

INSPECTION REPORT

BOURNES GREEN INFANT SCHOOL

Southend

LEA area: Essex

Unique reference number: 114791

Headteacher: Mrs Amanda Keech

Reporting inspector: Mr. Andrew Matthews
Rgl's No. 19410

Dates of inspection: 14 - 15 October 2002

Inspection number: 247490

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 years |
| Gender of pupils: | Mixed |
| School address: | Burlescoombe Road Thorpe Bay Essex |
| Postcode: | SS1 3PX |
| Telephone number: | 01702 587099 |
| Fax number: | 01702 589383 |
| Appropriate authority: | Governing Body |
| Name of chair of governors: | Mrs A. Waite |
| Date of previous inspection: | January 1998 |

INFORMATION ABOUT THE INSPECTION TEAM

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|--------------|------------------|----------------------|
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bournes Green Infant School is situated in the Southchurch Ward of Southend. The catchment area of the school contains a majority of private housing and most pupils come from above average socio-economic backgrounds. The majority of children come from the local area and most have been to local nursery schools and some to local play groups. The school roll has remained the same since the last inspection in 1998, and the school is over-subscribed. There are 180 pupils on roll, aged between four and seven years - 90 boys and 90 girls, who are taught in six classes. The school is smaller than most other primary schools. Eighteen pupils (10 per cent) are from an ethnic minority and thirteen pupils (seven per cent) do not have English as their first language. Both these percentages are slightly higher than in most schools. The proportion of pupils eligible for free school meals is very low compared to the national average. There are six pupils on the special needs register, which at three per cent is well below the national average. There is a below average proportion of pupils with statements of special educational needs. Pupil mobility rate for last year was below the national average at three per cent, with one pupil joining the school and four leaving other than at the normal times. The school has had a high turnover of teaching staff in the last year and has found recruitment of new teachers a major problem. Children's attainment on entry to the school has fallen since the last inspection and is now average.

HOW GOOD THE SCHOOL IS

Bournes Green Infant School is a good school with some excellent features. High quality teaching enables pupils to make very good progress and achieve very good standards. Pupils are very well behaved and enthusiastic and respond very well to the positive and caring ethos of the school. All pupils feel very valued and have equal opportunities to succeed. As a result of the highly effective leadership of the headteacher and the strong support of the governors, the school has built further on the strengths reported at the time of the last inspection. The school is held in very high esteem by parents and provides good value for money.

What the school does well

- The high quality teaching leads to pupils making very good progress and achieving well above average standards in reading, mathematics and science and above average standards in writing by the end of Year 2.
- The school is very well led, with governors, headteacher and staff working very effectively to maintain the very high standards.
- The school's provision for pupils' spiritual, moral, social and cultural development is very good overall and has a very positive impact on their behaviour, relationships and attitudes to work.
- Parents are very supportive of the school and are pleased with the standards that their children achieve.

What could be improved

- The way that information and communication technology (ICT) is used to support pupils' learning in lessons.
- The outdoor provision for children's learning in the Foundation Stage.

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 a good improvement since the last inspection in January 1998 both in addressing the key issue and in making further improvements to other aspects of its work. In relation to the key issue identified in the last report, all teachers now clearly identify what pupils are to learn for each lesson and share this information with the children at the beginning of that lesson. The activities planned help to ensure that this learning objective is fully met. Since the last inspection, high standards have been maintained in the quality of leadership in the school, pupils' behaviour and their attitudes to their work, the curriculum, the quality of teaching and in the school's relationship with parents. The school has improved the quality of its provision for pupils' spiritual, moral, social and cultural development and worked very hard and successfully to recruit and train good quality teachers to rectify the recent high turnover of staff.

STANDARDS

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

| Performance in: | Compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 2000 | 2001 | 2002 | 2002 |
| reading | A* | A* | A* | A |
| writing | A* | A | B | C |
| 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 |

Records show that children make good progress in the reception class and, by the time they join Year 1, the great majority of pupils meet the required standard in the areas of learning laid down for this age group, with a significant proportion of pupils exceeding this standard. In the short time that the children have been in the reception class this term, they have made good progress in their personal, social and emotional development and have built very good relationships with each other. The results of the National Curriculum tests for seven year olds shown in the table above, confirm that pupils make very good progress during their time in school and have been achieving consistently high standards, regularly being in the top five per cent in the country. The proportion of pupils gaining the higher levels has also been consistently very high in reading and mathematics and well above average for writing. Standards in science have also been consistently very high. The unvalidated National Curriculum test results for the Year 2 pupils in 2002 show that standards have been maintained in reading, mathematics and science but have fallen in writing. This was due mainly to the higher standards now required by the local education authority for pupils to achieve a higher level 3. Whilst pupils' attainment in ICT is above average in certain elements of the subject, pupils do not use computers enough to support their learning in other subjects.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Very good. Pupils are very enthusiastic about school and have very positive attitudes towards their work. |
| Behaviour, in and out of classrooms | Very good. |
| Personal development and relationships | Very good. Pupils enjoy taking on extra responsibility, get on extremely well together and show increasing confidence as they become older. |
| Attendance | Above average. Pupils attend school punctually and lessons begin promptly. |

Through the school, pupils are most polite and behave very well. They show a very good understanding and consideration for each other. Pupils are confident and respond very positively to the consistently high quality teaching. They enjoy the good range of out of school activities and benefit socially from the other good opportunities they are given. Lunchtime supervisors generally carry out their roles very effectively and are treated with great respect by the pupils.

TEACHING AND LEARNING

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

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

The quality of teaching is very good overall and has a very positive impact on pupils' achievement and their attitudes to learning. No lessons observed during the inspection were unsatisfactory. The teaching of basic skills in numeracy and literacy is extremely good and leads directly to the high standards in these subjects. Writing is particularly well developed because teachers are now carefully planning more opportunities for pupils to develop these skills in other subjects, such as science, history and religious education. Whilst the teaching in ICT is good and benefits from very good support from an ICT specialist, the skills learnt are not incorporated into pupils' work in other subjects. Teachers manage pupils very well and very little time is spent in disciplining pupils. As such, lessons proceed at a very good pace and pupils produce a good quantity of work. Pupils with special educational needs and those with English as an additional language are taught very well, receive well directed support, and take a full and active part in all lessons. A significant factor in the good quality teaching is the very good use that teachers make of the hardworking, experienced and versatile teaching assistants who give very good support to pupils of all abilities. The school makes good use of homework to develop and consolidate pupils' learning. The home-school partnership in writing is successful in raising attainment through the school. The progress of children in the reception class is not yet as good as in the rest of the school. The main reason for this is that the children who start in the reception bring very few records from their nurseries or playgroups. As a result, teachers in the reception class spend much of the first few weeks assessing children's ability so that they can match the work appropriately to their needs. During the time of this assessment, pupils are not making the same progress as past records show that they make later in the year.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Good and well supplemented by a good range of out of school activities. There is a lack of outdoor provision for the reception children. |
| Provision for pupils with special educational needs | Very good. Pupils with Individual Education Plans (IEPs) have clear targets set for them and make very good progress towards meeting these targets. |
| Provision for pupils with English as an additional language | Very good. These pupils are very well supported in the development of their basic literacy skills and are able to take a full and active part in all lessons. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good overall. The school makes excellent provision for pupils' social and moral development and good provision for their cultural and spiritual development. |
| How well the school cares for its pupils | There are very good procedures for looking after pupils' personal welfare and for monitoring their academic progress. |

The school has very good procedures for assessing pupils' attainment and progress and uses this information particularly well to guide teachers' future planning which ensures that pupils of all abilities are fully included in all activities and are appropriately challenged. All staff in school show a good consideration for pupils' personal safety, although lunchtime assistants would benefit from further training in child protection matters. The school has strong links with parents who have very positive views about the school's work, and give very good support to their children with the homework that is

set. Good opportunities exist for pupils to take on extra responsibilities. The school provides a very caring environment where pupils are valued, challenged and flourish.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | The headteacher and deputy provide very good leadership for the school and all are committed to raising standards further. Numeracy and literacy subject leaders provide particularly strong leadership and work hard and successfully to raise pupils' attainment. |
| How well the governors fulfil their responsibilities | The governors are very supportive of the school and play a very full part in monitoring its effectiveness and in planning its future developments. |
| The school's evaluation of its performance | Test results are very carefully analysed and the school sets very challenging targets for the pupils to reach. Co-ordinators in all subjects monitor standards carefully and make recommendations for improvement. The monitoring of teaching by the headteacher and other subject managers is very good and has been used very effectively to improve the quality of teaching in the school. |
| The strategic use of resources | Good. The school uses its budget very carefully to improve the school's provision. |

Leadership and management are a great strength of the school and have helped it to build on the strengths reported at the time of the last inspection. The Headteacher is very well supported in all the school's work by her experienced deputy. The school's commitment to constant evaluation of its work is helping it to improve even more. Governors have a wide range of skills and have given very good support to the school since the last inspection. The school's accommodation is satisfactory overall, but at present the facilities for the outdoor education of children in the Foundation Stage are unsatisfactory. The school is aware of this shortcoming and has set money aside in the budget to build a discrete outdoor area in the present school year. The present school office is rather cramped and away from the school's main entrance. The school applies the principles of best value well, particularly in its consultation with parents, when buying resources and in the monitoring and evaluation of assessments and test results. The great majority of teachers have been in the school for less than six months. Good quality training and well-focused induction is enabling these teachers to continue the school's high quality educational provision.

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 enjoy coming to school and work hard. The commitment of all staff to the education of the children. The school is well managed and increasingly approachable. The teaching is very good and children make good progress. | <ul style="list-style-type: none"> The way the school works and communicates with parents. The range of activities outside lessons. |

The inspectors fully endorse all the parents' positive comments about the school and also about the need for more information from the school about what their children are learning. A letter sent out at the beginning of a new term outlining the work that children will be covering, would enable parents to play an even greater role in their child's learning. The reading record books that are sent home do not give enough guidance to parents about how they can work with the school to improve their child's reading. However, inspectors do not agree with parents' views on out of school clubs, which they judged to be good when compared to opportunities for pupils of similar ages in other infant schools.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The high quality teaching leads to pupils making very good progress and achieving well above average standards in reading, mathematics and science and above average standards in writing by the end of Year 2.

1. Pupils' attainment in the National Curriculum tests in the last three years has been overall very high and in the top five per cent of all schools nationally. The results for the 2002 National Curriculum tests show that pupils made very good progress overall and, when compared to all schools, the results for reading, mathematics and science, were almost a year in advance when compared to pupils of the same age. Pupils' attainment in writing showed a decline from the previous year but was still above average. Considering that these pupils started school with average ability, the attainment at the end of Year 2 clearly reflects the schools very strong educational provision. The proportion of pupils gaining the higher Level 3 was very high overall. Fundamental to the good progress that pupils make through the school are the very positive attitudes that they have towards their work and the high quality of presentation of this work in all their books. As part of the school's emphasis on writing, pupils use their literacy skills very effectively across the curriculum. This was clearly seen in the pupils' reports of their visit to Mountfitchet castle. The quality of pupils' speaking and listening skills is also very high because they are given very regular opportunities to develop these skills in lessons. The quality of speaking skills and the correct use of technical vocabulary was evident in a Year 2 science lesson when pupils were studying different materials and pondered such questions as 'Why are marbles made of glass and bridges are not?'
2. Pupils make very good progress through the school because of the overall very good quality of teaching. The good quality teaching reported at the time of the last inspection has been further developed, particularly in teachers' planning, and through their increased subject knowledge in numeracy and literacy. The teachers' good quality lesson planning ensures that all pupils are fully included in all the activities, are appropriately challenged and achieve very well. The good quality records that teachers in Years 1 and 2 receive from the pupils' previous teachers enable them to quickly pick up the momentum of learning at the beginning of the school year. This is not the case in the reception class as these teachers receive too little information about children's previous work and their capabilities. As a result, much valuable teaching time is initially spent in assessing the children's capabilities to ensure that work set is appropriate to their needs. However, the two new reception classes have settled extremely well because teachers have quite rightly concentrated on the development of pupils' personal and social skills to enable effective learning to take place in the future.
3. Pupils very quickly settle to their learning because the lesson objectives are shared with them at the beginning of each lesson. Pupils are aware of the acronym 'WALT', which stands for 'we are learning to'. For example, Year 1 pupils were clear that in their ICT lesson they were going to learn to guide a robot around the screen to burst balloons and were made aware of some of the technical vocabulary they would be using. This successfully focused their thinking and concentration and helped them to make good progress towards meeting the lesson's objectives. The quality of teachers' questioning has a very positive impact on pupils' learning. Very careful questioning from a Year 2 teacher helped pupils to explore a wide range of different endings for their story about a runaway chapati. It is not only teachers' questioning that is very good but the way that pupils' answers are valued and also built on so that all pupils in the class learn from the responses of their peers. Teachers' marking of pupils' work is thorough and supportive. Much of it is done orally with the child, but with the older, more able pupils in Year 2, useful comments by the teacher inform individual pupils how they can improve their work. Also very impressive is the way that pupils respond to the teachers' marking in their home-school writing project books. In this, the teacher will ask a follow-up question about the pupil's original writing to which the pupil will write a response.
4. Teachers good and often very good subject knowledge is evident in the work seen in the classrooms. The very high standards in science derive from the pupils' very good skills in their

investigative work. Teachers are very imaginative in the investigations that they set the pupils. For example, Year 1 pupils had to find which was the best material to put on a barn roof to keep the animals dry. Photographs taken during this investigation show the vitality, excitement and enthusiasm with which pupils approached this investigation. In talking to the pupils, it was also very evident that they had found this learning most enjoyable.

5. There are very good relationships between staff and pupils and because of this pupils want to work hard and earn their praise. The quality of relationships gives pupils the confidence to volunteer answers and to clarify their misunderstandings. Year 2 pupils learnt how to build their four times table in a numeracy lesson because they were able to discuss the difficulties they were experiencing. The warmth of the relationships was also clearly evident in the extra-curricular choir activity taken by a teacher.
6. Pupils with special educational needs achieve well because they are well supported in class by their teachers and because their good quality individual education plans (IEPs) clearly identify the next stages of their learning. As a result, these pupils are confident, play a full part in lessons and are very positive about their learning. The school's new special educational needs co-ordinator plays a vital role in ensuring that the IEPs are appropriately meeting the needs of the individual pupils. Pupils with special educational needs also receive good support from the teaching assistants. They show firmness and sensitivity when working with these pupils and a consistent desire to see them achieve well. Similarly, pupils with English as an additional language make very good progress because teachers and teaching assistants make good use of their experience and expertise to address their needs. For example, a teaching assistant made good use of time during registration when she listened to a pupil read a book. She then helped to develop the pupils' speaking and listening skills by asking carefully phrased questions about the passage they had read together.
7. The good use of resources throughout lessons gives pupils a much clearer understanding of what they are learning about. For example, the use of a big book in a science lesson clearly helped pupils' identification of different materials. They then used this new knowledge to see how these materials were used during a walk round the school grounds. The quality of artwork around the school is good. Pupils' work is sensitively displayed and often supplemented by artefacts to put it into context. During the inspection pupils were keen to talk about the displays and also responded to the interactive nature of many of them. The lack of a discrete outdoor area for the present reception children is restricting their learning, particularly in the areas of creative and physical development. Plans and finance are already in place to rectify this shortcoming.

The school is very well led, with governors, headteacher and staff working very effectively to maintain the very high standards.

8. Very strong leadership is provided by the headteacher and senior staff. The success of the school owes much to the governors' and headteacher's drive and resolve that weaknesses should be addressed and there should be no complacency with the school's high standards. The headteacher has rightly given greater responsibility to subject co-ordinators to develop their subjects after ensuring they had the appropriate leadership skills. For example, a comparative weakness in writing was identified by the school. The new literacy co-ordinator has worked most effectively with staff and parents to continue the home-school writing initiative which is clearly leading to improved standards of writing across the school. This initiative was greatly appreciated by parents who were pleased to be involved in their children's learning. The opportunity to carry the project forward also greatly increased the management skills of the co-ordinator who now has greater confidence to lead other developments. The headteacher is very well supported by her experienced and knowledgeable deputy headteacher with whom she works closely to improve standards in the school.
9. The school development plan is carefully devised, involving input from staff and governors. It evolves from a very careful analysis of the school's performance. Priorities are most appropriate to the present needs of the school, are clearly costed and have very clear criteria for evaluating the outcome of each initiative. Governors' expertise is used very well in this evaluative work. Past developments have enabled the school to make good improvements since the last inspection and the present plan has been instrumental in raising attainment in pupils' writing.

Future plans involve the rationalisation of the school's ICT provision and the raising of parents' understanding of the school's approach to numeracy teaching.

10. Governors share the headteacher's determination to ensure the school achieves the highest standards and she has gained their confidence in the time that she has been in the school. Governors work very hard on the school's behalf and bring a wide range of expertise to the school's management. The governors are very thorough in all that they do and, through their effective committee structure, have a very clear idea of the school's strengths and weaknesses: for example, a detailed analysis of a year group's assessments enabled governors to challenge the local authority's targets as being too unrealistic for that set of pupils. The linking of governors in the evaluation of the school's improvement plan is a good initiative and will give them an even greater insight into the school's work. Governors are fully involved in discussion on assessment results and targets for each year group. They also closely follow the progress of each year group towards these targets.
11. The school's aims, as described in the school brochure are reflected very well in its practice. The school provides a varied and well-balanced curriculum and a variety of approaches to learning in a happy and secure environment in which pupils flourish, develop self-confidence, respect and healthy attitudes to learning. The school's strong working partnership with parents and the wider community further enhances the educational opportunities that the pupils receive.

The school's provision for pupils' spiritual, moral, social and cultural development is very good overall and has a very positive impact on their behaviour, relationships and attitudes to work.

12. The school's provision for pupils' spiritual, moral, social and cultural development is very good. This leads directly to the school being a harmonious, supportive and hard-working community, where the ethos is relaxed but also very clearly focused on learning. The relationships throughout the school are very good with pupils enjoying working together and showing a great enthusiasm in their learning. These very positive attitudes are a significant factor in the very good progress that they make as they move through the school. Classrooms have a very purposeful atmosphere, with teachers being able to concentrate on the lesson's work without having to dwell on behaviour. Very good relationships are evident at break and lunchtimes; particularly noticeable is the way that year groups integrate and play happily together. Lunchtime is a very orderly occasion, with pupils showing very good manners and a keen awareness of others. The very good relationships between pupils and adults in school are not always consistently fostered by all lunchtime assistants.
13. The school's provision for the development of pupils' social and moral development is excellent. As a result pupils have a thorough understanding of how their actions can affect others and also have very well developed social skills, clearly shown in the way they respect each other's opinions and learn from each other's suggestions. Good quality group work that was seen in numeracy, science and ICT lessons is carefully planned by teachers so that pupils are able to listen to, and learn from, each other. Pupils have very good collaborative skills for their age because these are effectively reinforced by all staff. Pupils' confidence is also carefully developed by the way that teachers value and respond to the pupils' ideas. For example, when a Year 2 class were looking at the contents page in their class book on materials, one pupil commented that the page numbers were exactly the same as the two times table they had been studying in an earlier numeracy lesson. This remark was praised by the teacher and this praise was reinforced by the very positive reaction of the pupil's classmates. Pupils benefit from growing up in such a supportive environment and become very enthusiastic learners, always keen to share their feelings and observations with their peers. The good range of extra-curricular clubs provides meaningful opportunities for pupils of different ages and genders to work and play together.
14. The school's good provision for the pupils' spiritual development is evident in much of the school's life. Assemblies play an important part in this provision. Good quality singing during assemblies makes an important contribution to pupils' spiritual development. The assembly themes successfully build on pupils' spiritual development, whilst consistently reinforcing the school's very strong moral and social codes, and raising the pupils' awareness of other cultures and their beliefs. In several lessons observed there was a sense of real excitement about the new learning

that was taking place. For example, pupils in Year 2 greatly enjoyed the challenge of making their own story books in an ICT lesson and became very excited about making their own four times table in a numeracy lesson. There was a real sense of 'awe and wonder' in the Year 1 science lesson when pupils tested waterproof qualities of different materials to use for a barn roof. As a result of involvement and excitement in their learning, pupils respond by producing quality work and also by taking a great pride in the way that it is presented. The quality of presentation in the Year 2 classes is very high.

15. Bournes Green pupils are happy, hard working, enthusiastic and caring about their own and the wider world. Much of this is due to the school's good planning for pupils' cultural development. Religious education lessons enable pupils to gain a good knowledge and understanding of the religious beliefs and customs of a variety of cultures and these are reinforced in the school assemblies. History and geography lessons, together with the careful choice of literacy texts, all make a very strong contribution to pupils' understanding of their own and others' cultures. Pupils' cultural development is further supplemented by the good range of visits that they make to places such as Mountfitchet castle, Chatham docks and a Victorian classroom as part of the school's curriculum.

Parents are very supportive of the school and are pleased with the standards that their children achieve.

16. The school has worked hard to develop the very good relationships with parents since the new headteacher arrived. Regular newsletters keep parents up to date and parents find school staff most approachable when any concerns arise. The very close relationship between parents and the school impacts most positively on pupils' attainment and their attitudes to learning. Parents find the twice-yearly parent-teacher meetings and the annual open evening provide useful opportunities to discuss their child's progress. Parents' interest in the school was reflected in the wide-ranging debate that took place at the parents' meeting. Parents feel that the present headteacher had brought about a closer relationship with the school since her arrival and particularly appreciate the links that the school has developed with them with the home-school partnership writing project.
17. Parents are very positive about their children's attitudes towards school, the high standards they attain and the way in which the school is managed. They are rightly concerned about the very high turnover of staff in the last year. The school has worked particularly hard to ensure that good quality staff are appointed and that the staff receive relevant in-service training so that they can maintain the school's high quality of education. Some parents were concerned about the school's limited provision for extra-curricular activities, but inspectors judged that the children received good opportunities compared to pupils of the same age in other schools. Parents appreciated the regular newsletters but rightly felt that a beginning-of-term letter outlining what their child was going to learn during the term would help to strengthen the home-school partnership. Inspectors also agreed with parents who would like to communicate directly with the class teacher in a single record book about their child's reading. Whilst not all parents are happy about all aspects of the school, they all have great confidence that the school does listen to their concerns and always acts in the very best interests of their children.

WHAT COULD BE IMPROVED

The way that ICT is used to support pupils' learning in lessons.

18. The school is fortunate to have a computer suite which enables class teaching of the subject. It is also fortunate to have the skills of a well qualified ICT technician to work with the class teacher in the delivery of lessons. The school, together with the adjoining junior school, invested heavily in a series of programs to cover the infant ICT curriculum. Whilst the scheme is successful in teaching pupils computer skills, the skills are not transferable to the classroom because these computers run different programs. As a result, the skills that pupils learn are not used effectively to develop their learning in other subjects. The school is aware of this and is beginning to address these issues in its present school improvement plan.

The outdoor provision for children's learning in the Foundation Stage.

19. The school has adopted the National Foundation Stage curriculum for nursery and reception pupils and is well resourced in many of the areas. However, its provision for the children's outdoor learning is unsatisfactory as it does not presently have the resources for the relevant learning experiences. The school has the money and permission to build a carefully-planned outdoor environment which will also provide a discrete play area for these children. At present the lack of this outdoor area is resulting in limited opportunities for the promotion of pupils' physical and creative development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

20. In order to enhance the existing good quality education, the governors, headteacher and staff should:

- (1) *ensure that pupils' ICT skills are used to extend their learning in other subjects;
- (2) *develop the outdoor curriculum for pupils in the reception class in order to meet the recommendations of the Foundation Stage curriculum.

* indicates that this area for improvement is included in this year's school improvement plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

11

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

21

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 1 | 1 | 5 | 4 | 0 | 0 | 0 |
| Percentage | 9 | 9 | 46 | 36 | 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 almost ten 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) | 0 | 180 |
| Number of full-time pupils known to be eligible for free school meals | 0 | 1 |

FTE means full-time equivalent.

Special educational needs

| | Nursery | YR– Y2 |
|---|---------|--------|
| Number of pupils with statements of special educational needs | 0 | 1 |
| Number of pupils on the school's special educational needs register | 0 | 6 |

English as an additional language

| | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 13 |

Pupil mobility in the last school year

| | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 1 |
| Pupils who left the school other than at the usual time of leaving | 4 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 5.2 |
| National comparative data | 6.1 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0 |
| National comparative data | 0.5 |

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

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

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | | 2002 | 28 | 32 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|----------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 27 | 28 | 28 |
| | Girls | 32 | 32 | 32 |
| | Total | 59 | 60 | 60 |
| Percentage of pupils at NC level 2 or above | School | 98 (97) | 100 (95) | 100 (100) |
| | National | 84 (84) | 86 (86) | 90 (91) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|------------------------|-------------|----------|
| Numbers of pupils at NC level 2 and above | Boys | 28Reading 27Writing | 28 | 28 |
| | Girls | 31Reading 31Writing | 32 | 32 |
| | Total | 59Reading 58Writing | 60 | 60 |
| Percentage of pupils at NC level 2 or above | School | 95 (97) | 100 (100) | 100 (98) |
| | National | 85 (85) | 89 (89) | 89 (89) |

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

Ethnic background of pupils

| Categories used in the Annual School Census |
|---|
| White – British |
| White – Irish |
| White – any other White background |
| Mixed – White and Black Caribbean |
| Mixed – White and Black African |
| Mixed – White and Asian |
| Mixed – any other mixed background |
| Asian or Asian British – Indian |
| Asian or Asian British – Pakistani |
| Asian or Asian British – Bangladeshi |
| Asian or Asian British – any other Asian background |
| Black or Black British – Caribbean |
| Black or Black British – African |
| Black or Black British – any other Black background |
| Chinese |
| Any other ethnic group |

Exclusions in the last school year

| No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|----------------------|-----------------------------------|--------------------------------|
| 110 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 1 | 0 | 0 |
| 1 | 0 | 0 |
| 0 | 0 | 0 |
| 1 | 0 | 0 |
| 0 | 0 | 0 |
| 2 | 0 | 0 |
| 0 | 0 | 0 |
| 4 | 0 | 0 |
| 0 | 0 | 0 |

| |
|--------------------------|
| No ethnic group recorded |
|--------------------------|

| |
|---|
| 1 |
|---|

| |
|---|
| 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) | 7.8 |
| Number of pupils per qualified teacher | 23 |
| Average class size | 30 |

Education support staff: YR – Y2

| | |
|---|-----|
| Total number of education support staff | 11 |
| Total aggregate hours worked per week | 234 |

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 | 4 |
| Number of teachers appointed to the school during the last two years | 4 |

| | |
|--|---|
| 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.

Financial information

| | |
|----------------|------|
| Financial year | 2001 |
|----------------|------|

| | £ |
|--|--------|
| Total income | 435672 |
| Total expenditure | 453965 |
| Expenditure per pupil | 2522 |
| Balance brought forward from previous year | 56204 |
| Balance carried forward to next year | 37911 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 180 |
| Number of questionnaires returned | 45 |

Percentage of responses in each category 25%

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 60 | 38 | 2 | 0 | 0 |
| My child is making good progress in school. | 43 | 51 | 2 | 0 | 4 |
| Behaviour in the school is good. | 51 | 49 | 0 | 0 | 0 |
| My child gets the right amount of work to do at home. | 33 | 56 | 7 | 2 | 2 |
| The teaching is good. | 49 | 47 | 0 | 0 | 4 |
| I am kept well informed about how my child is getting on. | 29 | 40 | 27 | 2 | 2 |
| I would feel comfortable about approaching the school with questions or a problem. | 56 | 31 | 9 | 2 | 2 |
| The school expects my child to work hard and achieve his or her best. | 56 | 42 | 2 | 0 | 0 |
| The school works closely with parents. | 26 | 53 | 13 | 4 | 4 |
| The school is well led and managed. | 37 | 53 | 2 | 4 | 4 |
| The school is helping my child become mature and responsible. | 42 | 47 | 2 | 2 | 7 |
| The school provides an interesting range of activities outside lessons. | 14 | 35 | 29 | 9 | 13 |