

INSPECTION REPORT

THE LINCOLN MOUNT STREET SCHOOL

Lincoln

LEA area: Lincolnshire

Unique reference number: 120694

Headteacher: Ms. R. M. Harvey

Reporting inspector: Rajinder Harrison
18059

Dates of inspection: 19th to 20th May 2003

Inspection number: 248171

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery and Infant
School category:	Foundation
Age range of pupils:	3 to 7
Gender of pupils:	Mixed
School address:	Mount Street Lincoln Lincolnshire
Postcode:	LN1 3JG
Telephone number:	01522 527339
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Norman McDonald
Date of previous inspection:	January 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Mount Street Infant and Nursery School, with 337 pupils, is larger than average in size for a primary school. It is situated near the centre of the city of Lincoln. The majority of pupils come from the local area although a significant number travel in from a wider area. Social circumstances vary widely but are broadly average. Broadly average numbers of pupils (13%) are eligible for free school meals. There are four pupils who speak English as an additional language. The percentage of pupils identified as having special educational needs, at 13 per cent, is lower than average. Five of these pupils have statements of special educational need and these include physical and behavioural difficulties. A relatively small number of people move in or out of the locality, therefore very few children join the school other than at the start of reception and few leave other than at transfer to the junior school. Children enter part-time nursery provision from the age of three. Their attainment on entry is broadly in line with that expected of children aged three. By the time pupils enter Year 1 overall attainment is above average expectations.

HOW GOOD THE SCHOOL IS

This is a very effective school providing a very good standard of education for all of its pupils. The school's high expectations of pupils and staff, and its strong emphasis on ensuring every child is helped to succeed, enable children to achieve well. The very strong leadership of the headteacher, the high commitment and dedication of all the staff, and strong support from the governors and the school community as a whole, contribute to the school's success. Relationships throughout the school and pupils' attitudes to learning are very good. Very good teaching contributes to the high standards pupils attain at the end of their infant schooling. The school gives very good value for money.

What the school does well

- As a result of very good teaching, overall standards are well above expectations for pupils aged seven. Pupils' attitudes to learning are very positive and they make very good overall progress.
- Very good leadership from the headteacher results in effective teamwork where all members of the school community, including governors and parents, play a valuable part in ensuring the school's continued good improvement.
- The school ensures the needs of every child are met well and provision for pupils with special educational needs is very good.
- Provision in the nursery and reception classes is very good and, as a result, children make a good start to their formal education.
- Pupils learn in an environment where relationships are very secure, where people show respect for each other and where children feel valued. Pupils' overall personal development is very good.

What could be improved

- Attendance, which is well below average.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in January 1998, significant effort has gone into effectively addressing the key issues identified in the previous report, and into maintaining the identified strengths of the school. All health and safety issues have been fully resolved. Numeracy skills are applied well across other subjects and standards in mathematics are well above the national average. Teaching is now very good and planning builds on pupils' prior learning well so that any areas of weakness are identified and carefully addressed. The school's procedures, to place pupils in ability groups, are proving very effective in supporting every child to achieve well. Provision for children in the nursery and reception classes is very good in all areas of learning and all children make good progress. Provision for children's physical development is very good with a wide range of good quality resources to support teaching and learning. Overall improvement has been good and the school is well placed to improve further.

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				Key
	all schools			similar schools	
	2000	2001	2002	2002	
reading	C	B	B	A	well above average A above average B average C below average D well below average E
writing	A	A	A	A	
mathematics	B	B	A	A	

Since 2000, standards have improved steadily, improvement being above the national trends. In the 2002 National Curriculum assessments and tests, the results were well above national averages for writing, mathematics and above average in reading and science. The school met most of its targets for this cohort. The slightly lower than expected standards in reading in 2002 is attributable to insufficient time given to hear pupils read individually, and this has been addressed this year where over one-third of the pupils in the recent tests have achieved at the higher level 3. Teacher assessments for the present Year 2 indicate reading standards have improved this year to match pupils' attainment in writing and mathematics. Standards are well above average when compared with schools where a similar percentage of pupils are eligible for free school meals. Inspection evidence confirms standards for pupils in the current Year 2 are well above average. Pupils' overall literacy and numeracy skills are well above average. As a consequence, pupils achieve very well in other areas of learning.

Children come into the nursery classes with broadly average attainment. They make good progress in the Foundation Stage and standards are above average when they enter Year 1. Progress continues to be good throughout Years 1 and 2, and standards for a significant number of children are well above average by the age of seven. These significant gains stem directly from the very good teaching and from the detailed assessment and monitoring procedures. Targets are continually set and reviewed for individual pupils, groups and classes and the whole school. The information gained through meticulous analysis of all assessment data allows the school to set ambitious but achievable targets for every pupil.

Whilst during the inspection there was insufficient time to evaluate every subject in detail, from the work seen it is clear that overall standards are above expectations. Work in design and technology and art is of a particularly high standard. The quality and range of writing in many subjects is very good and indicates above expected standards especially in the way pupils interpret and express thoughts and ideas to show very good understanding.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are happy at school and are generally very keen to work hard.
Behaviour, in and out of classrooms	Very good. Pupils are courteous and show respect for others at all times. Expectations of good behaviour are high and all children respond well.
Personal development and relationships	Relationships throughout the school are very good. Pupils and adults show care and kindness towards each other and are mindful of the needs of others. Pupils' personal development is very good and this results in their mature and confident approach to learning.
Attendance	Unsatisfactory and a few pupils are subject to taking odd days off regularly.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and 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.

The overall quality of teaching is now very good. This is a significant improvement since the last inspection when teaching was judged to be good overall. Twenty lessons were observed during the inspection. Very good teaching was seen across the school, and two lessons were judged to be excellent. In these excellent lessons, pupils were totally immersed in their learning, captivated by the range of activities provided but also they were kept fully involved through the very good interventions from adults who encouraged them to think and challenge themselves to achieve more. Teachers clearly have a very good understanding of how children learn. Their own interest and enthusiasm in the subject has a significant impact on pupils' keenness to learn. This level of very good teaching contributes effectively to the high standards pupils achieve.

The basic skills of literacy and numeracy are taught extremely well and pupils apply these confidently across all subject areas to produce work of a good standard. Teachers' very good subject knowledge, planning and assessment strategies enable them to meet the needs of all pupils very effectively. The arrangements for grouping pupils by ability ensures challenge for the higher attaining pupils is very good and at the same time lower attaining pupils achieve well because their needs are provided for very sensitively. The school also maximises the commitment and expertise of support staff and many volunteers who work with pupils across the ability range.

Pupils' learning is very good overall. Most of them work hard and try their best to complete the work required, many of them are keen to move on to more challenging work when appropriate. Teachers' expectations are high and they ensure work is at a level where pupils can achieve well. Pupils are very clear about the targets that they have been set and are regularly reminded to check their work against these expectations. Pupils of all ages and abilities are confident learners and are quick to respond to positive acknowledgement of their hard work and effort. Their attentiveness to staff and each other's presentations is generally very good, and they show a very caring approach when helping peers with special educational needs to achieve to the best of their ability.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good overall. Children in the reception classes experience a wide range of very good learning opportunities. Strategies to develop pupils' literacy and numeracy skills are very good. Every effort is made to include all pupils on trips to places of interest. Extra-curricular provision is good and visitors to the school enrich the curriculum very effectively.
Provision for pupils with special educational needs	Very good. Early identification of special needs enables staff to set targets and plan appropriately. Progress is monitored very carefully. The school works in very close partnership with parents and other agencies to ensure the right help is provided to support each child with appropriate sensitivity.
Provision for pupils with English as an additional language	Provision is very good and the school actively seeks help with specific languages when necessary to support individual pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' moral and social development is very good. Provision for their spiritual, and cultural development is good. As a result, pupils' overall personal development is very good.
How well the school cares for its pupils	The school takes very good care of its children. The existence of very detailed assessment procedures and their consistent use by all staff ensures that work generally matches individual needs effectively.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher's drive to improve the school and continue to raise standards has been instrumental in enabling all members of staff to take an active role in the school's development. She leads a very effective team and values everyone's contributions.
How well the governors fulfil their responsibilities	Good. Governors are committed to the work of the school. They understand its strengths and areas for development well. They work in close partnership with staff, pupils, parents and others in the school community and are justifiably proud of the school's achievements.
The school's evaluation of its performance	Detailed analyses of test results and evaluation of other information are used to monitor progress and identify development targets. The school is aware of what needs to be done to sustain its high level of performance. Procedures to monitor attendance more rigorously need attention.
The strategic use of resources	The school maximises its resources to ensure it achieves 'best value' in all its work. Spending is targeted carefully to improve the school environment and develop the curriculum. The school gives very good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Parents are generally very positive about the school.• They are very happy with the progress their children make and that they enjoy school.• Parents feel teaching is good, the school is managed well and staff are very approachable when the need arises.	<ul style="list-style-type: none">• There are no significant issues raised.

The inspection team fully endorses these positive views.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

As a result of the very good teaching, overall standards are well above expectations for pupils aged seven. Pupils' attitudes to learning are very positive and they make very good progress.

1. As a result of the very good teaching throughout the school, the overall standards pupils attain by the time they leave are well above average expectations. Teachers expect the very best from all pupils and the vast majority of pupils, regardless of ability, respond well to all that is asked of them. Very detailed assessment procedures are used effectively to provide pupils with well-planned activities that challenge and extend learning. As a consequence, standards have improved steadily since the previous inspection.
2. In the national tests and assessments in 2002, pupils at the end of Year 2 achieved well above expected standards in writing and mathematics and above expected standards in reading and science. This year's cohort in Year 2 has a higher number of lower attaining pupils compared with last year. Assessment information for the current Year 2 overall looks fairly similar, with a significant improvement on reading at the higher level 3. When compared with schools having a similar percentage of free school meals, standards overall are well above average in the core subjects. Standards of work seen in other subjects indicate above that normally expected for pupils at the end of Year 2. The range of vocabulary pupils use is of a high standard because of the good emphasis teachers place on discussions in lessons, and pupils overall grasp of language is very good. Of particular note is the high quality of art, design and technology work and the quality of creative writing on display around the school.
3. Children enter the nursery with broadly average attainment in all areas of learning. Because overall provision in the Foundation Stage is very good, by the time children leave the reception year their attainment is above that normally expected. They all make generally good progress in the time they spend in the nursery and infant classes and some achieve particularly well in their social and creative skills. One of the key factors that leads to this success is that children are very carefully monitored and the information gathered is used very effectively to plan activities that will extend and challenge them. The arrangements for identifying higher attaining children at the start of the reception year allows teachers to match work even more accurately in this year so that, when necessary, children have work that is above levels expected for this age group. However, the children continue to have the full range of experiences they are entitled to as they continue, for example, to develop skills in sharing toys and games, playing with each other sensibly and interacting with adults and children in talk sessions to support their communication skills.
4. Throughout the Foundation Stage children make good progress in their speaking and listening skills. Teachers ensure children are shown how to listen carefully, for example, to tasks and instructions, and very good attention is paid to engaging children in talk activities. Teachers ask searching questions where children cannot escape with single-word answers and as a consequence they become confident in asking and answering questions. For example, in a science lesson in a reception class, children were asked to explain their reasons for the way they had selected to sort animals and many gave very thoughtful responses. Open-ended questions skilfully assess children's knowledge and understanding, for example, in a nursery activity, one child could accurately explain how many more she needed to make 12 altogether,

clearly aware of numbers beyond ten. A significant number enjoy writing, and develop these skills through the nursery, many at the time of the inspection reading and writing most of the letters in their names. By the end of the reception year many children have gained good understanding of sentence structure and key features of a sentence, and confidently sound out new words for their reading or writing tasks. They achieve above average expectations in their literacy and numeracy skills and their knowledge and understanding of the world is good. Lower attaining children also achieve well and attain overall standards appropriate for their age in these areas of learning.

5. Creative, physical and personal and social development is good for the vast majority of children. The interesting range of activities and experiences encourage children to explore and learn. In the nursery, the range of resources entices them to keep busy and have a go at, for example, role-play, climbing, cooking, painting, drawing, making and generally having fun. Adults lead children gently into new and unfamiliar territory so that by the time they leave nursery and move into reception they are confident learners. Very few children fail to join in and when this is apparent, adults record this, keeping a watchful eye to ensure children attempt all areas of learning adequately. Time is used very effectively and children are soon familiar with the high expectations of good behaviour and work from them. Most children enjoy learning and as a consequence they do well.
6. In the infant classes, this interest continues to be developed as teachers plan carefully to ensure learning builds on prior attainment effectively. Pupils are assessed prior to entering Year 1 and placed in ability groups where teachers can prepare more accurately to meet their needs. Lesson planning includes work to ensure individual pupils work on the targets they are set and in this way, they are helped to make good progress. Teachers continue to have high expectations and most pupils listen very carefully to new information and instructions, not frightened of asking questions when they are unsure about something. Relationships throughout are very positive and this helps pupils feel confident to ask for help from staff and their peers. In a very good science lesson in Year 2, pupils moved swiftly from the whole-class session to group work and divided the resources sensibly so that all had access to what they needed to work efficiently within their groups. The majority shows a high level of maturity in managing their time and carrying out their tasks sensibly. In an excellent literacy lesson in Year 2, the teacher's presentation kept pupils fully focussed on the task and she skilfully enabled them to apply prior learning effectively to improve a text. The pace was extremely brisk and pupils maintained good interest because the teacher intervened unobtrusively to challenge and extend their responses to produce their best efforts. As a result pupils' work was of a very high standard, with a good number applying compound sentences confidently to produce some very mature writing. They demonstrated a skilful awareness of the way language can be manipulated to create tension and excitement in prose.
7. The work pupils produce in practical subjects, for example, design and technology and art, is of particularly good standard. Many examples were displayed around the school and pupils have clearly worked hard, with sustained interest and concentration to produce such outstanding examples. Teachers plan interesting projects for pupils to pursue and there is skilful approach in place to combine subjects to ensure learning across subjects is effectively managed. For example, pupils in Year 2 have written poems about spring and summer and they have crafted flowers from modelling materials, collage, and bold and fine watercolours to provide vivid displays around the school. The vibrant poppies and sunflowers, in the style of O'Keefe and Van Gogh brighten up their environment in line with the 'spring-summer' theme, which is followed through into the current science topic on the structure of flowering plants. In contrast, careful attention to detail in depicting features of flowers is seen in the subtle watercolours used

to paint the delicate shades and shapes in bluebells, pansies and hyacinths. Similarly, teachers have pulled together ideas to explore forces, for example, by enabling pupils to build vehicles from the past and present and testing these on ramps of various heights to measure speeds and distance travelled. Pupils have used a range of designs and materials to create their vehicles and taken relevant measurements, which have subsequently been recorded on graphs both with and without ICT facilities. The curriculum content is woven together very skilfully to make the most effective use of time but also to ensure pupils learn to apply their knowledge and understanding to new areas of learning. Visits are made to places of interest and here again, teachers think through such ideas and make maximum use of the learning opportunities these visits present. For example, a visit to the local church resulted in some very good time for pupils to reflect on the nature of prayer as they composed their own and also to consider the structure of such buildings as special places. This theme was developed further in a very lively religious education lesson in Year 1. In this lesson pupils saw the splendour of Lincoln Cathedral unfold as the teacher showed them the stained glass windows in close detail, in a building most of them will have seen frequently, but not taken quality time to reflect on before. There was a distinct air of wonder and the sensitive writing pupils produced was well above expectations. The overall quality of teaching, as a result of such thoughtful planning, is very good.

Very good leadership from the headteacher results in effective teamwork where all members of the school community, including governors and parents, play a valuable part in ensuring the school's continued good improvement.

8. The school is led very effectively. The headteacher has a clear view of what the school should strive for and has built a working environment where high expectations are the norm. She has recruited a number of new teachers in the last few years and these teachers have been integrated very effectively. Teamwork throughout the school is excellent. Teachers support each other well and ensure the procedures for monitoring and evaluating the work of the school are followed consistently. The environment is maintained to a very high standard where everyone contributes to the richly stunning displays of pupils' work to celebrate the high standards the school aims for. Senior managers have very clearly defined roles and responsibilities and follow these through very diligently. The high levels of co-operation and respect shown throughout the school have a very positive impact on the way pupils learn from these good models.
9. Procedures to monitor the work of the school and identify areas for development are very clear. For example, information from the standardised tests and assessments is carefully analysed and used to look for where teaching needs to focus to improve standards further. This information is shared regularly with staff, governors, parents and pupils. Classes are organised by ability in order to ensure every pupil works to their maximum capability and where individual pupils are initially misplaced, additional efforts are made to ensure work is matched well to meet their needs. Teachers use all the information available to guide their teaching. As a result of such detailed attention, standards have been raised since the previous inspection. Provision for pupils with special educational needs is also very effectively managed through the passionate efforts and expertise of a highly dedicated co-ordinator. Every pupil in the school has the opportunity to achieve well.
10. Governors provide good support to the school. Wherever possible they visit the school during the working day and there are regular meetings scheduled with the headteacher. Governors are clear about the school's strengths and are keen to resolve any areas that need development. They are very supportive and carry out their duties very effectively. Financial management has

been very carefully handled and although the school has little in reserve, spending has been astute, in that provision for the Foundation Stage is now very good and the overall quality of teaching throughout the school has been raised to very good. Although the school ended the last financial year with a one per cent deficit, this was a planned decision. The school has satisfactorily re-dressed the shortfall in the present financial year. The school continues to seek high standards and gives very good value for money.

Provision in the nursery and reception classes is very good and as a result children make a good start to their formal education.

11. The provision for children in the Foundation Stage has improved since the last inspection and is now very good and a strength of the school. This is because the high quality of teaching combines very well with the children's eagerness to learn. When children first start in the nursery they have a wide range of personal and academic skills but attainment overall is broadly average. The atmosphere in the nursery is vibrant and exciting and this produces a very good climate for learning. Children in the reception classes continue to make good progress because of the clear structure and emphasis on the teaching of basic skills and they achieve standards above expectations in all six areas of learning by the end of the reception year. Teachers, nursery nurses and other adults, including parents, work together closely. These very good relationships give children a strong sense of security and demonstrate to them good role models to learn from. They quickly become independent learners as a result of this and take advantage of the many interesting opportunities that are provided for them.
12. Children achieve high standards in their work because of the careful planning that teachers undertake to ensure that there are plenty of well-designed activities in which they can engage. Teachers constantly monitor children's progress to make sure that their individual needs are met. A strength of the teaching lies in the way the staff constantly talk to the children and expect them to listen carefully. This mutual respect is nurtured sensitively throughout the school, but is of significant importance when children first join the school. Every activity involves asking questions and emphasising words and names. For example, after listening to the story of 'The Three Little Pigs' a group of children in the nursery choose which of the pigs' houses they are going to draw, answer questions and talk about their picture with their teacher.
13. During their time in the Foundation Stage, children learn a good deal about the world around them because teachers plan a diverse range of activities both in and out of the classroom. For example, they observe the weather daily and record their observations confidently, discussing any changes in good group discussions. Children in the reception classes visit the local area and discover what kind of jobs people do. They learn about the celebrations and customs surrounding Christmas and Easter. Children in both the nursery and reception classes now have direct access to a safe outdoor play area and there is a good range of equipment for children to use and take part in challenging physical activities. There has been considerable improvement since the last inspection and the Foundation Stage co-ordinator has been the key to leading on developments so effectively. The wide and varied opportunities provide a very good start to the children's education. Learning is made fun and children are kept fully absorbed throughout their busy day.

The school ensures the needs of every child are met well and provision for pupils with special educational needs is very good.

14. Provision for all pupils is very good. The detailed assessments and the rigorous monitoring procedures the school pursues ensure that any areas of learning where pupils need additional support are immediately tackled. The school takes very seriously the individual needs of all pupils and as a consequence they are all in a good position to achieve well. For example, when pupils who need to acquire English as an additional language quickly, in order to fully access all school activities, every effort is made to recruit support from the community. Also, the school works sensitively with pupils with special educational needs and every effort is made to ensure that the specific needs of each pupil are fully met. The school has very good facilities to ensure pupils with physical disabilities are provided for well and the building has been fully adapted to accommodate wheelchairs. The school prides itself on its policy for inclusion and practice throughout the school is consistently very good.
15. The co-ordinator for special educational needs has established very comprehensive monitoring and recording procedures to ensure provision is matched well to needs. The pupils' individual education plans are very clear and precise. Reviews that take place, at least termly, ensure that the very good monitoring checks every child's progress against the targets set. Support staff are fully involved in the planning, delivery and assessment procedures and their work is invaluable. Because staff set such exemplary role models to ensure all pupils with specific needs are fully integrated, the other pupils learn from this. They too work hard to ensure everyone is included in activities. For example, in a numeracy lesson in Year 2, a pupil learning English as an additional language, was given good opportunity to offer answers in the lesson and a specific pupil was given the responsibility to make sure classroom routines were fully explained to this relative newcomer in the class. Similarly, in the playground, pupils pay careful attention to include in their games, any pupil who struggles as a result of their physical disability, to join in. This level of kindness and care is exemplary in pupils of such young ages. As a result of such good practice, all pupils feel valued and respected and as a consequence they are confident in their learning.
16. Parents are kept fully informed of how well their child is progressing, and, if parents are unable to attend the formal review meetings alternative arrangements are made for them to be involved. The school is very flexible in its approaches to ensure all relevant parties are included in the targets set for individual pupils. Parents are encouraged to help their children with schoolwork at home and a significant number help in school. The school also actively recruits volunteer helpers, including 'grandparents' and this additional support adds to overall very good provision.

Pupils learn in an environment where relationships are very secure, where people show respect for each other and where children feel valued. Pupils' overall personal development is very good.

17. The school is a happy, calm place where all children are supported effectively in their learning. Pupils learn from the adults around them and copy the good examples they see of respect, care and kindness for others. Expectations are high from the moment children start school, and these high expectations are re-iterated by parents. The partnerships between home and school are very good. The school takes good care of all the children and general welfare arrangements are very good. Pupils are given very good guidance in their moral development and recognise what is acceptable behaviour. They respond enthusiastically to the rewards but many do not require these to sustain very good behaviour. Celebration assemblies recognise pupils' good efforts and pupils are justifiably proud when their work is acknowledged in front of others. Pupils enjoy working hard and pleasing their teachers and appreciate the help and attention they receive,

speaking courteously at all times. The majority settle to the tasks in hand, purposefully, and work with a real sense of urgency to meet their targets. Work is generally well presented and pupils show pride in their work. When asked to work in groups or take turns, they do so sensibly. Many are eager to carry out little jobs for teachers and opportunities are good for pupils to take responsibility. For example, children in the Foundation Stage help to tidy up resources and pupils in the infant classes help teachers in classrooms and around the school. These little features help pupils feel valued and they enjoy the privilege. Because of the good range of visits and the frequent numbers of visitors in the school, pupils gain a good awareness of cultural differences in the world around them. They study the work of various artists and listen to a range of musical styles. The school offers a good range of clubs and activities outside lessons for pupils in Years 1 and 2, for example, choral speaking and drama, art, gymnastics, choir and others to extend pupils' social and cultural development. Pupils gain a sound awareness of the multicultural nature of society, for example, through religious education, geography and celebrations of festivals.

WHAT COULD BE IMPROVED

Attendance

18. Attendance is unsatisfactory and well below the national average. The attendance rate has been in steady decline each year since the last inspection, when it was reported as good. The number of unauthorised absences is broadly in line with the national average for similar schools.
19. The low levels of attendance result from a number of factors including term-time holidays, a high proportion of pupils with medical problems or illness and a few families failing to ensure their children attend school regularly. Although the local education office awards certificates of attendance to those pupils with 100 per cent attendance, the school overall has too few robust systems in place for monitoring and promoting attendance satisfactorily and ensuring that all instances of unsatisfactory attendance are fully investigated. The school identifies only those pupils with the very poorest records of attendance and sends letters to their parents. The school has worked with the Educational Welfare Officer (EWO) who is currently dealing with a few families who have consistently very poor records of attendance. However, the support of the EWO is to be discontinued, although there remain several pupils with unsatisfactory records of attendance, which may affect their potential to do well at school. At present, the school does not analyse and consider patterns of attendance, absence and lateness within the school population, with the aim of ensuring that all pupils achieve high standards of attendance and do not miss out on the very good education offered by the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

20. In order to raise standards further the headteacher, staff and governors should:
 - (i) Implement rigorous procedures to monitor attendance and consider further strategies to encourage the parents who do not always send their children to school regularly to do so. (*paragraph 18*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	8	7	3	0	0	0
Percentage	10	40	35	15	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents five percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	44.5	248
Number of full-time pupils known to be eligible for free school meals	N/A	22

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	1	4
Number of pupils on the school's special educational needs register	5	33

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	7.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

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

		Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year		2002	35	36	71
National Curriculum Test/Task Results		Reading	Writing	Mathematics	
Numbers of pupils at NC level 2 and above	Boys	33	33	32	
	Girls	36	35	36	
	Total	69	68	68	
Percentage of pupils at NC level 2 or above	School	97 (96)	96 (96)	96 (93)	
	National	84 (84)	86 (86)	90 (91)	
Teachers' Assessments		English	Mathematics	Science	
Numbers of pupils at NC level 2 and above	Boys	31	32	32	
	Girls	36	36	36	
	Total	67	68	68	
Percentage of pupils at NC level 2 or above	School	94 (94)	96 (91)	96 (99)	
	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	233	0	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	5	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	3	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	2	0	0
No ethnic group recorded	3	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	11.4
Number of pupils per qualified teacher	21.8
Average class size	27.5

Education support staff: YR – Y2

Total number of education support staff	5
Total aggregate hours worked per week	162.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	44.5
Total number of education support staff	3
Total aggregate hours worked per week	97.5
Number of pupils per FTE adult	11

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	5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2002/3
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	£
Total income	586,310
Total expenditure	592,802
Expenditure per pupil	2048
Balance brought forward from previous year	2760
Balance carried forward to next year	-6492

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	313
Number of questionnaires returned	76

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	29	1	1	0
My child is making good progress in school.	62	38	0	0	0
Behaviour in the school is good.	53	46	0	0	1
My child gets the right amount of work to do at home.	50	37	3	3	8
The teaching is good.	74	25	1	0	0
I am kept well informed about how my child is getting on.	53	39	7	0	1
I would feel comfortable about approaching the school with questions or a problem.	62	38	0	0	0
The school expects my child to work hard and achieve his or her best.	59	41	0	0	0
The school works closely with parents.	42	50	3	1	4
The school is well led and managed.	54	42	0	0	4
The school is helping my child become mature and responsible.	54	39	3	0	4
The school provides an interesting range of activities outside lessons.	37	36	7	0	21