of their progress is very thorough and the use of target setting to promote improvement is very well developed.

The school values its partnership with parents greatly and works very closely with them. All statutory requirements are met.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's leadership and management are both excellent. She has a very strong commitment to ensuring highest possible standards and manages in a way which brings this about. She values the contribution of staff and is well supported by other managers.
How well the governors fulfil their responsibilities	Governors make a very good contribution to the management and life of the school, and carry out their responsibilities very well. The chair of governors is very effective and is well supported by chairs of key committees.
The school's evaluation of its performance	Monitoring and evaluation of all aspects of school life, including teaching, are excellent. Practice is extremely thorough and rigorous, with very good action taken to ensure improvement.
The strategic use of resources	Resources are used very well within the school and the budget is very efficiently and effectively planned, managed and monitored.

The school and its surroundings provide an attractive and stimulating learning environment for pupils. Principles of best value are understood very well and applied to all spending decisions.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children are expected to work hard.</li> <li>• Behaviour is good.</li> <li>• Children make good progress.</li> <li>• Children like school.</li> <li>• The school helps children to become mature.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework that children receive.</li> <li>• The information they receive about their children's progress.</li> <li>• How closely the school works with parents.</li> </ul>

The school is held in high regard by parents and responses to the questionnaires and at the meeting for parents were almost exclusively positive. These views are fully justified, with evidence from the inspection confirming that practice is at least good in all areas with much that is excellent. There are a few areas where some parents, albeit a small minority, would like to see some improvement. Evidence indicates that these areas are, however, good. Homework is given a high priority with children receiving it regularly from when they enter reception. It is not excessive, however, and it makes a good contribution to pupils' learning and progress. The information that parents receive about their children's progress is regular and thorough. Although the school works closely with parents, it is keen to continue to develop this area. It surveys parents' views annually and acts upon the findings where appropriate.

## **PART B: COMMENTARY**

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

#### **Pupils attain very high standards and they achieve very well.**

1. Pupils in this school attain very high standards. In the national tests in 2002, the results in reading and writing were in the top five percent of all schools nationally, and they were well above the national average in mathematics. Results have been high for several years, especially in writing. When compared with similar schools, the results are also very high. They are well above average in reading and mathematics, and in the top five percent in writing.
2. Very high standards of work were seen during the inspection. Standards in literacy and numeracy in particular are well above average, with many pupils about a year in advance of what would be expected for pupils of a similar age.
3. By the end of Year 2 almost all pupils read fiction and non-fiction texts accurately and independently. Many do so fluently, often with good expression. They understand the texts they are reading and can re-tell the main points well. They summarise the characteristics of fictional characters well. Comprehension skills are well developed, with pupils able to answer questions about texts correctly. They understand the structure of books, and can explain accurately the functions of a title page, contents page, glossary and index. The range and quality of writing are extremely good. Pupils write stories, poems, factual accounts, letters, instructions and lists, for example. They understand that stories have beginnings, middles and endings and include these in their own story writing. Many use imaginative vocabulary. Some employ humour in their writing, such as a pupil writing about 'almost spreading butter on his mother's dressing gown rather than the toast because he was tired after travelling to the moon in his dream'. Most write short accounts with good levels of independence and some write at considerable length, as seen when writing an information leaflet about Florence Nightingale. Their spelling of most common words is correct and pupils make reasonable attempts at less familiar words. Grammar and punctuation are good. Almost all pupils use full stops and capital letters accurately, and some are using speech marks and apostrophes in their independent writing. Handwriting is legible, generally correctly formed and often joined. Pupils are confident when conversing with their peers and with adults and express views and opinions clearly and with enthusiasm.
4. By the end of Year 2 pupils have a good knowledge and understanding of number. They understand the rules of addition and subtraction and carry out calculations correctly and confidently, using numbers up to 20. Many can do so with three digit numbers. Their mental strategies are good; pupils can quickly round up or down to the nearest ten, for example. They know the names and properties of shapes; they recognise three dimensional shapes in everyday life, for example. They know and can use basic units of measurements, such as measuring in centimetres with a measuring tape. They carry out simple problems involving money, such as working out change from two pounds, and fractions. They sort and organise data and information and represent it graphically, and can interpret information when it is presented to them in this form. They apply their good mathematical skills to solve problems and explain their methods.

5. These standards indicate that pupils achieve very well. Their attainment on entry to the school is above average overall. Pupils of all ages and levels of prior attainment make very good, systematic progress, resulting in the very high standards seen by the time they leave.
6. The school sets challenging targets for attainment for both individuals and groups of pupils, and works hard and successfully to ensure they are met.

**The headteacher's leadership and management of the school are excellent. She is very well supported in this by staff and governors.**

7. The headteacher's leadership and management of the school are both excellent and this plays a key part in the very high standards achieved. She is totally committed to ensuring the highest possible quality of education for pupils and she sets a very clear direction for others to follow. This has been successfully communicated to all others involved with the school, and as a result there is a common vision and a shared commitment to continually improving practice. Cohesive teamwork is a feature of the school. All staff and the contribution they make, whether teaching or support staff, are valued. Expectations of them are clear and high, and they receive good formal and informal support to enable them carry out their roles effectively. The collegiate approach and mutually supportive atmosphere helps all to give of their best, and all staff work very hard, enthusiastically and to very good effect.
8. The headteacher has ensured that there are the management structures and processes in place to enable the aims of the school to be fully realised. Management is extremely efficient and effective. There is meticulous attention to detail in all areas. Policies and written procedures cover all aspects of practice and are regularly reviewed. Policies, for example, are reviewed on an annual basis. Other documentation, such as curriculum planning and that for special educational needs, is very thorough. The monitoring and evaluation of the work and effectiveness of the school are excellent. Practice is very regularly reviewed. This includes the monitoring of teaching, where every teacher is monitored teaching every subject each year. Findings are analysed and strengths and areas for development are clearly identified. Actions plans are then written which detail how improvement will be brought about in all subjects and in the school as a whole. As a result of this, there is a notable consistency to the work within the school. The constant quest for perfection results in new and innovative practices being introduced. An example of these are the accelerated learning techniques that have recently begun to be implemented, designed to help pupils become aware of themselves as learners and to learn more effectively.
9. Governors also make a very good contribution to the management and life of the school, and they carry out their responsibilities very well. The chair of governors is very experienced and knows the school extremely well. She is very well organised and efficient and ensures that all statutory requirements are met well. Other governors, especially the chairs of key committees such as finance, support her well. The budget is very well planned, managed and monitored. An example of prudent planning is the way that appropriate reserves have been built up to preserve staffing while a smaller than usual group of Year 1 pupils works its way through the school. The principles of best value are well understood and applied to spending decisions in order that pupils gain maximum advantage of the schools resources. Governors play a full part in the strategic management of the school and monitor its effectiveness well. For example, there is a governor attached to each curriculum area, who visits to monitor the subject, reports back to the governing body and to the parents through the newsletter.

### **Teaching is very good.**

10. Teaching for pupils of all ages is very good and makes a strong contribution to the standards that pupils attain. In the lessons observed, teaching was never less than good, was very good in over half and was excellent in one in ten. This is an extremely positive profile of teaching and reflects the calibre and commitment of the teachers themselves and the ways in which they are managed, supported and developed.
11. Teachers plan their lessons meticulously. Clear learning objectives are identified for every activity. These are written on the board, explained to pupils and are constantly referred to throughout lessons. Lessons always start promptly, usually with starter activities that introduce the main theme of the lesson and which actively involve all pupils. Teachers have good subject knowledge and use it to give very clear explanations of the topics being taught and the tasks to be done. Excellent attention is paid to ensuring that work is closely matched to the needs of individuals, ensuring that pupils of all levels of prior attainment make very good progress. This is particularly evident in literacy and numeracy, and the teaching of basic skills to pupils is first rate. Teachers use a variety of methods and approaches which engage pupils' interest and secure their involvement. Classroom management is very good. Teachers plan a sequence of short, timed activities which they intersperse with input to the whole class, and through which they ensure a rapid pace to learning in lessons. They have clearly established routines and practices which means that pupils know what to do and can work with good levels of independence. All time is used to maximum effect and pupils work very intensively. Resources are well organised and used. The interactive whiteboard was seen put to good use in several subjects. A strength of lessons is the high quality of feedback that pupils are given throughout so that they know how well they are doing and how to improve further. At the end of lessons, pupils' learning is reviewed and consolidated very well by the teachers, and pupils are encouraged to reflect upon their own learning and judge how much progress they have made.
12. As a result of this very good practice, pupils are fully and actively involved in lessons. They are keen to meet their teachers' expectations and the targets they have been set. They apply themselves extremely well and concentrate fully at almost all times. They take enormous pride in their work and gain pleasure in the acquisition of new knowledge and skills. Pupils are extremely well served in the classrooms of this school.

### **Provision for pupils' academic and personal development is very good.**

13. The curriculum provided for pupils is varied and fully meets all of the requirements of the foundation stage curriculum for children under five, the National Curriculum and the locally agreed syllabus for religious education. It promotes the intellectual and personal development of pupils of all ages very well. The quality of curriculum planning is a strength. It is extremely thorough and detailed, especially for literacy and numeracy, and particularly good attention is paid to planning to meet the differing needs of pupils of all levels of prior attainment to ensure that all can make maximum progress. The curriculum is supported and enriched in a variety of ways. Teachers use some of their non-teaching time on a daily basis to hear pupils read individually. Support assistants provide very good input for pupils in reception classes, especially in literacy, and parent volunteers assist in a range of ways. There is a very good range of extra-curricular activities. During the inspection the story and recorder clubs were observed, with both providing enjoyable and valuable opportunities for pupils to pursue their interests. Mid-day supervisors run organised activities at lunchtimes for reception pupils.

14. Provision for pupils' personal development was identified as a weakness at the last inspection. It is now a strength. There is a policy outlining practice and a scheme of work which details how pupils' personal, social, and health education will be promoted, and this includes appropriate aspects of sex education, drugs education and citizenship. There is timetabled time when this is delivered and pupils' personal development is explicitly promoted, and it is also promoted as an integral part of school life. Pupils' progress in these areas is assessed half termly and recorded. Another criticism at the last inspection was that there were too few opportunities for pupils to exercise responsibility. This has been fully rectified. There are now good opportunities and much encouragement for pupils of all ages to operate and work with independence.
15. Pupils' spiritual, moral, social and cultural education is also very well promoted. There is a daily act of collective worship, sometimes delivered within the class and sometimes as a whole school. These promote religious and spiritual values well. An assembly was observed during the inspection, which included very up-lifting input from the deputy headteacher, beautiful singing by the pupils, a prayer and the opportunity for some quiet reflection. This provided an excellent start to the day. There are posters around the school containing sayings and quotes which encourage pupils and adults alike to think positively and about spiritual and moral issues. Pupils are regularly encouraged to expand their horizons, and there is a strong emphasis on input to enhance their self-esteem. There is a clear and shared view within the school of what constitutes acceptable behaviour and an emphasis placed on promoting positive behaviour. These expectations and practices are now fully outlined in guidelines for teachers and other adults and these are implemented consistently. There are many opportunities for pupils to develop their social skills. These take place in large groups such as whole school settings, for example in assemblies, and within classrooms where they often operate in whole class groups. They also regularly work with their peers in pairs and bigger groups. Snack time, when pupils eat fruit and have a drink of juice, is a time for them to interact in a less formal setting, and at playtimes and lunchtimes, they have the freedom to interact in an informal, though well-supervised, way. The school places considerable emphasis on promoting pupils' cultural awareness and preparing them to live in a culturally diverse society. Classical and instrumental music is regularly played during lesson times and forms the background to which pupils work. There are many displays of books and resources that feature different religions and cultures. The story club observed during the inspection had as its objective increasing pupils' awareness of other cultures, in this case, Chinese. Pupils had the opportunity to try to use chop sticks, as well as listening to a story about a Chinese boy settling into school in England and the issues that raised. The school arranges visits for pupils to places of worship from different religions and they have visited a street market in Derby to see at first hand the wide range of fruit vegetables from a variety of cultures on display.
16. An innovative feature of the curriculum is the school's introduction of accelerated learning techniques. Staff teach pupils about factors necessary for successful learning and about how their brains work. In answer to a question from a teacher about how they need to feel to be able to learn well, pupils responded by saying that they need to be alert and feel positive and happy. Teachers create calm learning environments, playing instrumental or classical music in the background. Pupils have water on their desks which they are directed to drink at regular intervals but they can also do so when they wish. This happens in a way which does not disrupt teaching and learning. Even the youngest pupils are self aware about their capacity to learn.
17. The high quality of care which pupils receive serves to support pupils very well personally and academically. Pupils' well-being is regarded as critical and an essential

pre-requisite to their successful learning. Teachers know pupils very well and give individualised attention to them both in the classroom and at other times. This level of support is maintained at other times, such as at lunchtimes, when the team of mid-day supervisors continue the culture of care and have warm relationships with pupils. There is a positive, open ethos and pupils know that they are valued members of the school community.

**The assessment of pupils' progress, analysis of data and the use of target setting are excellent.**

18. The way in which pupils' attainment is assessed and their progress monitored and the extent to which this information is analysed and used to promote further improvement are excellent. The ongoing assessment of pupil's work within lesson on a daily basis is very thorough and pupils are given immediate feedback on strengths and weaknesses in their work. They are given the tools necessary to assess their own work against the objective for the activity and by being regularly reminded to check their work, for example, for correct use of capital letters and full stops. Their work is very well marked, with consistent use of the letters 'P' to denote something a pupil has made progress in and 'R' to denote something she or he needs to remember for the future. Pupils are formally assessed on entry to the school. Thereafter, teachers make an assessment of how pupils are attaining in every subject, as well as in their personal development, every half term. These are recorded onto grids for each class, and provide a good means of checking pupils' progress. The curriculum and teaching are adapted in the light of this. When pupils undertake the national tests at the end of Year 2, these are rigorously analysed to identify strengths and areas for development, and further modifications to teaching and learning are made as a result.
19. The outcomes of assessment and analysis are sharpened further by the great emphasis within the school on target setting. All pupils are set weekly targets which are recorded in their planners. Within lessons and the school as a whole, there are group targets, and in addition, where there is a further need for support or extension, such as for lower and higher attaining pupils, additional targets are set. Pupils are extremely clear about what their targets are and how to achieve them. Talk of targets is part of their normal vocabulary. The rigour with which all of this work is carried out is exemplary and ensures that all of the hard work on the part of both teachers and pupils is as well focussed on promoting maximum progress as it could possibly be.
20. Parents are well informed about the progress of their children. They get weekly feedback on how well targets have been met, as well as the outcomes of the spelling and numeracy homework. They get half termly updates of progress and annual written reports that are very detailed. There are also opportunities to come in and talk to teachers both formally and informally about their child's progress and many other opportunities to learn about what children are learning at school.

**Pupils have extremely positive attitudes to school and their learning.**

21. Pupils enjoy school greatly and show enthusiasm for all aspects of it. They come in the morning keen and eager to learn. When talking to the teacher or to their peers they listen carefully and sensitively. They follow instructions, concentrate well and try very hard to do what the teacher asks them to do. They take great pride in their work and enjoy their success. They are confident when talking to adults and the older pupils can engage maturely in conversation, relating facts and expressing opinions well. Pupils have good levels of ability to work and operate independently. Behaviour is very good, both in lessons and in less formal situations. Apart from minor instances, such as a few pupils not sharing resources well, pupils act sensibly at all times. Relationships are

excellent. Teachers are very positive role models for pupils, always treating them with respect. This is modelled in pupils' relationships with each other. They have very good social skills and can work together well, helping and supporting each other. During snack time pupils engage in small group conversations where they express their views and listen to each other's with great interest. Pupils are caring towards others and enjoy each other's company. The respect and positive feedback that pupils receive results in high levels of self-esteem. The quality of relationships within the school results in a very warm, caring and happy environment.

## **WHAT COULD BE IMPROVED**

**There are no areas of significant weakness. Minor areas are known about because of the rigorous monitoring, and are acted upon to bring about improvement. This work should continue.**

22. Practice in this school is of high quality in all areas and there are no significant weaknesses. Neither is there is any complacency, but a strong commitment to continuous improvement. The rigorous monitoring and evaluation which takes place identifies areas in which the school would like to see even higher standards. Following last year's national assessments, for example, the need to focus on areas such as reading comprehension and problem solving in maths was identified, and this has been done to good effect. Further areas, such as the need to continue to improve the teaching and use of information and communication technology and to provide more support assistants as the budget allows have been identified. Evaluating the effectiveness of the accelerated learning techniques that the school is putting such an emphasis on currently has been recognised as necessary. Regular monitoring and evaluation and related follow up should continue in order for the very high standards attained by pupils to be maintained.

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

23. In order to maintain the very high standards and to improve provision even further the governors, headteacher and staff should: (paragraph 22)
  - (1) Continue to monitor and evaluate the effectiveness of the school thoroughly and to take action on the findings, sharing good practice and taking action to tackle areas identified as requiring improvement.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	11

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	9	10	0	0	0	0
Percentage	10	43	48	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points. Percentages may not add up to 100 due to rounding up.

### 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)	0	157
Number of full-time pupils known to be eligible for free school meals	-	5

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	-	0
Number of pupils on the school's special educational needs register	-	6

#### 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	6
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

	%
School data	3.8
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.08
National comparative data	0.5

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



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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	38	24	62

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	36	35	35
	Girls	24	23	24
	Total	60	58	59
Percentage of pupils at NC level 2 or above	School	97 (100)	94 (100)	95 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	36	35	37
	Girls	24	24	24
	Total	60	59	61
Percentage of pupils at NC level 2 or above	School	97 (100)	95 (100)	98 (100)
	National	85 (85)	89 (89)	89 (89)

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

### Ethnic background of pupils

### Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	155	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	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)	7
Number of pupils per qualified teacher	22.4
Average class size	26.2

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

Total number of education support staff	2
Total aggregate hours worked per week	45

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

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

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001/2002
	£
Total income	331,276
Total expenditure	331,711
Expenditure per pupil	2,168
Balance brought forward from previous year	29,882
Balance carried forward to next year	29,447

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	157
Number of questionnaires returned	59

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	39	0	0	2
My child is making good progress in school.	63	36	2	0	0
Behaviour in the school is good.	54	46	0	0	0
My child gets the right amount of work to do at home.	34	47	12	7	0
The teaching is good.	61	37	0	0	2
I am kept well informed about how my child is getting on.	46	41	10	2	2
I would feel comfortable about approaching the school with questions or a problem.	51	42	2	5	0
The school expects my child to work hard and achieve his or her best.	81	19	0	0	0
The school works closely with parents.	49	41	8	2	0
The school is well led and managed.	44	47	5	2	2
The school is helping my child become mature and responsible.	54	44	0	0	2
The school provides an interesting range of activities outside lessons.	39	46	3	2	10

*Percentages may not add up to 100 due to rounding up.*