

INSPECTION REPORT

**ST ANDREW'S C OF E PRIMARY & NURSERY
SCHOOL**

Sutton-in-Ashfield

LEA area: Nottinghamshire

Unique reference number: 122742

Headteacher: Karen Brookes

Reporting inspector: Chrissie Pittman
18275

Dates of inspection: 10th – 11th March 2003

Inspection number: 248385

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 and junior
School category:	Voluntary controlled
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Mansfield Road Skegby Sutton-in-Ashfield
Postcode:	NG17 3DW
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Appropriate authority:	The governing body
Name of chair of governors:	Mr J Summerfield
Date of previous inspection:	2 nd February 1998

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	8 - 11
WHAT COULD BE IMPROVED	11 - 12
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	12
PART C: SCHOOL DATA AND INDICATORS	13 - 17

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This popular village school is situated in Skegby on the outskirts of Mansfield in Nottinghamshire. It is bigger than other primary schools and caters for 363 boys and girls between the ages of three and eleven years in mixed age and ability classes. Most of its pupils are white British and have a wide range of socio-economic backgrounds. The majority come from the immediate catchment area, which is a mixture of owner-occupied homes and social housing. The percentage of pupils eligible for free school meals and the proportion of pupils with a special educational need (SEN), including those with statements of special needs, is below average. Pupils' attainment on entry to the school is just below average.

HOW GOOD THE SCHOOL IS

The school provides a very good education for its pupils and has some excellent features. Pupils generally achieve very well in relation to their prior attainment on entry to the school. The teaching is very good overall. This is having a very positive impact on pupils' learning. The school has made considerable improvement and sustained high standards since the last inspection. The head teacher provides excellent leadership and is very well supported by her hard-working deputy and senior staff. Their aims and objectives are firmly targeted on raising standards. The school is well governed, self-critical and cost effective. It knows what it does well, where its weaknesses are and how to improve them. It provides very good value for money.

What the school does well

- Pupils achieve very well because there are clear targets set for them all.
- The school is very well led and managed at all levels, including the involvement of senior staff and governors, who regularly monitor and support the school. The headteacher's leadership is excellent.
- The very good teaching in the school promotes standards that are usually well above average. The teaching of English and science are particularly good.
- The school is very successful in improving pupils' attitudes, behaviour and personal development, as a result of its very good provision for their spiritual, moral, social and cultural awareness. There is a very good level of care provided for all pupils.

What could be improved

- Achievement for more-able pupils in mathematics in Years 1 and 2.

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 very good improvement since its previous inspection in 1998. The headteacher reacts swiftly to perceived weaknesses and this has led to a significant improvement in the quality of teaching, management, curriculum provision and monitoring. Nearly all the weaknesses identified in the previous report have been addressed and changed to strengths. There is now no unsatisfactory teaching; nearly half of the lessons seen during the inspection were very good or excellent. Long and short-term curriculum planning, teaching and learning are now well monitored. The provision of the ICT suite and the training of the teachers have significantly improved standards in ICT. There are good procedures for assessing pupils' achievement. Since the previous inspection overall attainment for 11-year-olds has been consistently well above average. Standards have been maintained for seven-year-olds in reading and writing but have dipped slightly in mathematics. They are average compared with those in all schools and schools in a similar context. More able pupils in Years 1 and 2 are insufficiently targeted in mathematics lessons to ensure that they make similar progress to those in Years 3, 4, 5 and 6. The school has identified this as an area for improvement and is taking steps to redress the situation.

Curriculum planning for children in the reception class has considerably improved. Given the excellent quality of its leadership and the commitment of its staff, the school is well placed to improve even further.

STANDARDS

The table shows the standards achieved by 11 year olds, based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			Similar schools
	2000	2001	2002	2002
English	A	A	B	B
Mathematics	A	A	B	B
Science	A	A*	A	A

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

Most children, when they start school, are attaining standards that are just below average, although some are attaining in line with expectations. They make good progress in the nursery and, by the time they reach Year 2, their attainment in the national tests is well above average in writing, above average in reading and at the expected standard for mathematics. By the end of Year 6, pupils are usually attaining standards in science that are well above the national average. In English and mathematics standards are above the average for all schools and for schools in a similar context. Results over the last three years show that boys outperform girls in all subjects at the age of seven, but girls catch up by the age of 11 in English and perform better in mathematics and science. Pupils with SEN achieve well. Standards of work seen by Year 2, during the inspection, are above average in English and science and average in mathematics. By Year 6 standards are well above average in English and science and above average in mathematics. Most pupils are achieving very well, although achievement is better in the junior classes than in the infant or reception class. Similarly pupils in Year 2 are making progress at a faster rate than in Year 1 and the reception class. The school sets challenging targets for its performance and is usually successful in achieving them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to learning, to school and to each other are very good. They try very hard, enjoy learning, are highly motivated to succeed and readily take part in all school activities.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons and around the school. They are polite, well mannered and show respect for property. There is hardly any evidence of bullying or disruptive behaviour. This helps to create a very good learning environment. There were no exclusions in the last year.
Personal development and relationships	Excellent. Relationships throughout the school are very positive and older children support the younger ones. Most are patient and courteous with a well-developed sense of right and wrong. They show a great deal of respect for the opinions of others.
Attendance	Good. Pupils are punctual and lessons start on time.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Quality of teaching	Good	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, with examples of excellent teaching. There was no unsatisfactory teaching. There is a positive ethos for learning in most classrooms. The best teaching is in English and science and in Year 6, where it is particularly effective in meeting the needs of all pupils regardless of the subject being taught. Teaching is least effective in Year 1, where it is sometimes not well matched to pupils' capabilities, particularly the more able pupils. The quality of teaching in mathematics has recently been improved in Year 2 and is now beginning to rapidly raise achievement. Teachers ensure that learning is fun, so pupils are keen and interested in their work. Teachers are knowledgeable and learning targets are clear and understood by the pupils. They take good account of pupils' progress and build on the work done by targeting them individually and assessing their work regularly. The skills of literacy and numeracy are taught well throughout the school and very well in Years 5 and 6. This enables a large proportion of pupils to achieve higher than expected standards for their age. ICT and music are particularly well taught and good use is made of the school's music and ICT resources. Pupils with SEN receive effective support in lessons and as a result make good progress. The result of the very good teaching is very good learning where pupils gain new knowledge and understanding faster than expected. Relationships between pupils, and between pupils and staff, are excellent and this has a positive effect on the quality of learning seen in all lessons. Pupils work hard and concentrate well, even when the teaching is occasionally not particularly inspiring. Older pupils usually have a good knowledge of their learning and know what to do to make it even better.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. There is a very good range of relevant tasks in all subjects. The curriculum is well balanced and considerably enhanced by a range of activities such as the breakfast club, music groups, French, Spanish and computer clubs as well as competitive and non-competitive sports and games outside school hours.
Provision for pupils with special educational needs	Good. Pupils with SEN receive effective support in lessons and make good progress in relation to the targets on their individual education plans.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Very good provision is made for pupils' personal development. The provision for their social development is excellent. Pupils' spiritual and moral development is very good. Cultural development is good.
How well the school cares for its pupils	Very good. The academic and pastoral aspects of pupils' development are linked very well. Very good procedures are in place for child protection and there are very thorough systems for ensuring pupils' welfare. There are good procedures for assessing pupils' attainment and progress in English, mathematics and science.

The school has excellent links with the parents. The partnership between the parents and school is very good. All the parents who responded to the questionnaire would feel comfortable about approaching the school with a complaint or problem. St Andrew's School looks after its pupils very well, offering a very good level of care. It is a happy place where pupils feel valued as individuals. Parents at their meeting

talked appreciatively of the very good support that the pupils receive at school, which they say is like 'one large family'.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall. The headteacher provides excellent leadership. She knows what the school does well, where its weaknesses are and how to improve them and has established a good ethos of striving to improve. The management of the school is extremely well focused on improving standards and supporting all pupils.
How well the governors fulfil their responsibilities	Good. The governing body is shrewd, effective and well aware of best value principles. Governors have a comprehensive understanding of the school's strengths and weaknesses and fulfil their statutory duties well. They are very supportive of the school and take an active interest in forward planning and its day-to-day work.
The school's evaluation of its performance	Very good. Data is used very well to monitor the school's performance. The school improvement plan is very well conceived. It is the result of a thorough process involving audits, monitoring and sharp evaluations of the school's performance. Actions to bring about improvement are planned and implemented without delay.
The strategic use of resources	Excellent. The targeting of funds to areas where there is the most need of improvement has been very effective. The school's excellent management of its finances ensures that it gets the best value for money when committing resources or spending school funds.

There is a very good match of teachers to the demands of the curriculum. Additional support staff are trained and deployed very effectively and make a valuable contribution to pupils' learning. The school's accommodation is ingeniously used so that all the available space is utilised for teaching and storing resources.

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 happy with almost all aspects of the school. 	<ul style="list-style-type: none"> The range of activities provided outside lessons.

Inspectors agree with all the positive views expressed by parents. This is a very good school. Although most parents expressed no real concerns about the performance of the school, a few would like to see more activities outside lessons, particularly in Years 1 and 2. Inspectors do not agree that this is a necessity, but admit that improved provision in this area would enhance the school's very good ethos.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve very well because they have clear targets set for them.

1. When children join the school in the nursery many are achieving standards just below what is normally expected of this age. Most make good progress in the nursery and reception classes and by the time they enter Year 1 attainment is just above the expected standard for most children. Pupils continue to make good progress in most subjects and by the time they are tested at the age of seven they are attaining standards that are well above the national average in writing, above average in reading and average in mathematics. In the last three years standards have risen from in line with the national average to above average overall for pupils aged seven. Pupils achieve significantly better by the age of 11. In the last three years, standards in the core subjects of English, mathematics and science have been well above average overall in relation to national averages. Given that most pupils start from a below average position on entry to the school, the large majority manage to consistently achieve well above average standards by the end of Year 6; this is very good achievement. Girls achieve better than boys, but achievement is better in the junior classes than in the infants. Similarly pupils are making better progress in Year 2 than in Year 1.
2. Part of the reason for this achievement is the secure way that teachers monitor and target every pupil. There are effective assessment procedures in place that enable teachers and support staff to measure how well each pupil is doing so that realistic targets are set for them, particularly for older pupils. These targets are shared with the pupils so that they, and their parents, understand what is expected and at what stage in the year. For example, pupils are assessed at the end of each year using nationally standardised tests. In addition to this, teachers keep assessment records in their classrooms, which can be accessed by support staff. Their lesson plans have assessment information or planned activities that aim to assess how well a group of pupils is working in any particular aspect of the subject. Reading and spelling tests are undertaken regularly and results are recorded for every pupil so that they can be grouped by attainment for their English lessons. Similarly, in the other core subjects, standardised tests ensure that pupils are grouped by attainment on a stage-by-stage basis. The headteacher and staff regularly hold meetings to look at the pupils' books so that every teacher and learning assistant understands how to measure pupils' standards. All of these ongoing assessments are recorded. What pupils are expected to achieve, and at what stage in the year, is clear to them, to the staff who teach and support them and to their parents.
3. In an excellent ICT lesson in Year 5/6, for example, the teacher used his assessment of a pupil's work to illustrate to the class how it could be improved. His use of constructive criticism encouraged other pupils to evaluate their own and others' work more meaningfully. The teacher provided good challenges in the objectives he set for the lesson and pupils responded well. The aim of the lesson was clearly reflected in the targets set for all the pupils. This in turn encouraged them to develop good technical skills. In a very good science lesson in Year 1, every pupil, including those with SEN, made very good progress in understanding that different types of paper are needed for different purposes. The strength of the lesson was the teacher's knowledge of every pupil, which was informed by her excellent record keeping and monitoring of their progress. In this way teachers are able to accurately measure each pupil's progress and help him or her to achieve their targets. The planning demonstrates what is typical of most of the planning in the school: the attention given to individual targets and the close scrutiny of their progress. These are features of all classes except Years 1/2, where mathematics work is sometimes not well matched to pupils' capabilities, particularly for the most able pupils.
4. The school makes good provision for pupils with SEN. They are taught very well and their achievement is monitored closely. Their progress is tracked and monitored to plan the most

appropriate work in order to extend their learning further. In this way the school regularly reviews its plans and adapts its teaching to meet the needs of all the pupils.

The headteacher's leadership is excellent. The school is very well led and managed. The governing body is actively involved in monitoring and supporting the school.

5. The feature that stands out in the leadership of the school is the complete absence of complacency in all areas of its work. The headteacher provides excellent leadership. She is respected by her staff and trusted by the pupils. This is one of the main reasons for the success of the school and its increasingly good reputation in the community. The deputy headteacher is also totally committed to the school and provides very good support, helping the headteacher to monitor lessons and support teachers and pupils. The staff form a cohesive unit. They believe that they are very well supported by senior colleagues in their efforts to raise standards. Monitoring reports show that the school is self-critical and evaluative of its practices. There are many examples of this approach in action. Each year there are SATs reviews where co-ordinators are held accountable for examination results in their subjects. In areas where there have been relatively less successful results, such as the numbers of pupils reaching the higher levels in mathematics at Year 2, the school is quick to take effective action.
6. Effective monitoring is clearly defined by the headteacher and governors. It is aimed at helping the school to be clear about how well the teachers teach and how well the pupils are learning. This includes the monitoring of subject co-ordinators. There is a good balance of expertise amongst the staff and their very good subject knowledge enables them to review the impact each subject is having on pupils' achievement and progress. Curriculum co-ordinators produce 'position statements', which are then put into the school's improvement and management plan, so that priorities can be established over the long and short term. A thorough review of the school's curriculum planning has led to improvements in the standard of ICT. The headteacher, senior staff and governors have undertaken a school-wide evaluation, with a focus on improvement. This has given a clear educational direction to the work of the school. It welcomes external assessment of its work and performance.
7. The governors are knowledgeable, experienced and very committed to the needs of the school and its pupils. With the help of regular reports from the headteacher, they monitor the school's strengths and weaknesses very well. This gives them a clear insight into the work being done and the progress that the pupils are making. The resources of the school are good. They are well used and easily accessible. In particular, ICT resources have been improved so that all the pupils have regular access to computers and new technologies such as the Internet.
8. Financial planning is very good and the budget is used very well. The school's strategic improvement plan is very well set out. It identifies the right priorities and success criteria, which are arrived at through careful audits, reviews and effective monitoring. Targets for improvement are clearly costed so that governors and staff are able to judge their effectiveness. The targeting of funds to areas where there is the most need of improvement has been very effective, ensuring that the budget is used efficiently.
9. The impact of the leadership and management is a school where high standards are regarded as the norm; academic standards overall are well above average and the personal development of pupils is excellent. This is a very effective school and it provides very good value for money.

The very good teaching promotes standards that are usually well above average.

10. The teaching is very good and ranges from satisfactory to excellent. There is no unsatisfactory teaching. The teaching in most of the lessons seen was good or very good, with some excellent lessons. There was a small amount of satisfactory teaching and no unsatisfactory teaching. This is a considerable improvement on the quality of teaching observed at the time of the previous inspection, when nearly one in ten lessons was unsatisfactory in Years 3 to 6.
11. Teaching is excellent or very good in a significant number of lessons in the school, most notably in English, mathematics and science and in Years 5 and 6, where it is particularly effective in meeting the needs of all pupils regardless of the subject. Teaching is satisfactory in some

mathematics lessons in the Year 1/2 class, where more able pupils are not always challenged enough. There are certain features that are common to many of the very good lessons and they provide clues to ways in which the satisfactory lessons could be improved. The start of the most successful lessons is particularly significant. The beginning of the lesson is usually brisk, lively and challenging; it immediately makes pupils think. In mathematics, where many of these lessons are found, there is always a demanding 'mental starter' to engage pupils in thinking about numbers and the relationship between them. The teacher is indicating, from the outset, that he or she expects pupils to work hard, but also that there is enjoyment and satisfaction to be gained from such learning.

12. Teachers' high expectations, obvious from the start, are maintained as lessons continue. In a very good music lesson for Year 3/4 pupils, all knew the notes of the scale and used them correctly to play. A great sense of fun was inspired by the teacher and the lesson encapsulated a real love of music in the pupils. All the pupils, regardless of ability, achieved a good standard.
13. Once teachers have gained pupils' full attention they keep up the momentum, often with a series of short, focused tasks, so that there is no opportunity for their concentration to flag, as was demonstrated in an excellent mathematics lesson with the Year 2 teacher. Usually there is little need for obvious management of pupils; behaviour is very good and there are excellent relationships, based on mutual respect between pupils and teachers. When necessary, however, teachers are quick to notice and deal with any straying of attention or lack of effort. Parents are pleased with the progress their children make and say that the teachers do well to help them become mature and responsible. The curriculum is planned to match the needs of all year groups and most teachers monitor and adapt their planning to take good account of pupils' progress and capabilities.
14. Lessons usually provide a very good atmosphere for learning. Pupils have the confidence to try things out, attempting an ambitious answer or putting forward an opinion, secure in the knowledge that the reactions of both teacher and fellow pupils will be sensitive and supportive. The teachers also use resources very effectively in their lessons. This is best illustrated in some excellent science and ICT lessons in Year 2 and Year 5/6. Here the planning encompasses all the areas of learning and the work children have to do is disguised effectively as 'having fun'. The activities are interesting and the children are totally captivated, thoroughly enjoying the 'hands on' approach to learning. Resources are inventive; consequently the pupils' learning is more meaningful.
15. The results of the very good teaching are standards that are well above average. Pupils join the school with levels of attainment that are just below average; they leave with results that are usually well above average. This is very good achievement. Pupils of all levels of prior attainment achieve very well when they leave the school at the age of 11.

Pupils' personal development is outstanding; they have very good attitudes to their learning and excellent personal relationships as a result of the very good provision made by the school for their spiritual, moral, social and cultural development. A very good level of care is provided for all pupils.

16. Pupils have very good attitudes to school; they like their school very much. Many speak with pride about 'their' school and the excellent relationships they have with their teachers and other support staff. A high level of informal respect runs through the school. Pupils have a very good understanding of how their actions impact on their peers and most have a genuine respect for the feelings, values and beliefs of others. Pupils appreciate the activities that the school offers and support events outside of lessons. Parents praise the school for the positive attitudes of their children and the way the school cares for, monitors and supports them in their personal development.
17. The school makes excellent provision for pupils' social development. It is very clear about the values and principles it promotes and fosters a sense of community with inclusive values very effectively. There are many opportunities for pupils to work together. Older pupils act as buddies to

younger ones and newcomers are given a mentor to help them settle in. There is a school council and breakfast club and older pupils are given various responsibilities such as serving the meal at dinnertime, helping in assembly and monitoring in the library. Year 6 buddies of new pupils who were having trouble understanding the school's expectations were able to help them to 'fit in' more happily. The opportunities provided for pupils to exercise leadership and responsibility are very good. Older pupils express a sense of personal enrichment through these encounters. This results in a school where pupils relate well to others and work successfully as a team.

18. Provision for spiritual and moral development is very good and is enhanced through a rich arts and music curriculum, religious education, personal, social and health education (PSHE) and visits to places of cultural interest. The school has a strong social moral code that is respected by all pupils, staff, parents and the community. A well-organised system of rewards and sanctions sharpens pupils' perceptions of right and wrong. Pupils throughout the school show the ability to distinguish right from wrong and make responsible judgements on moral issues. Teachers and learning support assistants, with their sensitive and caring attitude towards the pupils, provide very good role models. The excellent relationships that exist between staff and pupils encourage pupils to discuss issues of a moral nature openly. Spiritual development is encouraged in assemblies where pupils enjoy celebrating their achievements and performing for the rest of the school. In lessons teachers encourage pupils to relate their learning to a wider frame of reference; for example, asking 'why?' 'how?' and 'where?' as well as 'what?' This, in turn, results in pupils challenging those aspects that constrain the human spirit such as a lack of self-confidence, moral indifference, self-interest and discrimination. The opportunities provided for pupils to explore their own cultural assumptions and values are good. Pupils display an openness to new ideas and a willingness to modify their cultural values in the light of new experiences. They discuss and understand images in music, art and literature from various cultures. The headteacher is aware that the school needs to emphasise the multi-cultural in the light of the school's Euro-centric cultural situation. This very good provision in all aspects of the pupils' spiritual, moral, social and cultural development creates a rich learning and caring ethos where all the pupils flourish.
19. The procedures for child protection and ensuring the welfare of pupils are very good. The school is inclusive in all its policies. All the pupils have equal access to the school's curriculum and teachers and support staff plan activities that involve and encourage their full participation. All the staff, both teaching and non-teaching, pull together as a team and this is effective in developing a strong sense of purpose and self-worth amongst pupils. The school has very good procedures to assess how well pupils are achieving and parents are very appreciative of this. Each pupil's academic performance is monitored comprehensively. Teachers agree targets with the pupils and the progress made is discussed with governors, parents and the children themselves. There is good use of this information to plan future lessons. Pupils' personal development is very effectively monitored through their close relationship with the staff. The school also has very good procedures for monitoring behaviour; according to the parents, any instances of oppressive behaviour are dealt with immediately and very effectively.

WHAT COULD BE IMPROVED

The school could do more to improve the achievement of more-able pupils in Years 1 and 2, particularly in mathematics.

20. Although the school's National Curriculum test results show very good achievement by pupils in relation to their attainment on entry to the school, more-able pupils are not reaching the standards they are capable of in mathematics at the age of seven. A closer analysis of trends in the tests over the last four years shows that there is little difference between the attainment of boys and girls at the age of seven, although girls are doing better at the age of 11. However, more-able pupils are attaining below average results at the higher levels in mathematics than in reading and writing, where the percentage reaching the higher levels is in line with the national picture.
21. This is partly due to lower teacher expectation and the lack of accurate targeting and monitoring in Year 1 and Year 1/2. The school has identified this as a weakness and is taking steps to remedy

the situation. Last year teachers' assessments of pupils' standards indicated a weakness in the practical aspects of using and applying mathematics. Inspection evidence shows that, when well challenged, pupils made very good progress in these areas. In a satisfactory lesson in Year 1 children of all abilities were given the same task. The more able children were given more work at the same level when they finished. This did not challenge them to attain a better understanding of the work or to proceed to a higher level. In an excellent science lesson in Year 2, pupils of all ability were well challenged when working in pairs on an electric circuit. Interest was maintained, from lower-attaining pupils who exclaimed, "I can't believe it! I've made a circuit!" to more-able pupils who put a buzzer into the circuit to explain the cause and effect of a break. The way more-able pupils are challenged to learn varies considerably in these year groups.

22. The school has rightly identified strategies to improve consistency in teacher assessment in Years 1 and 2. To a large extent this has already improved the situation. The monitoring of teaching and the monitoring and targeting of individual pupils have also been significantly increased, reflecting the importance that is being placed on bringing this aspect up to the standard of the rest of the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To raise further the standards of work and the quality of education provided, the governors and senior management team should:

- (1) continue to improve achievement for more-able pupils in mathematics in Years 1 and 2 by:
- improving the match of work to the capabilities of more-able pupils so that they are better challenged to achieve higher levels in the national tests;
 - improving the standards attained by more-able pupils in Year 2 by more focused targeting and monitoring throughout the infant phase.

(the school has already identified this as an area for development)

(Paragraphs 3, 10, 19, 20)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	10	10	5	0	0	0
Percentage	10.7	35.7	35.7	17.9	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.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	38	278
Number of full-time pupils known to be eligible for free school meals	-	16

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	20

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.4
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	27	19	46

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	27	27
	Girls	19	19	18
	Total	46	46	45
Percentage of pupils at NC level 2 or above	School	100 (98)	100 (100)	98 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	25	26
	Girls	18	17	16
	Total	44	42	42
Percentage of pupils at NC level 2 or above	School	96 (100)	91 (100)	91 (100)
	National	85 (85)	89 (89)	89 (89)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	24	15	39

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	18	23
	Girls	14	14	15
	Total	34	32	38
Percentage of pupils at NC level 4 or above	School	87 (92)	82 (92)	97 (97)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	17	23
	Girls	14	14	15
	Total	32	31	38
Percentage of pupils at NC level 4 or above	School	82 (85)	79 (90)	97 (n/a)
	National	73 (72)	74 (74)	82 (82)

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	358	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	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	2	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	2	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	1	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	25.27
Average class size	28.6

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	179

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	38
Total number of education support staff	2
Total aggregate hours worked per week	97.5
Number of pupils per FTE adult	26.33

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	1

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 / 2002
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	£
Total income	668381.77
Total expenditure	649671.10
Expenditure per pupil	2279.55
Balance brought forward from previous year	39821.23
Balance carried forward to next year	58531.90

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	353
Number of questionnaires returned	84

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	19	7	2	0
My child is making good progress in school.	65	32	1	0	1
Behaviour in the school is good.	77	20	2	0	0
My child gets the right amount of work to do at home.	46	39	6	1	7
The teaching is good.	73	26	1	0	0
I am kept well informed about how my child is getting on.	58	36	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	75	25	0	0	0
The school expects my child to work hard and achieve his or her best.	82	18	0	0	0
The school works closely with parents.	61	37	2	0	0
The school is well led and managed.	76	24	0	0	0
The school is helping my child become mature and responsible.	76	23	1	0	0
The school provides an interesting range of activities outside lessons.	46	32	8	0	13