

INSPECTION REPORT

WOODFIELD INFANT SCHOOL

Copthorne, Shrewsbury

LEA area: Shrewsbury

Unique reference number: 123390

Headteacher: Susan Young

Reporting inspector: George Derby
25349

Dates of inspection: 3 and 4 June 2003

Inspection number: 248448

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 nursery
School category:	Community school
Age range of pupils:	3 - 7
Gender of pupils:	Mixed
School address:	Woodfield Road Cophorne Shrewsbury
Postcode:	SY3 8LU
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Appropriate authority:	The Governing Body
Name of chair of governors	Mrs E Broomfield
Date of previous inspection:	February 1998

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Woodfield Infant school is situated in the Copthorne area of Shrewsbury, to the west of the town centre. Most pupils come from the relatively advantaged local area. The school is a similar size to most other primary schools and has 254 pupils from Reception to Year 2. There is no nursery and pupils often enter the school having had a wide variety of pre-school education. There are slightly fewer girls than boys. The school's roll has fallen over the last few years, in line with the trend locally, but is now rising. The percentage of pupils who are in receipt of free school meals, at six per cent, is below the national average. Twenty three pupils have special educational needs and there are two pupils who have a Statement of Special Educational Need, one with autism and another with cerebral palsy. There are seven children from minority ethnic groups; three speak Arabic as a first language but no child is at an early stage of learning English; in fact, the pupils are fluent English speakers. There is a wide range of attainment on entry to Reception. Overall it is above average but, at times however, the pupils' attainment can be nearer to the average. In 2001 the school successfully gained 'Beacon' status for its high pupil achievement.

HOW GOOD THE SCHOOL IS

Woodfield is a very effective infant school with some excellent features. It is led and managed very well by a headteacher who has great concern for children's all round development. The school's very strong emphasis on 'green issues' and on sustainable development adds much to the opportunities that pupils have to learn, as well as supporting their very good personal development, especially their ability to reason, debate and discuss. Because of this and the good quality teaching, the pupils achieve very well and reach high standards by the time they leave the school in Year 2. Overall, the school provides very good value for money.

What the school does well

- The school highly values the contributions made by all pupils; high quality display and pupils' excellent art work celebrate pupils' very good achievements.
- The pupils' excellent personal development and relationships are very well promoted through the school's care for the environment and the way the curriculum is made relevant through themes which aid their increased understanding of the world around them.
- High standards, especially in English and numeracy, are reached because of very good teaching and planning.
- The headteacher and senior staff ensure that all work reflects the aims and values of the school; this very good leadership and management, the very good work of governors and the excellent commitment by all staff is the key to the school's success.

What could be improved

- The broader aspects of the curriculum, which include the use of information and communication technology (ICT) to support pupils' learning, the curriculum opportunities to support pupils' understanding of life in a multicultural Britain and the opportunities pupils have for collective worship.

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 good progress since its last inspection in February 1998. Standards achieved were good at that time and teaching was mainly satisfactory. The school has built upon its strengths and improved where there were weaknesses. Standards have risen well and, since 1999 have either been well above average or very high, in the top five per cent of schools nationally. The quality of teaching is now good with very good features. The issues from the last inspection have been effectively

addressed. A well-organised programme for Reception, which balances well the guidance for learning in the Foundation Stage, the needs of pupils and the transition to the National Curriculum, is in place. A particular strength is the child 'initiated' play opportunities where the children 'plan, do and review' what they have learned. Co-ordinators have very clear roles and take an active part in developing their subjects.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
reading	A	A	A*	A	Very high A* Well above average A above average B average C below average D well below average E
writing	A	A	A	A	
Mathematics	A	A	A*	A	

The pupils' **performance in the national tests** at the end of Year 2 in 2002 was well above average overall, and in reading and mathematics the results were in the top five per cent of all schools. The test results between 1999 and 2002 have improved well overall, although there are some small fluctuations from year to year. The assessments made by teachers about pupils' attainment in speaking and listening and science indicated that the proportion reaching the expected level or above for their age (Level 2) was very high. The pupils achieve very well from their starting points and, from the **evidence from the inspection**, their attainment is well above average in reading, mathematics and science by the end of Year 2. Pupils' speaking and listening skills are exceptionally well developed, as are their skills in writing. All pupils, including those with special educational needs (SEN), progress very well by the end of their time in school. Pupils with SEN make the same progress as the others because of the very good support they receive. There is good support for high attaining pupils with work very well matched to their needs. Pupils' attainment in ICT is above the level expected for their age and their progress is good. The regular teaching they have in the computer suite aids the development of their skills well. The school monitors and analyses pupils' progress very well and has set realistic and challenging targets to be achieved at the end of Year 2, reflecting staff's clear understanding of their pupils' strengths and weaknesses. Inspection evidence suggests that targets for 2003 are likely to be reached, representing very good achievement by pupils. There is no significant difference in the attainment of girls and boys; the school has worked hard to stimulate boys' interest in reading and writing through topics which capture their attention.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils concentrate well, listen intently and respond very positively. They are keen and active learners who thirst for knowledge. Having very enquiring minds means that sometimes they go 'off at a tangent', diverting to something that takes their interest, especially the younger pupils in Reception. However, teachers channel their interest very well.
Behaviour, in and out of classrooms	Very good in lessons and at lunch and break time. The school's emphasis on good behaviour fostered through very supportive relationships means that pupils understand how to behave from an early age, knowing what is acceptable and what is unacceptable.
Personal development and relationships	Excellent. The pupils take their roles and responsibilities very seriously and can debate 'ethical' issues relating to their knowledge of the wider world. Older pupils care for younger ones and there is support for other pupils during play time at the 'playground stop'. Relationships between pupils and with the adults in school are excellent. The pupils are very caring about others who have a disability. They accept their differences and support them well.
Attendance	Satisfactory, although too many parents take their children out of school during term time for family holidays.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall with very good features. It highly promotes the progress and attainment of pupils. It is strongest for the older pupils in Years 1 and 2 where there is the greatest challenge for pupils in lessons. Lessons are planned thoroughly with what the pupils are going to do and learn clearly stated at the beginning and what they have actually learned usually checked well at the end of the lesson in the plenary session. Occasionally, the time for the plenary sessions is too short. The important words that pupils need to learn, and the ideas relating to them, are very well promoted throughout lessons, ensuring pupils have got a really good grasp of what they are learning. A strong feature of lessons is how pupils are encouraged to say how their work or ideas could be improved. Lessons are mainly at a very brisk pace with pupils' interest very well maintained throughout. One of the strongest features is the way that the work is very well matched to pupils' needs and abilities and activities organised for different groups. Planning does not always identify what the teacher intends the different groups in the class to learn, however, thus reducing the sharpness of their assessment. Pupils' use of, and teachers' encouragement for, ICT to support the pupils' learning is limited. This is especially so for supporting pupils with special educational needs, although the teaching of ICT as a subject was at least good during the inspection. There is very strong personal support provided for pupils with special educational needs in lessons. Teachers plan thoroughly what pupils will learn in

English and mathematics (which are very well taught overall) and provide meaningful activities which match the wide range of needs of the pupils in the groups well. Teaching assistants make a very strong contribution to pupils' learning in lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school is undergoing its second revision of the curriculum since its last inspection and is putting together a potentially excellent programme, based on themes relating to environmental work and world ecological issues. This is very well planned, although not yet complete, and provides richness in the very good range of interesting and relevant activities provided. The programme also very strongly promotes pupils' personal development. Literacy, and numeracy are very well planned and activities are well matched to the needs and abilities of all pupils. All subjects are taught as required, although the teaching time for some is less than recommended.
Provision for pupils with special educational needs	Good overall. Very good support is provided for individual pupils and a support assistant is designated to work with groups who are relatively lower attaining or who have SEN. Good liaison with external professionals enables the staff to support the pupils effectively in lessons and adapt materials and approaches for them. Teachers have a good understanding of their needs, including those pupils who are autistic or who have cerebral palsy. Teachers generally include them well in lessons, although for those with the greatest need more thought needs to be given to the activities pupils can undertake alongside the rest of the pupils in the class.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Spiritual development is strongly promoted through the teaching which helps pupils' understanding of nature and the environment. They are taught to express their feelings and ideas imaginatively through their art work and eloquently in communication. However, there are few opportunities for collective worship. The pupils' moral development is well supported through the school's code and the very good way staff guide pupils. Provision for social development is very good and there are many ways in which pupils learn to work together and relate to wider groups. Cultural development is soundly supported through, for instance, religious education, art and work on global issues. However, pupils' understanding of life in a multicultural Britain is limited.
How well the school cares for its pupils	The procedures for child protection and pupils' welfare are very good. Pupils' personal and academic development are supported and checked very well, enabling staff to respond to pupils' individual needs. The school places great emphasis on the safety of pupils travelling to and from school; the 'Travel Plan' committee meet regularly to review initiatives.

The school has very positive links with its parents and its partnership with them is very good. They support the school very well and view its work as very effective.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and deputy headteacher work very well together to create a very good climate for learning. The school's aims are excellently reflected in all the work it does. The headteacher's confidence in the staff's ability to help pupils develop personally and make progress academically has led to a decision of providing even greater challenge through a newly designed curriculum. This is based on the theme of ecological and sustainable development themes to foster children's understanding of issues beyond those they would usually learn about at this stage. The ethos developed has resulted in staff's excellent shared commitment to the school and to them always striving to do better.
How well the governors fulfil their responsibilities	Very good. The governors add much to the life of the school and bring a wealth of expertise. Through their work in committees, and from some observations in school, they have a very good understanding of the issues which face the school and its strengths and areas for development. They review the school's targets and act well as critical friends.
The school's evaluation of its performance	Very good. This is a school that uses the information it collects about its pupils' and staff's performance very well to reflect on what it does and how it can do things better. Subject co-ordinators are clear about their roles and responsibilities, and they monitor and evaluate pupils' work and planning very well. Monitoring of teaching over the past 12 months has mainly been undertaken by the headteacher and deputy headteacher through performance management arrangements. This is because of the considerable work that has been undertaken to support other schools, through the Beacon action plan.
The strategic use of resources	Very good. The governors carefully monitor the school's spending, and finances are linked well to school priorities, ensuring that resources, including those to support Beacon work, are spent appropriately and used wisely.

The school makes very good use of best value principles, especially to challenge itself to improve further.

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 school and make good progress; they are well behaved. Teaching is good. The children are expected to do their best and are helped to become mature. The school is well led and managed. 	<ul style="list-style-type: none"> The range of activities outside lessons. The school's work with parents and the information they receive about their children's progress.

The inspection team agree with the many positive views expressed by parents. Inspectors found the number and type of activities provided after school are broadly similar to those found in other infant schools. The school works closely with parents. A good range of information is provided for parents relating to the work covered by pupils and their progress. The school does not always fully

communicate decisions which are made in the school, but has decided to improve communication through providing an information board which can be viewed by parents when accompanying children to and from school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school highly values the contributions made by all pupils; high quality display and pupils' excellent art work celebrate pupils' very good achievements.

1. Central to the school's aims is the enhancement of the child's self-image, promotion of consideration and sensitivity for others and their adaptation to new challenges. All this is very successfully met through the very positive climate created where pupils are encouraged to try their hardest and reach the highest personal and academic achievements. Part of this success is due to the high regard the school has for pupils' contributions and efforts. The whole school environment reflects the very good care the staff have for pupils and is, in itself, a celebration of pupils' achievements. The school is very welcoming and there are lively, attractive displays of pupils' high quality written work, photographs of activities carried out in lessons and examples of how the pupils' personal development is promoted. The displays inform the viewer and help all to gain a sense of what pupils' have learned. The captions and annotation invite reflection on ideas presented, especially those relating to environmental and ecological issues. A wildlife area and sensory garden help pupils appreciate nature and the calmness of the areas is used to support some pupils with special educational needs who find large and 'noisy' spaces problematic.
2. Teachers take great care to evaluate pupils' work and efforts through verbal praise and marking. As a result, the pupils positively 'glow' when a piece of writing, an answer to a question or a spoken commentary in class is praised. For instance, in Reception, pupils review their work at the end of their 'self-initiated' activity time. This gives them an opportunity to expand on their written responses, which they construct towards the end of the lesson. During the inspection, the teacher and other pupils listened intently to pupils' scientific explanations about what they had done and found out through their activities. These were fluently and confidently related and as a result of the praise given for such strong effort, the pupils held their 'head up high' as they returned to their seats. The way staff praise pupils spurs them on to try harder and is one of the reasons why pupils' interest and concentration are so very good. A weekly assembly also celebrates pupils' academic and personal successes. This gives the pupils a clear indication of what is that they have done that is good. It also ensures that others, too, are clear as to what it is that the school, and they, should value.
3. The school corridors are a showpiece for the school's high quality artwork which creates a very positive artistic, spiritual and cultural image that greets visitors as they enter the school. Pupils show skills in drawing, painting and pastel work which are well above the skills and quality expected for their ages. This is because many staff themselves are 'artists' who act as very good role models, demonstrating technique but also fostering a sense of mood and feeling through, for instance, tone and shade. Pupils' compositions, in a variety of media, show a high degree of sensitivity for the subject. This is exemplified well in their pencil drawings of mini beasts, water colour paintings of landscapes, 'marbling' pictures of earth and space and the school's large display showing the stages of the day using appropriate tone to depict sunrise, sunset and early evening.

The pupils' excellent personal development and relationships are very well promoted through the school's care for the environment and the way the curriculum is made relevant through themes which aid their increased understanding of the world around them.

4. This is a very caring school which makes strong provision for pupils' personal development as well as their welfare. Staff know their pupils very well indeed and have excellent relationships with them. All staff take an active interest in pupils' welfare and have a real concern for all aspects of their development. Parents report that their children are happy and enjoy coming to school. This has a beneficial influence on pupils' attitudes to their work, which are very good. These are further strengthened by the considerable support parents provide to the school. Parents work in

classrooms and provide much needed help for pupils. They raise large amounts of money through the Friends of Woodfield association. Parents' contributions are always well organised and highly valued by the school.

5. Pupils are always encouraged to relate positively to each other, to be considerate, courteous and to play well together. Relationships are excellent and pupils have a genuine care for each other. For example, there is great care and concern for pupils with special educational needs. Pupils help their disabled classmates well. For example, they show great concern and care for some pupils who can be over-powered by the large numbers of pupils at playtime. The emphasis is very much on all pupils' independence and pupils are aware not to 'over-help' others. There are many opportunities for the pupils to work and share together, to value and respect other's contributions, act responsibly and share resources fairly.
6. The school's concern to develop the 'whole child' is exemplified very well in the pupils who leave at the end of Year 2. These are mature, sensible, well adjusted pupils, working to their potential. They are very well prepared for their move to the junior school. From the very beginning of their school life, their independence is promoted. The organisation in the Foundation Stage classes promotes children's personal development very well. The way they are asked to 'plan, do, and review' activities places responsibilities upon them which they take very seriously.
7. The school has worked hard to revise its curriculum to ensure that themes which foster its aims of respect and concern for the environment are fulfilled. The school's academic success and the opportunities afforded through Beacon school status have enabled the management to think creatively about how the curriculum can reflect environmental and sustainable development and other pertinent issues of the early 21st century. As a result of work of carried out by the school's co-ordinator for PSHE and education for sustainable development, and the superb planning led by the deputy headteacher, work undertaken in subjects now strongly reflects such topics and themes. For instance, in literacy, science and geography, topics such as rainforest habitats are regularly studied as part of the work on texts. Although the planning is not fully complete, the school has made a very good start to providing a challenging and very relevant programme which promotes ecological awareness and considers local and world-wide environmental issues. Values relating to sustainable development are very well considered and the school's 'eco council' (which has representatives from Reception to Year 2), and the way the pupils' contributions to 'eco' ideas are facilitated, adds much to their personal development. During the inspection, the discussion with pupils clearly indicated that much is done by the school to encourage their independence. The school responds well to their suggestions, such as the need for a quiet area at playtime and rules to identify where they should and should not play. A 'friendship stop', to provide a friend to play with when no one else is available, is staffed by pupils. All have a great deal to say about the school and their roles as 'eco' pupils.

High standards, especially in English and numeracy, are reached because of very good teaching and planning.

8. The school's standards (in relation to schools nationally as well as compared to schools with similar intakes) are well above average or very high each year, depending of the make-up of each cohort and their starting points when they entered the school in Reception. One of the strongest features of the teaching in the Reception classes is the very strong support for pupils' literacy and communication and numeracy and also their independence in learning. The activities are well planned to promote their thinking skills and help them learn effectively.
9. From their starting points, the children make good progress over their time in Reception and pupils make very good progress when in Years 1 and 2. As a result, a high percentage of pupils considerably exceed the national expectation for their age (Level 2). For instance, in reading and mathematics, in the 2002 National Curriculum tests at the end of Year 2, the school's results were very high and in the top five per cent of schools nationally. The pupils at Woodfield gained nearly double the percentage points that pupils achieved nationally at the higher level (Level 3). From the

teachers' assessments made in science, pupils achieved very high standards, exceeding double the percentage of pupils who achieved at the higher level nationally.

10. This is all because of the strong and very strong teaching and the way the curriculum is planned. Subjects, although taught separately, are linked through themes, which are excellently planned over each half term. This ensures that pupils see the relevance of what they are learning and enables them to have 'joined-up thinking'.
11. Teachers provide interesting lessons and manage pupils very well; sometimes the pupils are so keen to contribute that their exuberance leads to noisiness, but teachers are vigilant to ensure that every moment is used for learning. Teaching assistants are a very good asset to the staff team, using their initiative and supporting pupils when needed. Teachers' demonstrations and activities are very carefully thought out and precisely taught. Teachers almost always make clear to pupils what they what they are going to learn and the purpose of what they are doing. Most teachers check that pupils are on course to achieve their objectives through the course of the lesson, although the plenary at the end of the lesson is sometimes too short for teachers to assess what pupils have actually learned. Very strong emphasis is placed on pupils evaluating their own work and saying how they can improve it.
12. The high standards are also linked to the very good attention given to the needs of all groups, especially those pupils with special educational needs. While work is planned and matched very well to the needs of these groups, teachers do not always specify what each group should learn. Teachers assess and evaluate their lessons well; identifying the outcomes for different groups could help sharpen their assessments even further. A key feature, which contributes effectively to the pupils' achievements, is the promotion of subject vocabulary and the way teachers ensure that new ideas linked to the 'keywords' are taught. In a Year 2 literacy lesson, where pupils shared a book about the rainforest 'under-storey', the teacher excellently promoted a discussion about the *flora* and *fauna* to be found there. This resulted in a very good understanding of the keywords and key ideas.
13. Current standards in English, mathematics and science are well above average and the standards in writing for some pupils are exceptionally high. The school, as part of its development plan and the teachers' performance management targets, has focused specifically on this aspect of English. It has been particularly successful at raising standards and high quality work is often seen in pupils' books and on display. Pupils write for a range of purposes and to a considerable depth of understanding. Their spelling skills and accuracy of spelling have not kept up to their abilities to write at such a length and high level of expression for their age, however. The school has recognised this and is adapting its approach to spelling to support this aspect of the pupils' attainment further.

The headteacher and senior staff ensure that all work reflects the aims and values of the school; this very good leadership and management, the very good work of governors and the excellent commitment by all staff is the key to the school's success.

14. The school is very well led and managed. This aspect of the school's work has improved well since the last inspection, as have the school's standards and quality of education. There is now no unsatisfactory teaching and a third of teaching seen was very good or excellent. All staff make a significant contribution to running the school and ensuring its smooth operation. The headteacher is insistent on high standards and has put effective systems in place to ensure this. There is very strong teamwork within the school and the deputy headteacher provides very effective support. The ethos developed by the headteacher has resulted in staff's excellent shared commitment to the school and to them always striving to do better.
15. At the heart of the school's work are its carefully considered aims and values. The curriculum has been re-designed to take full account of these and to ensure that what pupils learn has meaning for them and has a bearing on their understanding of the world they live in. The school fulfils these

aims and promotes its values very well. Through rigorous monitoring of staff and school performance over the past few years, greater consistency in provision has been attained. Although monitoring of teaching by co-ordinators has reduced this year, because of the pressures of work as a Beacon school, the headteacher's monitoring and the checking of pupils' work and planning by co-ordinators have, nonetheless, ensured that high standards have been maintained.

16. The setting up of the eco committee and playground committee council has enabled pupils' views to be heard and has allowed them to take a shared responsibility for aspects of the work of the school. The headteacher is very well supported by the very effective governing body who are very clear as to the school's strengths and areas for improvement. The school's work is guided by a sound school development plan and effective Beacon action plan, which is produced in consultation with staff and governors. Subject co-ordinators make contributions in relation to the development of their subjects based on their monitoring and evaluation of their subjects. The evaluation of the previous plan enables the school to assess performance and build on its successes.
17. The work of governors is very good and they are very knowledgeable about the school's work. They take their roles seriously, especially that of the 'critical friend', and their wide range of expertise adds much to the school's work. They keep a careful check on pupils' progress and the results they achieve through their monitoring committee and track how the school is performing against its targets. They welcome external validation of the school's performance and compare the school's results locally and nationally, questioning the reasons for the school's performance. Through the consultation with parents informally and formally (using a questionnaire used in the recent past) they are aware of the needs and views of parents and always challenge themselves and the school to do better.

WHAT COULD BE IMPROVED

The broader aspects of the curriculum, which include the use of information and communication technology (ICT) to support pupils' learning, the curriculum opportunities to support pupils' understanding of life in a multicultural Britain and the opportunities pupils have for collective worship

18. The school has worked hard to improve ICT provision. Through good quality, systematic teaching in the school's dedicated suite and the well chosen software, the pupils' standards by Year 2 are now above the level expected for their age. Pupils show great confidence and competency in using computers. They can use desktop publishing software to produce, for example, text in a text box, carefully positioning their writing and considering the impact of the layout and the font chosen on the viewer. However, the use of ICT to support pupils' learning in subjects or their special educational needs is limited. There are few computers in classrooms, although in each room there is a laptop. During the inspection, there were many opportunities where ICT could have been used to support pupils' learning. For instance, in lessons where Year 2 pupils were finding out information about animals in the rainforest, pupils used books only to gain information and in some classes what they obtained was quite limited. In a mathematics lesson, a pupil with special educational needs struggled to write a pattern of numbers on a line and this took some considerable time. In these cases there was no provision to use a CD encyclopaedia, the Internet or other specialised software where the teacher could produce templates for pupils with disabilities to type into.
19. Although the school studies a number of religions as part of its religious education programme, pupils' knowledge of other cultures and of life in multi-cultural Britain is limited. Discussions with pupils revealed only a narrow knowledge and often related to holidays abroad.
20. Assemblies often focus on themes connected with pupils' personal development and they support well the school's personal social and health education programme. For instance, in a Reception

assembly, the story of caring for a dog was used to illustrate 'responsibility'. Although there is some time for reflection at these times, and occasionally in classes, and pupils say a prayer before lunch, there is not always a daily act of collective worship.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

21. In order to improve the educational standards and rectify the weaknesses the headteacher, senior management team and governing body should:

Continue to develop and improve the curriculum

- in order that pupils use ICT to aid their learning in other subjects and that ICT is used to support pupils with special educational needs, both for learning and for access to the curriculum;
- so as to extend pupils' knowledge and understanding of life in multicultural Britain;
- so as to provide greater opportunities for collective worship.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	7	11	5	0	0	0
Percentage	4	29	46	21	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 four percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR- Y2
Number of pupils on the school's roll (FTE for part-time pupils)	0	254
Number of full-time pupils known to be eligible for free school meals	0	14

FTE means full-time equivalent.

Special educational needs	Nursery	YR - Y2
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	23

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

%

Unauthorised absence

%

School data	5.2
National comparative data	5.4

School data	0.0
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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	38	45	83

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	37	35	38
	Girls	45	45	45
	Total	82	80	83
Percentage of pupils at NC level 2 or above	School	99 (90)	96 (94)	100 (95)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	38	37	38
	Girls	45	45	45
	Total	83	82	83
Percentage of pupils at NC level 2 or above	School	100 (93)	99 (96)	100 (99)
	National	85 (85)	89 (89)	89 (89)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	132	0	0
White – Irish	2	0	0
White – any other White background	25	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	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	2	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0

No ethnic group recorded	0	0	0
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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)	10
Number of pupils per qualified teacher	26
Average class size	29

Education support staff: YR – Y2

Total number of education support staff	9
Total aggregate hours worked per week	150

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Financial information

Financial year	2002-2003
	£
Total income	535151
Total expenditure	501970
Expenditure per pupil	2089
Balance brought forward from previous year	4000
Balance carried forward to next year	37181

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
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	220
Number of questionnaires returned	74

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	22	3	0	0
My child is making good progress in school.	69	30	0	0	1
Behaviour in the school is good.	53	38	0	1	7
My child gets the right amount of work to do at home.	54	39	4	0	3
The teaching is good.	74	22	0	0	4
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.	76	18	3	3	1
The school expects my child to work hard and achieve his or her best.	65	31	0	0	4
The school works closely with parents.	35	51	9	3	1
The school is well led and managed.	65	34	0	0	1
The school is helping my child become mature and responsible.	59	38	1	0	1
The school provides an interesting range of activities outside lessons.	28	35	21	7	8