

INSPECTION REPORT

Ernehale Infant School

Arnold, Nottingham

LEA area: Nottinghamshire

Unique reference number: 122513

Headteacher: Miss Kay Collinson

Reporting inspector: Mr D Walker
19121

Dates of inspection: 25th – 26th November, 2002

Inspection number: 248354

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: | 5-7 |
| Gender of pupils: | Mixed |
| School address: | Derwent Crescent Gedling Road Arnold Nottingham |
| Postcode: | NG5 6TA |
| Telephone number: | 0115 9567622 |
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| Appropriate authority: | Governing body |
| Name of chair of governors: | Mr Alan Diprose |
| Date of previous inspection: | 16 th March, 1998 |

INFORMATION ABOUT THE INSPECTION TEAM

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|--------------|---------------|----------------------|
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| 19436 | Mr M O'Malley | Lay inspector |
| 15658 | Mrs A Dawes | Team inspector |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ernehale Infant School is a community infant school for pupils aged five to seven situated in Arnold. It serves an economically advantaged urban area on the north-eastern fringes of the city of Nottingham. There are currently 137 pupils on roll. Pupils are admitted to the reception class at the beginning of the term in which they reach their fifth birthday. The percentage of pupils known to be eligible for free school meals is well below the national average but the percentage of pupils learning English as an additional language is higher than in most schools, with most of these pupils at an early stage of language acquisition. Overall, approximately 13 per cent of the pupils are from ethnic minority backgrounds. The percentage of pupils on the school's special educational needs record is below average, with no pupil having a statement of special educational need. The number of pupils attending the school who are from outside the school's catchment area has increased significantly since the last inspection. This reflects the popularity of the school in the wider community. The attainment of pupils on entry to full time schooling is generally above average. The school has experienced a number of significant staffing changes over the last school year, the most recent being the appointment of a new Headteacher in September 2002.

HOW GOOD THE SCHOOL IS

This is an effective school with some outstanding features. High standards have been maintained over time as a result of very good teaching and the very positive attitudes to learning shown by pupils. The personal development of pupils is a significant strength of the school and their confidence and self-esteem are effectively promoted through all aspects of school life. Relationships between all adults and pupils are excellent and the ethos of the school is one that values and respects all learners. The school is inclusive in all that it does. Pupils respond very positively to this and their behaviour and attitude to school are very good. Pupils like their school and work hard because of the encouragement and support they receive. The clear vision of the new Headteacher is already enabling the school to build upon its previous successes and further develop the high quality of education that the school offers to pupils. The school deserves the high regard in which it is held by parents and pupils. The school provides good value for money.

What the school does well

- Standards are high because high quality teaching leads to high quality learning
- The personal development of pupils is very good and they leave the school as confident, independent learners
- The school provides a broad and balanced curriculum that is enriched by a wide range of educational visits and activities
- The school encourages pupils to become responsible citizens who are able to play an active role in the life of the school.

What could be improved

- The school's planning for its continued development

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1998 and no significant weaknesses were identified. There were a number of minor points and the school has made generally good progress in addressing these issues. High standards have been maintained and the overall quality of teaching has improved from good to very good. Some progress has been made in raising the achievement of boys but work is still underway in this area. The range of information for parents has been improved and parents felt well informed at the parents' meeting. Performance management for teachers has been successfully introduced and the identification of a target for all staff linked to spelling has helped to raise standards in this area. The school's analysis of pupil performance data is detailed and thorough, leading to a range of targets that support pupils in their learning. The effectiveness of teachers' marking of pupils' work could be improved and the school has identified this as an area for further development within the School Improvement Plan. The school's capacity for further improvement is good.

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 | B |
| Writing | A* | A | A | A |
| Mathematics | A | A | A | A |

| Key | |
|--------------------|---|
| Well above average | A |
| Above average | B |
| Average | C |
| Below average | D |
| Well below average | E |

Children start school with standards of attainment above those generally found. Those currently in the reception class have settled well into the routines of the school and have made a good start to their work on the areas of learning in the Foundation Stage curriculum. By the time they are ready to start in Year 1, all pupils progress well and attain the early learning goals in all areas of learning. (The early learning goals set out what most pupils should achieve by the time they reach the end of the reception year). All pupils maintain this good progress throughout Years 1 and 2.

In 2002, Year 2 pupils' results were well above average in reading, writing and mathematics when compared to all schools. When compared to similar schools (those with a similar proportion of pupils eligible for free school meals), standards were well above average in writing and mathematics and above average in reading. Taking a three-year average, the performance of girls is above that of boys in reading, writing and mathematics. Although still above the national average, the performance of boys in reading and writing has fallen slightly since the last inspection. The school has already identified this as an area for further improvement. The standard of the work seen during the inspection of the current Year 2 pupils reflects the well above average standards attained in the 2002 national tests.

PUPILS' ATTITUDES AND VALUES

| ASPECT | COMMENT |
|--|--|
| Attitudes to the school | Very good. Pupils have very positive attitudes: they are keen to do well and are enthusiastic in all that they do. |
| Behaviour, in and out of the classroom | Very good. Pupils conduct themselves well, both in lessons and around the school. |
| Personal development and relationships | Very good. Pupils are confident, mature, and keen to take responsibility. Relationships are excellent. |
| Attendance | Very good. Pupils enjoy coming to school. |

Pupils work hard because they are very interested and involved in their lessons. Their very good behaviour ensures a calm and purposeful working atmosphere. Pupils respect each other and they are confident to try new things and learn from their mistakes because teachers help them to be successful in their work. They are keen to take responsibility: helping with school routines, looking after each other, and playing their part in the school council. Pupils are punctual and attendance is well above the national average.

TEACHING AND LEARNING

| Teaching of pupils in: | Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------|-------------|----------------|
| Quality of teaching | Very Good | Very Good | Not applicable |

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 a major strength of the school and inspires pupils to succeed. All teaching observed during the inspection was at least good, the majority was very good or excellent. All teachers have the highest expectations of what pupils can achieve, and they work effectively to help pupils meet these expectations. Teachers receive excellent support from a range of other adults within classrooms and around the school. They work together as an effective team and this has a very positive influence of pupils' learning. Teachers have good knowledge of the subjects they teach and this enables them to plan effectively for the needs of all pupils. Teachers are clear about what they want pupils to learn in lessons and pupils respond very well to this by working hard. This enables teachers to cover a lot of ground in lessons. Teachers are particularly good at helping pupils to make judgements about their own learning. The teaching of English and mathematics is very good and this promotes well above average attainment by pupils in the basic skills of literacy and numeracy. The school uses a range of information on pupils' progress to set targets for future learning.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | Very good. The curriculum fully meets statutory requirements. The school makes good use of visitors to the school and educational visits to enhance pupils' learning. Pupils are given regular work to do at home. |
| Provision for pupils with special educational needs | Pupils receive very good support and make very good progress. The school makes full use of what it knows about each pupil to ensure that the support is matched to each pupil's needs. |
| Provision for pupils with English as an additional language | A small number of pupils are learning English as an additional language. The provision made is satisfactory but, at present, the school has no outside support for these pupils and is using its own resources to ensure that their needs are met. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good. The school provides many opportunities for pupils to explore different values and beliefs, develop a keen sense of right and wrong, and work constructively with others. Pupils' confidence and self-esteem are promoted through every aspect of school life. |
| How well the school cares for its pupils | Very good. The teachers and staff know the pupils very well and work very effectively to meet their individual needs. The school is very effective at promoting good behaviour and attendance. The school makes effective use of a range of targets to support the progress of pupils. |

The school places great emphasis on pupils' personal development and it is very effective in what it does. Parents are very pleased that the school sees this as an important part of its role.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Although the Headteacher has only been in post a short time, she is already giving clear direction to the continued development of the school. She is well supported by an able acting deputy Headteacher and conscientious subject managers. |
| How well the governors fulfil their responsibilities | Governors are very supportive of the school. They have been very effective in their management of the recent staffing issues. They have quite rightly identified the need to concentrate their future efforts on monitoring the school's performance. |
| The school's evaluation of its performance | The school's analysis of data is good and is being used to identify areas for improvement. Governors need to become more involved in this process. |
| The strategic use of resources | Human and material resources are well used and have a positive impact on pupils' attainment. The principles of best value are applied well. The school is now in a position to take a longer-term view of |

| |
|------------------|
| its development. |
|------------------|

The school has experienced a period of transition over the last twelve months with the retirement of the Headteacher and the promotion of the Deputy Headteacher to a headship within another LEA. This led to a lengthy period of time during which the school had no substantive Headteacher or Deputy Headteacher. This situation has only recently been resolved with the appointment of the current Headteacher who took up her post at the beginning of this term. A substantive deputy Headteacher appointment has just been made for January 2003. These changes have been managed effectively and have had no direct impact on the standards attained by pupils. Parents are very pleased at how this situation was handled by the governing body. This is to the credit of all concerned. The energy taken to manage this process required a lot of time from governors. Now that the situation is resolved, governors have identified the need to give more time to monitoring the performance of the school and gathering evidence of progress against the targets set for the school's development. The time is now right to plan strategically for the school's future development.

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 like school• Children make good progress• Behaviour is good• Teaching is good• They are kept well informed about their children's progress• The school is approachable• The school expects children to work hard and do their best• Children are helped to become mature and responsible | <ul style="list-style-type: none">• Some parents have concerns about the amount of work given to do at home• Some parents do not think that the school provides an interesting range of activities outside lessons |

The inspection team endorses parents' very positive views of the school. The arrangements for homework are satisfactory. The homework policy has been reviewed this term. The routines for homework include regular reading, spellings and keyword activities. Additional arrangements have just been made for pupils in Year 2. There are new reading diaries and these include sections for comments from teachers and parents. The range of activities outside lessons is very good. The school provides many opportunities for pupils to broaden their experiences and interests through a wide range of educational visits and visitors to the school.

Other Information

The governing body is responsible for drawing up an action plan within 40 days of receiving the inspection report, showing how the school will tackle the improvements needed. The action plan will be circulated to all parents at the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL.

Standards are high because high quality teaching leads to high quality learning

1. The quality of teaching is a major strength of the school and inspires pupils to succeed. All teaching observed during the inspection was at least good, the majority was very good or excellent. There is a clear understanding within the school of the key features of effective teaching. This gives a consistency of approach across subjects and age groups. Underpinning this consistency are the high expectations that teachers have for pupils' learning and their behaviour.
2. Hard working and dedicated teachers enjoy excellent support from a range of other adults within classrooms and around the school. All adults play their part in ensuring that these high expectations are reflected in all aspects of school life. Supporting adults are well briefed as to what to do and what pupils are expected to learn. They work together as an effective team and this has a very positive impact on pupils' learning.
3. Teachers have good knowledge of the subjects they teach and this enables them to plan effectively for the needs of all pupils. They are clear about how higher attaining pupils and those with special educational needs are to be challenged and how resources are to be used to support learning. Higher attaining pupils in a Year 2 literacy lesson, for example, were challenged by the resources the teacher used with them whilst lower attaining pupils worked with a learning support assistant to develop sound blends by playing a bingo game. Teachers' good subject knowledge enables them to be confident in their teaching. This confidence encourages them to look for interesting ways in which to present work to pupils. The enthusiasm of teachers for their work does much to promote the positive learning atmosphere within the school.
4. Teachers are clear about what they want pupils to learn in lessons and this is effectively shared with pupils. Pupils are then clear about the purpose of their work and what is expected of them. This enables them to make judgements about what they have learnt in lessons. Pupils in Year 1, for example, were able to identify if their writing had extended a story using the repeated pattern of words from "A Dark, Dark Tale". One pupil, much to the amusement of the class, finished his piece of writing with the words....." and the dark, dark cat got the dark, dark mouse.....and ate him!"
5. Because teachers plan carefully for the needs of all pupils, and then make sure that pupils understand what they have to do, lessons proceed at a good pace and teachers cover a lot of ground. Pupils respond very well because they understand what is expected of them. Teachers then set challenging time limits for the completion of work which maintains the pace of working.
6. Teachers know their pupils very well and use this knowledge to offer individual support to all pupils. Teachers grade their questions carefully to match pupils' ability. Some teachers identify "challenge" questions that are aimed specifically at higher attaining pupils. This care and thought leads to pupils being extremely well supported in their work. Pupils react very positively to this and they work very hard for their teachers. As a result, pupils make very good progress.

7. Classrooms are enjoyable places to be in this school. Teachers take a great deal of time and care to ensure that classrooms are stimulating and interesting for pupils. The displays within classrooms are very helpful to pupils and offer good support for literacy and numeracy. Pupils can, for example, use the displays to check their spellings or help with the structure of a story.

The personal development of pupils is very good and they leave school as confident, independent learners

8. The personal development of pupils is very good. They are polite, courteous and willing to accept responsibility for their own actions. Opportunities are made in lessons for pupils to consider the impact of their actions on others. Pupils in a Year 2 class, for example, were made aware of their responsibilities to others following an incident of name calling in the classroom. The use of the school's persona dolls enabled the teacher to handle this in a very sensitive way, without having to identify the individuals involved. The teacher used to dolls to describe the incident and this allowed the pupils to react to the dolls and not to each other. The responses from pupils showed an understanding of how this specific action would make others feel. Behaviour is very good at all times and parents are proud of the standards of behaviour in the school.
9. Pupils relate well to each other and help each other in lessons. Pupils in Year 1, for example, worked well together when asked to create a picture involving simple moving parts. They managed their own resources and made choices about the kinds of movement to be included in their pictures. Pupils in Year 2 worked well together in pairs when using the information and communication technology suite in the local junior school to organise and edit their work. In lessons pupils are very patient when listening to each other's views and comments. Pupils in Year 1 listened very carefully to the contributions of their classmates when they read out their own story endings.
10. The school positively promotes the pupils' understanding and respect for different values and beliefs. The current theme for a number of displays around the school is linked to the celebration of harvest across a range of faiths. Pupils gave practical support to this through their support for the Seeds for Africa initiative. This involved pupils in providing seeds for pupils in African schools to grow and harvest. This is just one example of a range of activities that are effectively developing the pupils' respect for feelings, values and beliefs of others.
11. Relationships within the school are excellent. The adults in school provide excellent role models for pupils. Pupils like their teachers and respect the way in which they are treated at school. This has a positive impact on the standards that pupils attain as pupils want to work hard and do their best for the adults that they respect. All adults have the same high expectations of pupils. This has made pupils very clear about how they should approach their work and behave in school. Pupils respond so positively because they want to and not because they are made to. This gives the school a very strong sense of shared purpose.

The school provides a broad and balanced curriculum that is enriched by a wide range of educational visits and activities

12. Children in this school have a thirst for learning. One of the reasons for this enthusiasm for learning is the very good curriculum provided by the school which is interesting, practical and relates to the pupils' own experiences where possible. Pupils are given many opportunities within their work to plan and organise their own learning. During informal discussions, pupils could not think of anything that could make their school better.
13. The school's curriculum gives full coverage to the six areas of learning for pupils in the Foundation Stage and to the subjects of the National Curriculum for pupils in Years 1 and 2. In the Foundation Stage, pupils are given the opportunity to explore and apply their learning through practical and first-hand experiences. This is built upon in Years 1 and 2 and teachers throughout the school make good links between different areas of learning. The curriculum fully promotes equality of access for all pupils. Due weight is given to English and mathematics, as well as the other subjects, and the quality and range of learning opportunities are good. Evidence provided by the school shows that creativity features strongly in the pupils' learning experiences. The school is very effective in teaching basic literacy and numeracy skills. The school's programme to support Personal, Social and Health Education (PSHE) is very effective and adds a dimension to the school's work that parents feel is very important.
14. The provision for pupils' spiritual, moral, social and cultural development is very good and has a very positive impact on pupils' personal development. Assemblies are well planned and incorporate a variety of activities to involve pupils. During one whole school assembly, pupils were given the opportunity to listen to music as they entered the hall, respond to questions about the theme of the week – "First Impressions" – listen carefully to each other, reflect quietly on an aspect of the theme and celebrate the achievement of fellow pupils. All members of the school community contributed to the positive, reflective atmosphere in this assembly.
15. Pupils are considerate to each other and there is a clear code of conduct for behaviour around the school that pupils helped to draw up. Pupils have an understanding of the culture of others and this is reflected within displays and resources available to them. The culture of others is celebrated across the curriculum. Educational visits and visitors to the school are used to promote cultural awareness. The school's PSHE work enables pupils to explore their own feelings and the ethos of the school is one that values the achievement of all pupils.
16. The school provides a very good range of educational visits and activities to support the curriculum. Pupils visit a local church, temple, synagogue and mosque as part of their work. Other visits include a design and technology centre in Mansfield, Nottingham Goose Fair, Nottingham Castle museum, Newstead Abbey and Perlethorpe farm. The school uses these visits as the focus for extended work when pupils return to school. Very good links are made between different subjects of the curriculum during this work. This makes pupils confident in applying their skills across the curriculum. This helps pupils to understand that learning is not an isolated activity.
17. As well as educational visits, a wide range of visitors to the school enrich and support the curriculum. Visitors this year include a theatre group, an author, representatives from different faiths who talked about their own faith and why it was important to them,

local religious leaders and musicians from a range of different cultures. The educational visits and visitors to the school have a clear focus that is linked with a specific area of the school's work. The visiting author, for example, was part of the school's work in raising the attainment of boys. The male author provided an effective role model for boys to relate to when thinking about their own writing.

The school encourages pupils to become responsible citizens who are able to play an active role in the life of the school

18. The school offers many opportunities for pupils to show initiative and take responsibility. Pupils respond very positively to these opportunities and, as a result of this, are able to play an active part in the life of their school. Pupils in this school accept a level of responsibility that is not often seen in pupils so young. They play a significant part in helping to give the school its very distinctive ethos. This aspect of school life is highly regarded by parents.
19. The school values the opinions of its pupils and has encouraged their active involvement through the establishment of a school council. The school council provides a good opportunity for all pupils to raise their concerns and learn how they can influence what happens in school. It provides an excellent opportunity for pupils to practise skills in speaking, listening, decision making and working as part of a team. It is very well supported by the school's PSHE co-ordinator.
20. The council met during the inspection and the meeting was led by an enthusiastic chairperson from Year 2. The chairperson welcomed the inspector and each of the council members confidently introduced themselves. Having read through all the items posted in the suggestion box, the council agreed to discuss the problem about the broken netball net and other damaged playground toys. The chairperson invited each of the council members to put forward ideas to address the problem. They each spoke in turn and listened carefully to each other's contribution. After some deliberation it was agreed that the quality of the equipment was not good enough and the council asked the teacher to contact the suppliers. It was further suggested that some pupils could, on occasions, be a little rough with the equipment. A female pupil in Year 1 was quite clear on this matter. "The problem is Year 1 boys. They don't take sufficient care. They need sorting out!" It was decided that the council should address the whole school at assembly and introduce some guidelines for using the equipment.
21. All pupils were involved in helping to draw up the school's six rules. The school council drew up a code of conduct for the playground. Three pupils act as playground helpers on each of the school's two playgrounds to support pupils who are lonely or have had a minor accident. The other pupils take great comfort from the support these helpers provide. Pupils have also recently helped to design a new school logo.
22. The school operates a "family service" system at lunchtime where pupils take it in turns to serve each other. This is very effective in promoting attitudes of tolerance and respect for each other. The lunchtime supervisory staff make a very positive contribution to this through their caring attitude to the pupils. This is another example of how all the adults in the school play their part in shaping the ethos of the school.
23. The school has very good links with the local pre-school group who visit the school for one morning each week. Many of these children, but not all, will go on to join the school when they reach school age. The school also attracts children who have not had pre-school experience. To help children from the pre-school group settle into the

school during their visits, each child is given a Year 2 pupil as a “buddy”. When the children join the school, their “buddy” continues to support them and will look out for them at playtime. This is another example of how pupils are willing to take responsibility and play an active role in the life of their school.

WHAT COULD BE IMPROVED

The school’s planning for its continued development

24. The school has had to manage a number of significant staffing changes within the last twelve months. The culmination of this was the appointment of a new Headteacher at the start of this school year. The school has just appointed a Deputy Headteacher who will take up post in January 2003. Prior to these appointments, the school had no substantive Headteacher or Deputy Headteacher from September 2001. This was a difficult time for the school but the staffing situation was effectively managed by the governing body and teachers were able to maintain the high standards expected of the school. At the parents’ meeting prior to the inspection, parents were very supportive of the way that the school had managed this situation. This is to the credit of all concerned.
25. With the appointment of a new Headteacher, and the stability that this brings, the school can now focus on planning for the future. The current school improvement plan has set the scene for the new Headteacher but it fails to identify how the school will develop in the longer term. The school now needs to develop a strategic plan that will shape the continued development of the school over the next three to five years. The challenge for this school will be to maintain and further develop the already high standards attained by pupils.
26. The current school improvement plan fails to identify clear success criteria that can be used to monitor the progress of the plan. The plan does not make clear what improvements are expected from the actions that have been identified. These improvements are not linked to any gains in the standards attained by pupils. The role of the governing body in monitoring and evaluating progress towards the targets identified within the plan is also unclear. Now that the staffing situation has been resolved, governors have identified the need to give more time to monitoring the performance of the school and gathering evidence of progress. This will then allow governors to make decisions with confidence about future priorities, based on what they already know about the school’s strengths and weaknesses.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

27. Governors and the Headteacher should consider the following points for improvement when drawing up the post-inspection action plan:
 - (1) Increase the detail of school improvement planning over more than one year
(Paragraph 25, 26)

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 | 22 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 2 | 5 | 4 | 0 | 0 | 0 | 0 |
| Percentage | 18 | 45 | 36 | 0 | 0 | 0 | 0 |

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than nine 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) | - | 137 |
| Number of full-time pupils known to be eligible for free school meals | - | 5 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y2 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | N/A | - |
| Number of pupils on the school's special educational needs register | N/A | 3 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 11 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 3 |
| Pupils who left the school other than at the usual time of leaving | 4 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 4.1 |
| National comparative data | 5.4 |

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 | 26 | 38 | 64 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|--|----------|----------------|----------------|--------------------|
| Numbers of pupils at NC level 2 and above | Boys | 25 | 25 | 26 |
| | Girls | 37 | 38 | 38 |
| | Total | 62 | 63 | 64 |
| Percentage of pupils at NC level 2 or above | School | 97 (94) | 98 (95) | 100 (98) |
| | National | 84 (84) | 86 (86) | 90 (91) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------------|--------------------|----------------|
| Numbers of pupils at NC level 2 and above | Boys | 25 | 26 | 26 |
| | Girls | 37 | 38 | 37 |
| | Total | 62 | 64 | 63 |
| Percentage of pupils | School | 97 (95) | 100 (98) | 98 (95) |
| | 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 | 111 | 0 | 0 |
| White – Irish | 0 | 0 | 0 |
| White – any other White background | 2 | 0 | 0 |
| Mixed – White and Black Caribbean | 0 | 0 | 0 |
| Mixed – White and Black African | 1 | 0 | 0 |
| Mixed – White and Asian | 0 | 0 | 0 |
| Mixed – any other mixed background | 5 | 0 | 0 |
| Asian or Asian British – Indian | 3 | 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 | 4 | 0 | 0 |
| Any other ethnic group | 0 | 0 | 0 |
| No ethnic group recorded | 8 | 0 | 0 |

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

Teachers and classes**Qualified teachers and classes: YR–Y2**

| | |
|--|--------|
| Total number of qualified teachers (FTE) | 7 |
| Number of pupils per qualified teacher | 19.5:1 |
| Average class size | 27.4 |

Education support staff: YR – Y2

| | |
|---|----|
| Total number of education support staff | 3 |
| Total aggregate hours worked per week | 66 |

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Recruitment of teachers

| | |
|--|-----|
| Number of teachers who left the school during the last two years | 7.5 |
| Number of teachers appointed to the school during the last two years | 7 |

| | |
|--|-----|
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 1.5 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

FTE means full-time equivalent.

Financial information

| | |
|----------------|-----------|
| Financial year | 2001-2002 |
|----------------|-----------|

| | |
|--|--------|
| | £ |
| Total income | 411097 |
| Total expenditure | 414504 |
| Expenditure per pupil | 2657 |
| Balance brought forward from previous year | 18189 |
| Balance carried forward to next year | 14782 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 137 |
| Number of questionnaires returned | 75 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 80 | 19 | 1 | 0 | 0 |
| My child is making good progress in school. | 54 | 45 | 1 | 0 | 0 |
| Behaviour in the school is good. | 56 | 42 | 1 | 0 | 1 |
| My child gets the right amount of work to do at home. | 41 | 45 | 13 | 1 | 0 |
| The teaching is good. | 69 | 28 | 0 | 0 | 3 |
| I am kept well informed about how my child is getting on. | 47 | 48 | 4 | 0 | 1 |
| I would feel comfortable about approaching the school with questions or a problem. | 73 | 22 | 4 | 0 | 1 |
| The school expects my child to work hard and achieve his or her best. | 67 | 31 | 1 | 0 | 1 |
| The school works closely with parents. | 55 | 37 | 4 | 0 | 4 |
| The school is well led and managed. | 54 | 37 | 0 | 0 | 9 |
| The school is helping my child become mature and responsible. | 63 | 35 | 1 | 0 | 1 |
| The school provides an interesting range of activities outside lessons. | 21 | 30 | 27 | 1 | 21 |