

INSPECTION REPORT

RIDGEWAY INFANT SCHOOL

Littleover, Derby

LEA area: City of Derby

Unique reference number: 112757

Headteacher: Mrs P Rolt

Reporting inspector: Brenda Iles
12000

Dates of inspection: 3rd-4th March 2003

Inspection number: 247265
Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant school
School category:	Community
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
School address:	Uplands Avenue Littleover Derby
Postcode:	DE23 1GG
Telephone number:	01332 760770
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Mick Mellors
Date of previous inspection:	2 nd February 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ridgeway Infant School is of average size with 254 pupils on roll, 110 girls and 144 boys between the ages of four and seven. At the time of the inspection 86 children were in the reception year group. The school admits reception children in September and January. Sixteen per cent of pupils are eligible for free school meals which is average. The number of pupils with special educational needs and statements is below average. The proportion of pupils who join and leave the school at non standard times (11 per cent) has increased and is above average. About 43 per cent of pupils are from non-European backgrounds, which is above average and much higher than in the last report. The largest group is of Indian Punjabi origin and there are significant groups of black British/Caribbean and mixed white and black Caribbean heritage. Several languages apart from English are spoken, including Punjabi, Urdu and Hindi. Fourteen per cent of pupils speak English as an additional language, two of whom enjoy language support. None are at an early stage of English language acquisition. Attainment on entry to the reception is below average. Pupils attend the school from the local area and neighbouring housing estates in Littleover, a suburb of Derby. Socio-economic factors are about average. There has been a change in leadership since the last report.

HOW GOOD THE SCHOOL IS

The school has made good improvements since the last report under the very good leadership of the new headteacher. The very good quality of basic skills teaching leads to consistently high standards in Year 2. The teaching of children in the Foundation Stage is also very good and enables children to make very good progress in their early learning. The school provides very good value for money.

What the school does well

- Standards in reading, writing and mathematics are consistently well above average because teaching of the basic skills is very good.
- Leadership is very good and the school is very well managed
- The quality of provision for children in the Foundation Stage is very good and children make very good progress in their early learning
- The partnership with parents is very good

What could be improved

- The balance of curriculum time for subjects other than English, mathematics, science and information and communication technology (ICT) so that pupils experience a broader range of learning opportunities in the foundation subjects and more activities to increase their independence

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 inspected last in February 1998. Since the appointment of the new headteacher a year ago the school has continued to make very good improvement. There is a shared vision for school improvement and the school's leadership has a good knowledge of the school's strengths and areas for development. High standards have been maintained in reading, writing and mathematics by the age of seven. The key issues identified in the last inspection have been addressed well. The quality of teaching and learning is now very good in the Foundation Stage, standards in ICT are above average and class sizes are within the class size limits for the age range. The national strategies for literacy and numeracy have been implemented effectively. Priorities for improvement are monitored and evaluated thoroughly and effectively. The commitment to further improvement and capacity to succeed is very good.

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	A*	A	B	B

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

Standards over the last three years have mainly been well above average in Year 2 compared to similar schools and at times within the top five per cent of schools nationally. In 2002, the proportion of pupils who achieved the higher levels was well above average in reading, writing, mathematics and science. Inspection evidence confirms that pupils are challenged well and minor variations from year to year are due to the different proportions of pupils who are more able or who have special needs. The current Year 2 is achieving standards that are well above average in reading, writing and mathematics. Standards in science are above average. More able pupils and those with special educational needs make similarly good progress. Pupils with English as an additional language make good progress and those of Indian heritage achieve highly.

The assessment of children's attainment when they start school indicates that they are below average. They make rapid gains in learning during the reception year. Challenging targets are set for each year group and this raises expectations of what can be achieved. Pupils make very good progress in relation to their starting point. Standards in ICT, a weakness in the last report, are now above average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like school and enjoy their learning. Attitudes are very positive.
Behaviour, in and out of classrooms	Behaviour is good. A small amount of challenging behaviour is well managed.
Personal development and relationships	Relationships are very good between staff and pupils. Personal development is good but there are not enough opportunities for pupils to develop independence in learning in Years 1 and 2.
Attendance	Attendance is average

TEACHING AND LEARNING

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

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

Teaching is very good in the Foundation Stage. Teachers identify children's individual needs at an early stage and they consequently make very good progress in their learning. The teaching of literacy and numeracy is very good in the infants and enables pupils to achieve standards that are well above average by the age of seven. Teachers have secure subject knowledge and good questioning techniques ensure all pupils take part in discussions and activities. All staff have very good relationships with pupils and support their individual needs very well. Targets for individuals and groups are precise and ensure pupils, staff and parents know what is to be learned next. Pupils with special needs and those who speak English as an additional language receive good support and make good progress. A small amount of satisfactory teaching was observed in the teaching of the foundation subjects, and in literacy in Year 1. In these lessons the pace of learning was not as fast because activities did not encourage independence and were not as challenging as those seen in other classes.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of opportunities is good but the balance of time allocated to non-core subjects is lower than average.
Provision for pupils with special educational needs	Provision is good and pupils make good progress
Provision for pupils with English as an additional language	Pupils' needs are met well and they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good. Staff promote positive values, self-esteem and care and consideration for others. They provide good role models.
How well the school cares for its pupils	Pupils are very well cared for. Their needs are met very well in a secure and warm learning ethos

The school has developed very effective links with parents. The high quality of information provided and open door policy enable parents to support their children's learning. This contributes to the high standards achieved.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and the school is very well managed.
How well the governors fulfil their responsibilities	Governors are committed, fulfil their responsibilities and give good support.
The school's evaluation of its performance	Evaluations are accurate and there is good awareness of the school's strengths and priorities for improvement.
The strategic use of resources	Funds are used effectively and support priorities. Grants have supported the improvement of the environment

The headteacher has made significant improvements and her very clear vision and commitment to teamwork and shared decision making ensure staff and governors are fully involved in decision-making. The school mission statement 'learn to love, love to learn' is promoted through all aspects of the school's work. Funds are very well managed and day-to-day routines are very effective. Monitoring information informs improvement planning and the principles of best value are applied very well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children are expected to work hard and achieve their best • Teaching is good • The school is well led and managed • The ease with which they can approach the school with questions or problems 	<ul style="list-style-type: none"> • The range of activities outside lessons

Inspectors agree with parents' positive comments. The school provides a suitable range of activities to support and enhance learning for the infant age range.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in reading, writing, mathematics and science are consistently well above average because teaching of the basic skills is very good

1. Over the last four years standards have been well above average and at times within the top five per cent of schools in English, mathematics and science. When compared to similar schools, pupils' performance in 2002 was well above average in reading and writing and above average in mathematics. The proportion of pupils who gained the higher levels in reading, writing mathematics and in teacher assessment in science was well above average. Recent variations reflect the changes in proportions of pupils who are more able, those who have special educational needs and those who speak more than one language. Inspection evidence shows that the school's detailed assessments and analysis of the test results ensure that the progress of groups of pupils is carefully monitored.

The achievements of specific groups of pupils:

- Pupils with special educational needs make good progress because work is matched well to the objectives in their individual education plans.
- The pupils who are bi-lingual or speak English as an additional language are supported well and progress at the same rates as their peers.
- More able pupils are challenged well in Year 2. Provision ranges from being very good to satisfactory in Year 1 where it is less consistent.
- Pupils who join the school at times other than the usual admission and leaving times are supported very well so the interruptions to learning are minimised
- Although the performance of girls was better than boys in last year's tests, inspection evidence shows there is no significant difference in the current Year 2. ICT resources and new books which interest boys are supporting their learning well.

2. **Where teaching is very good, particularly in Year 2, teachers plan work that challenges pupils well.** This practice enables pupils to achieve their best. The very good quality of teaching and very good partnership with parents, contribute to the achievement of high standards. The school sets challenging targets for individuals and groups, which it is on track to meet. Teachers plan lessons that are matched well to the needs of groups of pupils. These strengths support pupils' learning well.

Features of very good teaching

- The review of prior learning, to define precisely the next stages of development
- High expectations encourage pupils to make rapid progress
- The value placed on individual responses promotes positive attitudes and pupils are eager to succeed.
- Target setting with pupils places the focus on personal improvement
- Very good evaluative questioning enables pupils to understand the strengths and weaknesses in their work
- Regular discussions with pupils ensure they are clear about what they need to learn next to improve.
- Lessons are interesting and pupils express their enjoyment articulating clearly

aspects of learning which have excited them, such as games in mathematics and reading the work of authors such as Roald Dahl and J.K.Rowling

- Teachers identify the most talented pupils and ensure that their work enables them to access the curriculum at higher levels.
3. Pupils use a broad range of language and, by Year 2, express their ideas with confidence and enthusiasm. They are eager to give suggestions, describe ideas and ask questions. This was evident when pupils talked with inspectors about their favourite books, authors and styles of writing. They describe the process of writing, for example, how they plan a sequence of ideas, the words they need to use and the characters they intend to develop. In a very good literacy lesson in Year 2 pupils eagerly discussed how they would build on their planning lesson and reflected on their achievements in the plenary. Skilful questioning enabled them to analyse critically their use of language, decide how their work could be improved and celebrate the successful features of their work together. Pupils read their own work with pride and use punctuation and expression well to engage their friends. In another lesson the pupils were eager to spot the teacher's deliberate mistakes as she linked the recording of an electrical circuit to labelled diagrams and oral reasoning. They made suggestions, drew on their scientific knowledge and phonics skills and created an accurate diagrammatic record of their investigations. The teacher linked these two subjects together well and the pupils had a good understanding of the purpose of their writing, the use of specific vocabulary and appropriate recording style.
 4. By the age of seven most pupils say they love books and read regularly. They discuss books they have used for research and those they have read for pleasure. They have a very good understanding of the different purposes of reading. They explain clearly how to locate books in a library and find information from reference books, encyclopaedias and dictionaries. Pupils of all abilities understand the use of contents, index and glossaries. The most able give reasons why they prefer the style of some authors to others, for example, J.K Rowling and Roald Dahl. Pupils talk about the ways in which punctuation helps them to read, for example the use of question marks and inverted commas. They try hard to change their voices to represent different characters and know that the use of expression makes reading enjoyable for the listener. Pupils pick out descriptive words which bring characters and events to life and the most able apply this knowledge to their personal writing.
 5. In mathematics pupils have a very good knowledge of number and place value. By Year 2 they understand place value and describe different ways of calculating numbers to achieve the same answers. They record their calculations in a range of different formats. Pupils enjoy mathematics and respond well to opportunities to solve problems. By the age of seven they recognise two and three-dimensional shapes, understand measures and present data in graphs. More able pupils, those with special educational needs and those who are bi-lingual are challenged well. Teachers' expectations of pupils are high. Work is well presented and reflects good coverage and in discussion pupils explain how they have calculated their answers. They enjoy solving problems. A weakness lies on the over reliance on teachers to direct the investigative work.
 6. Pupils use specific subject vocabulary well. Teachers reinforce the words they expect pupils to use and model language effectively. For example, in a science lesson in Year 2, pupils used terms such as 'circuit' and 'current'. By the end of the investigation pupils demonstrated their ability to describe the reasons why a bulb

might not light, for example, due to a break in the circuit, or the bulb not being tightly in place. They relate the idea of a circuit to the lifecycle of creatures such as butterflies and recognise that the method of recording is similar although the focus of the work is different. In this way the teacher made very good links to literacy and the understanding of writing styles.

7. In discussion pupils talk about their knowledge of the parts of the body and their functions, such as eyesight and hearing. They know that the heart beats faster after exercise and the difference between healthy and unhealthy foods. Pupils' recorded work shows good knowledge and understanding of how mathematical skills and understanding can be used to record data, for example using bar graphs and measurements.
8. Pupils are proud of the displays that celebrate their achievements, for example, art work in the style of other artists and pictures which illustrate their poems, for example when they recorded their excitement at seeing snow. Most pupils talk in well formed sentences and, because teachers pose questions to individuals, all pupils expect to make a contribution to lessons. Every answer is valued and consequently pupils develop high self- esteem and believe they can succeed.
9. The literacy and numeracy strategies have been implemented effectively and they are beginning to support learning in other subjects such as science and ICT. The priority placed on description, accurate spelling and punctuation enables pupils to reach the high expectations made of them. Pupils have regular reading and spelling homework and teachers monitor improvements and share targets with parents. A significant amount of work has been completed since the start of the school year. Pupils' skills exceed those of most seven-year-olds. The work of most pupils is neat and legible and many pupils are using a joined style of handwriting.
10. The use of target setting is supporting the needs of all pupils well and is constantly being refined. The involvement of parents in their children's learning, giving parents ideas of how they can help their children is very supportive and effective. This reflects the strong commitment to developing home partnership to improve learning.

Leadership is very good and the school is very well managed

11. **The headteacher provides very good leadership and is supported very well by the deputy headteacher.** The staff work as a committed team and shared decision making is supporting the identification and development of priorities well. The school gained the 'Investors in People' award in December 2002. There is a very clear vision for school improvement and the strong partnership approach provides staff with clear direction. There is a strong sense of purpose and awareness of the changing nature of the community and its needs. The headteacher is leading these changes very well, introducing good induction procedures for families joining the community and regular opportunities for parents to discuss issues with staff.

The main strengths of the leadership	The impact on the school community
<ol style="list-style-type: none"> 1. The headteacher has led the development of the school's aims and vision very well 2. There is a close partnership between the headteacher, deputy head and staff 	<ul style="list-style-type: none"> • Staff, governors and parents have a shared understanding of the schools aims and purpose • The mission statement 'learn to

<ol style="list-style-type: none"> 3. Roles and responsibilities are clearly defined 4. The school plan is a working document that leads the pace of progress 5. The core subject leaders are knowledgeable and provide strong role models for staff 6. The leadership of the Foundation Stage of learning by the deputy head is very effective 7. Communication is very good. 8. Governors are kept well informed and fulfil their duties responsibly. 9. Budget decisions are made following thorough consultation and discussion with staff and governors. Funds support the priorities in the school plan well. 10. The headteacher has successfully gained grant funding to support the improvement of facilities 11. The school's evaluation of its work is very effective and accurately identifies the strengths and action taken to improve weaknesses 	<p>love, love to learn' underpins the ethos for learning and the school aims are fulfilled</p> <ul style="list-style-type: none"> • Priorities, responsibilities, success criteria and timescales are clearly understood and targets are met. • Expectations are high and teaching and learning are effective • The quality of provision for reception-aged children is very good and staff work very well as a team. • Staff, governors and parents are kept well informed and feel comfortable to discuss ideas and problems • Governors are involved in decision making, monitoring and evaluating the school's work. They know the school well • The principles of best value are applied very well. • The school's capacity to continue to improve is very good • The school provides very good value for money
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12. **The school is very well managed.** The headteacher's collegiate management style enables staff to be included in decision-making. Opportunities for regular discussion and review enable staff and governors to be aware of successes and address problems.

The main strengths of management	The impact on the school community
<ul style="list-style-type: none"> • Day-to-day management is very effective and the school secretary and office staff are welcoming and very well organised. • Records of attendance are maintained well. <ol style="list-style-type: none"> 12. Financial planning, monitoring and administration are very good. 13. The finance committee review the budget regularly and sub-committees meet regularly and feed back to the main governors meetings 	<ul style="list-style-type: none"> • The headteacher and staff are able to concentrate on their core responsibilities • Parents are clear of the school's expectations of them to communicate reasons for absence • The headteacher and governors receive accurate information about the budget position regularly • There are clear strategies for budget management in both the short and long term • Staff training and development are linked

<p>14. Performance management has been introduced effectively</p> <ul style="list-style-type: none"> • Governors take advantage of local training opportunities. • Well structured monitoring and evaluation procedures support the development of high standards in teaching and learning, • Assessment and monitoring information is analysed in detail to review performance <p>15. The rolling programme of buildings refurbishment prioritises the importance for learning and teaching to take place in a bright, attractive environment</p>	<p>carefully to both school and individual needs.</p> <ul style="list-style-type: none"> • Governors understand how to fulfil their duties and responsibilities • Staff, governors and the local authority are included in the monitoring programme, helping to provide a critical but constructive overview. • Information is used effectively to identify strengths, areas for improvement and the outcomes on learning • The school building is maintained in a clean and tidy condition. It is enhanced by bright and attractive displays of children's work.
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The quality of provision for children in the Foundation Stage is very good and children make very good progress in their early learning

13. Very good progress has been made since the last report. The new headteacher has prioritised enhancing provision for this age group and the deputy headteacher has led the improvements very effectively. Children settle quickly within a caring and warm environment and make rapid gains in their early learning.
14. The children are taught in three reception classes and attend on a full time basis. Baseline assessment information using a nationally standardised test shows the attainment of the children on admission is below average and lower than that described in the last inspection. This reflects changes within the local community.

The main strengths of the provision	The impact on teaching and learning
<ul style="list-style-type: none"> • The very good leadership of the Foundation Stage coordinator • The very good teaching in all the reception classes • Induction procedures are very good. The 'Welcome to school' booklet provides good guidance. • Staff plan together and display their plans to share with parents • Classrooms are well organised and activities are stimulating and imaginatively 	<ul style="list-style-type: none"> • Staff have a very clear understanding of the action they should take to meet the needs of the age group. • Children learn quickly through structured, imaginative play activities. • Routines are clearly understood and parents are encouraged into the classrooms at the start and end of the day • Parents have good knowledge of the work their children are learning and this helps them to know how to give support at home • Children are well motivated and eager to learn. They enjoy opportunities for painting, talking, listening to stories and playing games which support their development

<p>resourced</p> <ul style="list-style-type: none"> • Teachers and support staff work well as a team. They know children well and provide very good care. They build strong relationships with each other • There is a strong emphasis on developing a home-school learning partnership • Very good attention is given to developing the children's skills, knowledge and understanding in all the areas of learning. • Assessment information is used to identify the main strengths and weaknesses in learning • The remodelled outdoor play area enables children to benefit from learning in a safe outdoor environment 	<p>effectively</p> <ul style="list-style-type: none"> • Good use is made of assessment information to ensure tasks challenge children appropriately • Parents are confident to talk to staff and enjoy looking at their children's work. They are confident that their children are well cared for. • Most parents value the learning partnership. • Activities help to promote excitement and a love of learning. They are well matched to individual needs so children of all abilities and those who speak English as an additional language make good progress. • Children's needs are identified at an early stage, they are well supported and this helps them to learn more effectively. • There are good opportunities for children to play with large wheeled toys and to investigate the natural world around them.
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15. Most children are on track to meet the expectations for their age group and higher attaining children are likely to exceed them. Children make very good progress.

Key successes in the teaching and learning
<p>16. Well-planned activities have precise objectives for learning and all staff use similar strategies to support children. A very good range of imaginative activities is evident in all classes</p> <p>17. Very good focus on the basic skills of language and communication, mathematics and personal and social development enables children to make very good progress across the areas of learning</p> <p>18. Staff model language effectively and children are expected to ask and answer questions. They consequently develop confidence to share their ideas and relate well to adults and to each other</p> <p>19. Staff assess children regularly and the information is used well to plan the next steps of learning for individuals and groups.</p> <p>20. There is a good balance of direct teaching and opportunities for children to develop their independence</p> <p>21. Children are enthusiastic and eager to learn; they listen and concentrate well, make decisions and prepare areas for the next group. They clear away with little adult intervention and meet the high expectations made of them to take responsibility</p> <p>22. Children with special educational needs are identified at an early stage and receive very good support to enable them to overcome their difficulties at an early stage</p> <p>23. The needs of new children including those who have English as an additional language are identified quickly and provision is made at the earliest stage possible. The appointment of a bi-lingual teacher has supported this aspect of provision well.</p>
Minor areas for development
<ul style="list-style-type: none"> • Extending further the range of furniture, screens and floor surfaces to enable

teachers to create more discrete areas within large classrooms.

The partnership with parents is very good

16. Parents are extremely supportive of the school and their comments and responses to the pre-inspection questionnaire confirm the school's many strengths. A high proportion of parents say their children like school, teaching is good, the school expects their children to work hard and they feel well informed about their children's progress. They also believe the school is well led and managed and recognise the improvements in the ways the school works with parents under the new leadership. Parents feel comfortable to approach the school at any time with their problems and questions. Teachers encourage strong partnership with parents and the community.

The school successfully promotes partnership with parents in the following ways:

- The curriculum information shared with parents and evening meetings to explain how literacy and numeracy are taught promote continuity between home and school
- Parents are strongly encouraged to support their children. They help in school, with homework and appreciate the advice the school provides to help them to ensure their children meet their targets
- The 'Friends of the School' association organise a good range of social and fund raising activities to support projects that enhance their children's learning. For example, the purchase of resources for PE, ICT, literacy and the foundation stage.
- Parents are kept well informed about school activities and their children's progress through very good quality newsletters, reports and meeting.
- The open door policy enables parents to speak to staff regularly
- Parents of pupils with special educational needs receive good support. Staff ensure that parents are fully involved in reviewing the progress their children make against the targets set in their individual education plans
- Induction procedures are very good and enable families new to the school to settle quickly
- The school prospectus and annual governors' report to parents provide useful information for parents. They are well presented and clearly written
- There are very good links to inform parents of their children's progress and regular consultations with parents to review progress
- Reports to parents also provide good information about progress in the core subjects.

17. A minor area for improvement is the quality of reporting of pupils' progress in some foundation subjects. For example, history and geography are reported jointly and there is very little information about pupils' progress. Parents value the regular opportunities they have to talk to the headteacher and staff and value the increased opportunities they have to become involved in school life.

WHAT COULD BE IMPROVED

18. **The balance of curriculum time for subjects other than English, mathematics, science and information and communication technology (ICT) so that pupils experience a broader range of learning opportunities in the foundation subjects and more activities to increase their independence.**
19. In the infant classes all the National Curriculum subjects and Religious Education are taught. However, the time allocated to subjects such as history, geography and music is too short with the result that there is insufficient time to offer the curriculum at a depth appropriate to the pupils' needs. Also, in some classes there is also an over-reliance on teacher directed activities and this limits the extent to which pupils can develop independence in learning, undertake personal research or apply the skills they have learned in literacy, numeracy and ICT across all subjects. While the range and quality of learning experiences is at least satisfactory and at times good, there is room for improvement. The very good practice seen in the reception classes and several lessons in Years 1 and 2 is not built upon consistently enough in infant classes.

The main areas to develop	The impact on teaching and learning
<p>24. Some subjects are taught in blocks of time, with lengthy gaps between the blocks.</p> <p>25. The good practice seen in one Year 1 lesson and another in Year 2, linking basic skills to subjects is not consistently developed across the classes.</p> <p>26. There remains an over reliance on work sheets and cut and paste activities in some Year 1 classes</p>	<p>27. Pupils find it hard to recall the detail of their learning</p> <p>28. Pupils in infant classes rely on adult direction too much and lack the confidence to make decisions and think for themselves</p> <p>29. There are not enough opportunities for pupils to independently make decisions about how to record their work or to carry out research to solve problems</p> <p>30. Presentation is not as neat as in other classes at times.</p>

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To further improve the quality of education the headteacher, staff and governors should:

- (1) Review the allocation of curriculum time to subjects to ensure a better balance of teaching and learning opportunities across the foundation subjects.
- (2) * Develop pupils' independence in learning by providing more opportunities to link the teaching of basic skills across subjects and enable pupils to make more choices through personal research.
(paras 18, 19)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	10	5	3	0	0	0
Percentage	0	55	28	17	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 one 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)		254
Number of full-time pupils known to be eligible for free school meals		38

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y2
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		25

English as an additional language	No of pupils
Number of pupils with English as an additional language	34

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	5.3

Unauthorised absence

	%
School data	0.2

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	44	46	90

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	38	39	38
	Girls	42	43	43
	Total	80	82	81
Percentage of pupils at NC level 2 or above	School	89 (96)	91 (95)	90 (96)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	38	37	40
	Girls	44	44	4
	Total	82	81	84
Percentage of pupils at NC level 2 or above	School	91 (96)	90 (95)	93 (96)
	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	147	–	–
White – Irish		–	–
White – any other White background		–	–
Mixed – White and Black Caribbean	21	–	–
Mixed – White and Black African		–	–
Mixed – White and Asian	3	–	–
Mixed – any other mixed background	5	–	–
Asian or Asian British - Indian	54	–	–
Asian or Asian British - Pakistani	6	–	–
Asian or Asian British – Bangladeshi		–	–
Asian or Asian British – any other Asian background		–	–
Black or Black British – Caribbean	14	–	–
Black or Black British – African	1	–	–
Black or Black British – any other Black background		–	–
Chinese	0	–	–
Any other ethnic group	2	–	–
No ethnic group recorded	1	–	–

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR-Y2

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	22
Average class size	28

Education support staff: YR-Y2

Total number of education support staff	10
Total aggregate hours worked per week	146

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
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	£
Total income	503,786
Total expenditure	480,126
Expenditure per pupil	1,861
Balance brought forward from previous year	40,763
Balance carried forward to next year	64,423

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	3

Total number of vacant teaching posts (FTE)	0
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.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	218
Number of questionnaires returned	96

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	30	1	0	0
My child is making good progress in school.	65	33	1	0	1
Behaviour in the school is good.	41	56	2	0	1
My child gets the right amount of work to do at home.	53	38	9	0	0
The teaching is good.	75	25	0	0	0
I am kept well informed about how my child is getting on.	52	43	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	76	23	1	0	0
The school expects my child to work hard and achieve his or her best.	76	23	0	0	1
The school works closely with parents.	60	35	3	0	1
The school is well led and managed.	75	23	1	0	1
The school is helping my child become mature and responsible.	66	31	0	0	3
The school provides an interesting range of activities outside lessons.	25	36	17	1	21