

INSPECTION REPORT

CHRIST CHURCH C OF E (VA) INFANT SCHOOL

Newark

LEA area: Nottinghamshire

Unique reference number: 122792

Headteacher: Mrs Rose Hobbs

Reporting inspector: Mrs Lysbeth Bradley
19994

Dates of inspection: November 18th – 20th 2002

Inspection number: 248398

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Voluntary aided
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Victoria Street Newark Nottinghamshire
Postcode:	NG24 2UT
Telephone number:	01636 680051
Fax number:	01636 680053
Appropriate authority:	Governing body
Name of chair of governors:	Mrs Margaret Kettleborough
Date of previous inspection:	January 12 th – 15 th 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
19994	Lysbeth Bradley	Registered inspector
9056	Val Cain	Lay inspector
29688	Mike Brammer	Team inspector

The inspection contractor was:

Evenlode Associates Ltd
6 Abbey Close
Alcester
Warwickshire
B49 5QW

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
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	10
WHAT COULD BE IMPROVED	14
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	14
PART C: SCHOOL DATA AND INDICATORS	15

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Christ Church is a voluntary aided Church of England Infant School that is situated in the town of Newark. It is smaller than other schools with 86 boys and girls on roll, aged from four to seven years, including five children who are attending the pre-school class part-time before joining the Reception class next term. The proportion of pupils eligible for free school meals is similar to schools nationally. All pupils speak English as their first language. The number of pupils identified as having special educational needs, both for learning and behavioural difficulties, is well below the national average, and no pupil currently has a statement. Children start in Reception with attainment that is generally similar to children nationally, but that covers a wide range of ability.

HOW GOOD THE SCHOOL IS

This is a good school, with significant strengths, that is constantly striving to improve the education that it offers its pupils. The headteacher provides very effective leadership and management. She has developed a strong staff team who collaborate very well to provide consistently good teaching and learning. Pupils really enjoy coming to school, behave well and get on extremely well with each other and all adults who work in the school. Teachers know their pupils very well, have high expectations of them and work in close partnership with parents and carers. Consequently, pupils of all abilities achieve well during their time at school. The school provides good value for money.

What the school does well

- The headteacher's strong and sensitive leadership and very good management enable all staff to work as a highly effective team.
- Pupils of all abilities achieve well because of the good teaching, the high quality care they receive and the very good use of assessment to meet their individual needs.
- The school is very effective in developing the children as confident and caring, rounded individuals, through its very good provision for their personal development.
- The school works very well in partnership with parents, involving them successfully in all aspects of school life and in their children's learning.

What could be improved

- Levels of attendance have dropped sharply in the last year and are now well below average when compared with schools nationally.

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 January 1998. Since that time, the headteacher and staff have worked steadily and systematically, not only to address the key issues, but also to improve the quality of teaching and learning, the school's management and care systems and its provision for pupils' spiritual, moral, social and cultural development. Standards have risen steadily and moved ahead of the national trend. The school has made good improvement overall with significant progress in curriculum planning and in the marking of pupils' work. Planning in most subjects is of high quality and ensures that pupils develop their skills, knowledge and understanding step by step and at a good rate. Teachers have developed very effective ways of providing feedback to pupils that gives them a good idea of what they have done well and what they need to tackle next. The school improvement plan has become a useful tool that charts a clear direction for the work of the school and enables staff and governors to monitor and measure progress. Planning for children in the pre-school and Reception classes is now good and dovetails well with planning for pupils in Years 1 and 2.

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	C	C	A	A
writing	A	B	A	A
mathematics	C	C	B	A

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

In the national tests in 2002, pupils attained standards in reading and writing that were well above average when compared with schools nationally and those where a similar number of pupils are eligible for free school meals. In mathematics, pupils attained above average standards when compared with schools nationally and well above average standards when compared with similar schools. Results show a significant improvement in reading and improvement in writing and mathematics. Every pupil reached level 2 in all three subjects and the percentage that reached the expected level was well above average when compared with schools nationally. The school was particularly successful in reading and writing where the percentage reaching the higher level 3 was well above average. Teacher assessment in science also shows that pupils did well, with an above average number of pupils reaching the expected level and a very high number reaching the higher level.

Inspection findings indicate that many of the children in the Reception class attain the expected standards in all areas of learning by the time they enter Year 1, and a small number exceed them. By the age of seven, although a minority of pupils attain above average standards in reading, writing and mathematics, standards in the current Year 2 are average overall. This is because of a comparatively large number of pupils with special educational needs. The school's much improved use of assessment, in identifying small steps in learning for individuals, enables pupils of all abilities, including those who have special educational needs, to make good progress in the pre-school and Reception classes, and in Years 1 and 2. Tracking of individual pupils confirms that most pupils make more than the expected rate of progress during their time at school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have very positive attitudes to school. They are keen to learn and enjoy taking part in after-school clubs.
Behaviour, in and out of classrooms	Good. Most pupils behave very well in lessons. A few boys have to be reminded about how they should behave in the playground and around the school.
Personal development and relationships	Very good. Pupils get on very well together at work and at play. They support each other well and take pride in the responsibilities they are given. They celebrate each other's successes and take pride in their own achievements.
Attendance	Poor. Levels of attendance are well below the national average because a significant number of families take their children on holiday during the term. Most pupils arrive at school on time.

TEACHING AND LEARNING

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

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

Teaching is good for children in Reception and for pupils in Years 1 and 2. No unsatisfactory teaching was observed, and almost all lessons were good or better. Teachers and teaching assistants work very well together and are consistent in their practice. All members of the teaching staff have very good working relationships with their pupils. They set clear parameters for learning and behaviour, assess pupils' strengths and weaknesses accurately and plan relevant activities that are pitched at the right level for their stage of development and their ability. Teachers' very good use of target setting motivates pupils to do their best and focuses their attention on what matters. Pupils know what they need to do to improve, concentrate well in lessons, work at a good pace and do not give up easily. Homework is well matched to their needs and encourages them to work independently. Pupils with special educational needs are supported very effectively in working towards the targets in their individual education plans. More able pupils are set challenging tasks and appropriate targets that enable them to achieve well.

Teaching is good in literacy and numeracy. The teaching of writing has been a high priority for the school and teachers have developed very effective strategies that enable pupils to put their ideas confidently on paper, with increasing accuracy in spelling, punctuation and handwriting. Pupils are learning to write for a range of purposes using interesting vocabulary. An important feature of the best teaching in numeracy is the emphasis teachers place on pupils using correct mathematical terms to explain their methods when working out problems.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides interesting and relevant learning opportunities for pupils in the Foundation Stage and in the infant classes. There is a very good range of after-school clubs that are very well attended by pupils of all ages and broadens their interests. Good links with the community and local schools enrich pupils' learning.
Provision for pupils with special educational needs	The school makes very good provision for pupils with special educational needs. The special educational needs co-ordinator works very effectively with teachers, teaching assistants and parents to ensure that pupils' individual education plans are specific to their individual needs and that pupils receive high quality support from teaching assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for pupils' moral and social development and good provision for their spiritual and cultural development. This enables them to develop a good awareness of their own and of other's needs.
How well the school cares for its pupils	The school provides high quality care for all its pupils and has a very good understanding of their personal, learning and emotional needs. There are very good systems for monitoring academic progress, behaviour and personal development. The school has implemented a policy for promoting racial equality. However, the systems for monitoring and promoting attendance lack rigour.
How well the school works in partnership with	Parents hold very positive views of the school. The school communicates very successfully with parents and enables them to be involved fully in their

parents	children's learning. Parents' active participation in many aspects of school life and in fund raising makes a visible difference to the school's provision.
---------	---

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives a strong steer to the work of the school. She has been very successful in enabling all staff to play a full part in the life of the school. Subject co-ordinators provide good leadership and are effective in monitoring standards, teaching and learning, particularly in English, mathematics and science. There is a high level of commitment to professional development and a willingness to give and receive constructive feedback.
How well the governors fulfil their responsibilities	Governors are very supportive of the work of the school, are well informed and are increasingly involved in charting the school's direction. They have a good understanding of the school's strengths and weaknesses and are beginning to ask probing questions.
The school's evaluation of its performance	There is a shared commitment for continuous improvement. The school's key priorities derive from an accurate analysis of strengths and weaknesses that leads to effective action. School improvement planning, performance management and staff development are linked effectively into school self-review. The headteacher has established a learning community where members of staff regularly and systematically question their own practice.
The strategic use of resources	Grants are used very well to target areas for development. Imaginative use is made of the school's cramped accommodation and links are promoted with local schools to ensure that pupils have access to the full curriculum. Teachers and support staff are deployed effectively. The school applies the principles of best value very well and is always prepared to challenge itself to do things better. The large carry forward has been set aside to manage the significant fluctuations in the school roll and to retain the number of classes. The school's long-term strategic plan should be formalised to ensure that these changes are managed to best benefit the pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy coming to school, receive the right amount of homework and make good progress. • Their children are expected to work hard and to do their best. • The school helps children to act responsibly and to behave well. • All staff are very approachable and willing to discuss any concerns that parents have. • Teaching is good. • The school is well led and managed. • There is an interesting range of activities outside lessons. 	<ul style="list-style-type: none"> • The information they receive about their child's progress.

The inspection team supports parents' positive views fully, but cannot agree that parents do not receive sufficient information about their child's progress. The school has established very effective ways of communicating with parents, both formally and informally. The headteacher and all members of staff are always willing to discuss the progress of individual pupils at any time. Pupils' annual reports are clear and comprehensive. They indicate to parents what their children do well and where they need to improve.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The headteacher's strong and sensitive leadership and very good management enable all staff to work as a highly effective team

1. The headteacher not only leads from the front but delegates well. She has achieved her vision of the school as a happy place where people are not afraid to take on responsibility and to work very hard, but also to find fun in learning and enjoyment in each other's company. The very good staff attendance rate is testament to this successful way of working and provides very good stability for the pupils throughout their time in school. This stability is maintained when staff attend training in school time, through recourse to a small number of trusted and experienced supply teachers who know the school well.
2. The headteacher has built a highly effective team, which is greater than the sum of its parts, because of the willingness of all members of staff to learn from and to support each other. As a practising teacher on one day each week, she is fully involved in implementing the school's priorities and in evaluating the impact of what takes place in the classroom. As a consequence, she encourages staff to take a practical approach to managing change, enabling them to implement new strategies step by step, evaluating and fine tuning as they go along without fear of failure. This is a school that has developed a range of effective strategies for examining its own practice. The headteacher is an excellent role model and is not afraid to ask questions, which may prompt an unexpected answer. For example, the school worked with the local authority inclusion team to find out whether its good reputation in the community had a basis in fact.
3. Investment in development for all staff is key to the school's effectiveness, which is underlined by the achievement of the Investors in People award. Performance management is implemented effectively and includes both teaching staff and teaching assistants. It is closely linked to the school improvement plan, with two of the teachers' yearly objectives focusing on key priorities to raise standards. This encourages staff to engage in purposeful discussion about ways in which to tackle important curriculum issues. This in turn has led to marked improvement in the quality of pupils' writing and in the development of the science curriculum. The school has identified the need to develop its approach to work scrutiny in order to pinpoint areas for development in other subjects. All teachers share responsibility for ensuring that pupils make the maximum progress and are involved in marking pieces of work together in order to ensure a good understanding of the steps that pupils need to take to reach their potential in tests. The special needs co-ordinator works closely with class teachers and teaching assistants in drawing up each individual education plan. This ensures that pupils with special educational needs make good progress because all staff take good account of targets in planning activities and supporting them in the classroom.
4. The headteacher has developed a climate in which staff are keen to reflect on their practice and are open to new ideas. Teaching assistants are well qualified and committed to further training. They attend all relevant staff meetings and whole-school training sessions, as well as many other courses and conferences. Subject co-ordinators for English, mathematics and science are fully involved in monitoring standards, teaching and learning, and provide constructive criticism to colleagues and good support. The school is an active participant in the local family of schools. This enables staff to gain a broader perspective by attending shared training and by meeting together to discuss common issues, such as how the new code of practice for special educational needs can be implemented consistently. With the headteacher's guidance and encouragement, governors are also developing their own understanding of teaching and learning through classroom visits, discussions with co-ordinators and formal reports. This has improved the quality of monitoring undertaken by the governing body, led to a better understanding of the school's strengths and weaknesses and to more governors being prepared to question practice.

Pupils of all abilities achieve well because of the good teaching, the high quality care they receive and the very good use of assessment to meet their individual needs

5. Since the last inspection, the school has made very good progress in the way that it monitors pupils' learning, both in relation to their academic progress and to their personal development. Teaching staff consequently have a more accurate picture of each pupil's intellectual, social and emotional development. This has enabled them to raise their expectations and to be more effective in meeting pupils' needs. Close tracking of pupils' progress in the core subjects indicates that boys and girls of all abilities, including those with special educational needs, achieve well during their time at Christ Church Infant School.
6. This was demonstrated in the consistently good teaching and learning that was observed during the inspection, where the strongest features were the good use of assessment to provide the right level of challenge for different groups of pupils, and the pupils' good knowledge of what they were aiming for. In literacy and numeracy lessons, teachers generally made good use of the end of lesson summary, not only to draw out from pupils what they had learned during the lesson, but also to acknowledge the effort they had made in working towards their individual target.
7. A key issue at the time of the last inspection was to develop progressive schemes of work. Much improved curriculum planning in a number of non-core subjects, such as art and design, history, information and communication technology, and design and technology, has enabled teachers to identify the steps in knowledge, skills and understanding that they want pupils to learn. This in turn has led to effective assessment procedures that identify what pupils know and can do, lessons that have a clear purpose and build on what pupils have already learned and enable them to achieve well.
8. The school has established a detailed assessment map that staff understand clearly. It promotes consistency of practice and a commitment to share information for the pupils' benefit. This is particularly important when pupils move class within the school year, in order for the termly admission of children into the Reception class to be managed effectively. Teachers make very good use of assessment in English and mathematics. Test results are analysed rigorously to identify strengths and weaknesses and to set curricular targets. This has led to the school giving pupils regular opportunities to solve mathematical problems and to write for different purposes in subjects across the curriculum. The progress of individual pupils in reading, writing and mathematics is monitored on a termly basis, so that additional support or challenge can be provided and targets adjusted if necessary. Planning and the use of assessment are developing well in the Foundation Stage. However, the lack of a common assessment system between classes means that the sharing of information is not as effective as it could be.
9. Another key issue at the time of the last inspection was to agree and adopt a common approach to the marking of pupils' work. A marking policy that provides clear guidance to teachers was subsequently developed and followed with a good degree of consistency. However, the school has taken its approach to marking several steps further by introducing pupil conferencing and by setting individual targets for pupils in reading, writing and mathematics. Target setting has developed as a continuous process that involves all teachers, teaching assistants and parents from the time children start in the Reception class. The staff have given considerable thought and commitment to ensuring that the process is manageable and clearly understood by all those involved, especially the pupils. It is a thread that runs through planning, teaching and learning and in providing regular feedback to individual pupils in either written or verbal form about what they have learned to do and what they need to concentrate on next. It has made a significant impact on pupils' motivation to learn and their knowledge of their own progress.
10. The high quality of care that the school provides is one of its great strengths. This was evident in the very good relationships between all staff and pupils in lessons and around the school. Staff are constantly exchanging information with each other, with parents and with other agencies, when

necessary, to ensure that they are up to date and sensitive to any significant change in a pupil's circumstances. The school has also introduced the good practice of monitoring pupils' personal development formally on a regular basis. This informs the behaviour target that is set for each pupil and provides an opportunity for them to be aware of their personal growth.

The school is very effective in developing the children as confident and caring, rounded individuals, through its very good provision for their personal development

11. The school's aim 'to develop a caring community in which all members have respect for others, their worth, rights and values' underpins all of its work. All members of staff, wherever they work, provide good role models for the pupils. They work hard, co-operate cheerfully, take account of each other's needs and show enthusiasm in all they do. Pupils are keen to come to school and respond well to the positive learning environment and their teachers' encouragement. The school values their views and to this end involves older pupils in a questionnaire in the term before they leave. Their honest answers are treated seriously and, as a result, the school is putting 'buddy benches' into the playground so that no pupil need be lonely.
12. The headteacher has brought about positive changes to the school's ethos where the contribution of each member of the school community is valued equally with a strong emphasis placed on the development of relationships and on the fostering of emotional intelligence. These changes have contributed to improved provision for pupils' spiritual development, which is now good. The 'child of the week' session in each class provides a special moment when every pupil in turn is the focus of attention and learns to accept the positive acknowledgements of his or her classmates. These well-planned sessions not only serve to build self-esteem for the chosen pupil, but also to encourage the rest of the class to think carefully about what to say. Assemblies are also a focus for reflection. For example, pupils were encouraged to think about those things that matter in life which do not depend on material worth, such as the hand of friendship or a smile. The quiet atmosphere prompted thoughtful responses that belied the pupils' years.
13. The school is very successful in promoting pupils' social and moral development and has maintained high standards since the last inspection. From the time they start school, children are encouraged to work independently and to take on small responsibilities. Staff are consistent in their expectations; school and class routines are quickly understood and followed by almost all pupils. Pupils carry out tasks quickly and without any fuss. In lessons, they work well together in pairs and are ready to help each other. They are keen to take part in discussions and to listen to each other. Pupils are encouraged to appreciate each other's needs and points of view and demonstrate a good level of understanding for their age. A counsellor is available once a week to work with any pupil who is troubled after consultation with parents. The wide range of well-attended after-school clubs provides pupils with good opportunities to work and play together informally. Pupils get on extremely well together and show good levels of consideration for each other. They are sensitive to their classmates who have special educational needs, encourage them to meet their targets and take genuine pleasure in their successes.
14. Teachers make good use of opportunities in lessons to reinforce the school's framework of values and Christian principles. Pupils show respect for all adults who work in the school and treat visitors with friendly politeness. In a lesson where pupils in Year 2 were invited to provide positive comments about a classmate, they showed thoughtfulness and maturity in recognising his efforts, qualities and skills. The school makes its expectations of behaviour very clear to pupils and parents and staff apply the good behaviour system '1-2-3 Magic' consistently. Pupils consider the rules to be fair and teachers were rarely seen to invoke the need for 'time out'. Every pupil has a relevant behaviour target, based on teachers' day-to-day monitoring. Pupils respond very well to the reward systems of stamps, stickers and certificates, which are used purposefully by staff to acknowledge pupils' efforts in meeting their targets and in respecting the rules. Behaviour in lessons is generally very good, because staff manage occasions of misbehaviour firmly and unobtrusively. This enables positive behaviour to prevail and the maximum time to be concentrated on learning. Behaviour is often very good around the school,

but there are times in the playground when the boisterous behaviour of a few boys spoils other's enjoyment.

15. The school has maintained its good provision for pupils' cultural development. It is broadening pupils' horizons through the variety of visits and visitors to the school and in improving the range of books, both fiction and non-fiction, for use in the literacy hour and in other areas of the curriculum. In a school where almost all pupils are white British, attention has been given to displaying positive role models from other cultures through display, good quality children's fiction and first-hand experience. For example, pupils have had the opportunity to move to African music and to observe the geometric patterns of African artefacts before creating their own wall hangings. Pupils also received a visit from the storyteller, Auntie Madge, from Jamaica. Their vivid writing shows how much they gained from the visit in both enjoyment and an understanding of other cultures and traditions. Through history, religious education and local studies in geography, pupils develop a good understanding about their own culture and beliefs.

The school works very well in partnership with parents, involving them successfully in all aspects of school life and in their children's learning

16. The headteacher and governors value parents and believe them to be equal partners in the children's learning. Parents hold very positive views of the school and demonstrate even greater confidence in the headteacher and staff than when the school was last inspected. Although parents have always been made welcome in school, the headteacher and her staff have instigated a number of changes that have enabled parents to develop a better understanding of what their children are learning and to support them increasingly effectively at home as a result. Parental involvement is a factor in the good improvement that the school has made since the last inspection.
17. The school communicates very successfully with parents and encourages them to gain as much first hand experience of how their children learn as possible. Christ Church Infant School encourages all members of its community to be active learners. Parents have attended workshops on new curriculum initiatives and courses on literacy and numeracy that are run over six weeks by the local college with crèche facilities provided. The courses provide parents with valuable insights into what their children are learning and how literacy and numeracy are taught. They also have a good understanding of what homework their child is expected to do, consider that the tasks are well matched to their child's age and ability, and support them effectively at home.
18. The school believes that communication is a two-way process and regularly seeks parents' views through questionnaires and at meetings. Suggestions are welcomed and, because of feedback from parents, the school has instigated open afternoons when pupils' work is put on display. The headteacher and staff are readily available at the start and end of each school day so that parents can bring concerns and other matters to their attention. The school offers parents a variety of options to meet with teachers formally to review their child's progress and these meetings are, consequently, very well attended. Pupils' annual reports are clear and constructive, explaining what the children do well and what they need to do to improve.
19. Teachers work very closely with parents whose children have special educational needs and involve them fully from the very beginning. Parents speak highly of the time and effort given to answering any concerns and to keeping them informed of progress on a weekly basis if necessary. They have a clear understanding of the school's procedures for promoting good behaviour and for providing additional support. They attend reviews regularly and are encouraged to contribute to their child's targets for the next term. Parents with more able children are also actively involved in supporting their child.
20. Parents are keen to improve the facilities for their children and have worked hard to raise money for playground improvements. The landscaping and new equipment provide pupils with an interesting outdoor environment for work and play. Parents are also involved in supporting after-

school clubs. Good strides have been made in encouraging parents and children to develop a pleasure in reading together. Parents of children in Reception and Year 1 are encouraged to come into school with them ten minutes early in order to share a book together. During the inspection, a large number of mothers and fathers sat down with their child to read. This made a settled and purposeful start to the day. Reading diaries are also used effectively to develop a dialogue between parents and teachers. Helpful written guidance is provided for parents and the child's target is clearly identified. These measures are making a difference. Pupils are motivated to read, try hard when meeting new words and are keen to talk about the books that they enjoy.

WHAT COULD BE IMPROVED

Levels of attendance have dropped sharply in the last year and are now well below average when compared with schools nationally

21. Between 1998 and 2001, the attendance rate at the school was never less than satisfactory and was judged to be good at the time of the last inspection. In the school year 2000/2001, the school achieved an attendance rate of 94.7 per cent, which was above the national average. However, in the last year, the situation has deteriorated significantly at a time when the national rate has improved slightly. The attendance rate for 2001/2002 dropped to 92.6 per cent and is now well below the national average. In addition, the rate of unauthorised absence has doubled and is now above the national average. The overall rate of attendance also compares unfavourably with other schools in the local education authority and in Newark.
22. Since the last inspection, the school has reviewed its attendance policy and provided clear guidance to parents on what constitutes unauthorised absence. Parents are contacted within two days of any absence that has not been notified in advance. The school has analysed the reasons for absence. These are principally due to parents taking their children on holiday in term time, but also due to illness. The headteacher and governors have advised parents of the detrimental effect on learning when children miss school unnecessarily. The school has also worked with the education welfare officer to improve the attendance of the few children who miss days on a regular basis.
23. A recent analysis undertaken by the headteacher of the impact of absence on individual pupils' learning confirms that there is a link with slower rates of progress, particularly in literacy. The school recognises that more needs to be done if this trend is to be reversed and is beginning to look at ways in which it can promote attendance by working with parents to raise their awareness still further and to gain their full co-operation.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order that the school can enable all pupils to achieve as well as possible, the headteacher, staff and governors should work together to:

- (1) Improve rates of attendance so that levels match the national average by:
 - Working actively with parents to promote attendance in order to reduce the number of holidays that are taken in term time
 - Monitor the impact of significant periods of absence on children's learning at both whole school and individual pupil level and share this information with parents (Paragraphs 21 – 23)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

18

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

17

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	13	1	0	0	0
Percentage	0	22	72	6	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 five percentage points.

Information about the school's pupils

Pupils on the school's roll

YR – Y2

Number of pupils on the school's roll (FTE for part-time pupils)	84
Number of full-time pupils known to be eligible for free school meals	16

FTE means full-time equivalent.

Special educational needs

YR – Y2

Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	8

English as an additional language

No of pupils

Number of pupils with English as an additional language	0
---	---

Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	7.1
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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	17	14	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	17	17
	Girls	14	14	14
	Total	31	31	31
Percentage of pupils at NC level 2 or above	School	100 (82)	100 (86)	100 (93)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	17	16
	Girls	14	14	14
	Total	31	31	30
Percentage of pupils at NC level 2 or above	School	100 (89)	100 (93)	97 (91)
	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	82		
White – Irish			
White – any other White background			
Mixed – White and Black Caribbean	1		
Mixed – White and Black African			
Mixed – White and Asian	1		
Mixed – any other mixed background			
Asian or Asian British – Indian			
Asian or Asian British – Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese			
Any other ethnic group			
No ethnic group recorded			

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**Financial information****Qualified teachers and classes: YR – Y2**

Total number of qualified teachers (FTE)	4.9
Number of pupils per qualified teacher	18:1
Average class size	20

Education support staff: YR – Y2

Total number of education support staff	5
Total aggregate hours worked per week	68

Financial year	2001/2002
----------------	-----------

	£
Total income	317,734
Total expenditure	291,670
Expenditure per pupil	2752
Balance brought forward from previous year	10517
Balance carried forward to next year	26578

Recruitment of teachers

Number of teachers who left the school during the last two years	0.6
Number of teachers appointed to the school during the last two years	0.8

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.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	87
Number of questionnaires returned	48

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	35	0	0	0
My child is making good progress in school.	77	23	0	0	0
Behaviour in the school is good.	63	35	2	0	0
My child gets the right amount of work to do at home.	58	42	0	0	0
The teaching is good.	79	21	0	0	0
I am kept well informed about how my child is getting on.	46	42	12	0	0
I would feel comfortable about approaching the school with questions or a problem.	83	17	0	0	0
The school expects my child to work hard and achieve his or her best.	83	17	0	0	0
The school works closely with parents.	61	31	6	0	2
The school is well led and managed.	77	21	0	0	2
The school is helping my child become mature and responsible.	69	29	0	2	0
The school provides an interesting range of activities outside lessons.	56	44	0	0	0