

INSPECTION REPORT

WESTON COYNEY INFANT SCHOOL

Stoke on Trent

LEA area: Stoke on Trent

Unique reference number: 124026

Headteacher: Mrs Jan Phillips

Reporting inspector: Michael Hewlett
1569

Dates of inspection: 2nd – 3rd June 2003

Inspection number: 248530

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 – 7 years
Gender of pupils:	Mixed
School address:	West Street Weston Coyney Stoke on Trent
Postcode:	ST3 6PT
Telephone number:	01782 319607
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Alan Lovatt
Date of previous inspection:	December 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Weston Coyney Infants is situated on the outskirts of Stoke and serves an area of private and council owned houses. A higher than average number of pupils leave or join classes during the school year. This is because houses within the immediate catchment of the school are being refurbished and many are let by private landlords on short-term leases. Many of the families face challenging circumstances, with high levels of unemployment within the local community. It is similar in size to most infant schools, with 237 pupils on roll aged between 3 and 7 years. The school's roll has grown steadily in recent years and is oversubscribed in many of the year groups. The school population is predominantly of white UK heritage and three children come from Traveller families. The percentage of pupils identified as having special educational needs is in line with the national average; most of these have either moderate or specific learning difficulties. Ten children have statements and this is higher than the national average. The percentage of children eligible for free school meals (26 per cent) is also above the national average. On entry to the nursery, children's overall skill levels are below those normally seen for their age. The school's achievements have been recognised nationally. It was awarded Beacon school status in 2000, a Schools Curriculum Award in 2002 and the Artsmark Gold award in 2003. In addition, improved performance in national tests was recognised in 2003 by an award from the Department for Education and Skills (DfES) for achievement.

HOW GOOD THE SCHOOL IS

Weston Coyney is an excellent school. Very good teaching helps pupils achieve well and, as a result, standards have steadily risen so that its performance is much better than most schools with pupils from similar backgrounds. Leadership and management of the school are excellent and relationships are of a similarly high standard. The school gives very good value for money.

What the school does well

- Standards are high and pupils make very good progress;
- Teaching is very good and, on occasions, it is excellent;
- The headteacher, well supported by the deputy head and key staff, provides outstanding leadership and management;
- There is excellent provision for children's personal development in all areas of the school;
- Relationships between home and school are of the highest order.

What could be improved

- The school has a clearly stated set of priorities for the future. In the light of its outstanding provision it has no significant weaknesses.

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 December 1997. Only a small number of areas for improvement were identified and these have all been addressed. Very good progress has been made in the intervening years. Pupils' levels of independence are far higher now that they take more responsibility for their own learning and books and resources are more accessible. Since 1997, standards in English, mathematics and science have risen steadily. Standards in ICT have also improved considerably because children now have access to better resources and teaching. Leadership of the school has been sustained at the highest level and the quality of teaching has improved because the imaginative planning of lessons makes sure the needs of different groups are being met. The school is very well placed to sustain its performance.

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	D	C	B	A	well above average A above average B
Writing	B	C	A	A	Average C below average D
Mathematics	D	E	B	A	well below average E

Test results for 7-year-olds show that the school consistently does much better than schools in similar circumstances, but that its results when compared to all schools vary from year to year. This is because the number of pupils with learning difficulties fluctuates. In 2002, tests results show pupils' performance is well above that found in similar schools. Inspection findings confirm the test results. Children in Y2 are working at attainment levels higher than average, particularly in their ability to write. The school is very successful in supporting pupils with learning difficulties and they make very good progress. Higher attainers and especially able pupils are identified early and given tasks that challenge them to think harder. Traveller children make very good progress because their needs are quickly assessed and they are soon able to settle into school routines.

Children progress very well in the Foundation Stage after arriving in nursery with skill levels that were below those typically seen for their age. By the time they leave reception, they are achieving higher standards than would be expected for their age. Particular strengths are found in children's abilities to express themselves and in their personal development where most are confident and assured. Their physical development is much better now that resources and equipment are better suited to their needs. The school builds successfully on this very good start they make and by the end of Year 2, most pupils achieve above average standards in their reading, writing and mathematics. The school's arrangements for teaching children in groups of similar ability helps to boost achievement.

Teacher assessments show that most reach above average standards in science. Pupils have a good understanding of scientific facts and how to carry out simple experiments. In Religious education and the other subjects of the curriculum, the picture is similarly positive. This is because the school is committed to providing a broad and exciting curriculum and high expectations are set and delivered in the teaching and organisation found in these areas. Pupils have numerous opportunities to practise their literacy and numeracy skills in the wider curriculum. Standards in ICT have improved and are above average due to the improved resources and better teaching that the pupils receive.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils show very positive attitudes in their approach to everything they do. They are extremely enthusiastic and thoroughly enjoy their time in school.
Behaviour, in and out of classrooms	Very good. Pupils behave very well; they follow routines effortlessly and are clear about staff expectations of their behaviour.
Personal development and relationships	Relationships are excellent. Pupils are very keen to take on responsibilities and show care and concern towards all those they work with.

Attendance	Satisfactory. In line with that of most schools and improving. Punctuality is good.
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TEACHING AND LEARNING

Teaching of pupils in:	Foundation Stage	Year 1 – Year 2
Quality of teaching	Very good	Very good

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

The very good teaching found throughout the school is underpinned by meticulous planning of work and imaginative, stimulating teaching which inspires pupils to succeed. Staff have a very good understanding of how to teach English, mathematics and science and this contributes to pupils' very effective learning. ICT is very well taught and this gives pupils important skills that they apply in other curriculum areas.

In all the classes, staff set high expectations about how the pupils should behave and the pupils respond accordingly. As a result, pupils work in a calm, well ordered environment where they can get on with their work uninterrupted by others. There is a work ethic within the school that expects all pupils to succeed and they are given regular praise and encouragement. Because relationships are excellent, pupils are keen to have a go, are not worried about getting answers wrong and work well for extended periods of time. Staff explain tasks very well and are very good at checking that the pupils understand what they are expected to do, asking challenging and probing questions where necessary. The adults make very good use of pupils' own explanations to share what has been learned during a lesson with the rest of the class. Plenary sessions are used very effectively to draw ideas together and plan what needs to be done next. In this way, staff give pupils every opportunity to take responsibility for their own learning by working out what they need to do to improve their work still further.

Resources are used very well to support the teaching and the use of ICT is particularly effective. Literacy and numeracy lessons are improved by the use of good quality software and data projectors, which add interest to the activities as well as consolidating new learning.

A high proportion of pupils with learning difficulties or behavioural problems have in class support and these pupils benefit from the steady routines and consistency of approach, which helps them to settle and concentrate on their work. Traveller children are also given good support to help them quickly tune in to the work of the class. More able pupils are quickly identified and they are stretched and challenged by the hard work that is set for them. Faster workers are also catered for by offering them extension tasks with more difficult problems that give them a chance to practise and apply what they have learned.

The rate of learning in subjects across the curriculum is consistently good. This is because staff have the necessary skills to teach these subjects and any gaps are plugged by coordinators who regularly check on how well their subject is taught.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Excellent. The very well planned curriculum meets all the statutory requirements. A rich learning environment, both indoors and out, helps to improve pupils' learning. It is enhanced by an outstanding range of after school clubs
Provision for pupils with special educational needs	Very good. Pupils' needs are identified early and they are very well supported. Work is carefully matched to their needs and capabilities.
Provision for pupils' personal, including spiritual, moral, social and cultural,	Excellent. There is a tremendous range, quality and diversity about the provision in all these areas. Pupils' personal development is given the very highest priority by the school and, as a result, most become

development	independent, confident and self assured.
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How well the school cares for its pupils	Standards of care are excellent. There are first rate systems in place to check on the progress children are making. Procedures for child protection and ensuring pupils' health and safety are secure.
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The school's promotion of racial equality is excellent. The strong links with a school in Tunstall have been successful in teaching pupils about the richness and diversity of modern British society. These and other cultural experiences are very well used to support pupils' creative work.

Parents have very positive views of the school and they are involved successfully in their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership by the headteacher, ably supported by her deputy, is excellent. They lead by example and have established a very effective staff team. This is one of the strengths of the school. There is a clear educational direction.
How well the governors fulfil their responsibilities	Excellent. They have a detailed knowledge and understanding of the school's strengths and weaknesses and provide the necessary balance of challenge and support.
The school's evaluation of its performance	Very good. The school has very effective procedures for monitoring the quality of teaching and learning as well as checking that plans have been delivered.
The strategic use of resources	Excellent. The school is very successful in attracting funding and then carefully obtains best value when spending its money. It successfully measures the impact of its spending on improved learning and standards.

The headteacher and governing body earmarked the planned surplus in the school's budget to help them to manage and alleviate some of the problems caused by budget uncertainties. The school applies the principles of best value very successfully. It provides very good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children enjoy coming to school and make good progress; Teaching is good; Parents feel comfortable approaching the school and are kept well informed about children's progress; The school is well managed and led; the head gets things done; There is a very good range of out of school clubs. 	<ul style="list-style-type: none"> A small number wanted curriculum information meetings at different times.

Parents' views of the school are overwhelmingly positive. The inspection team agrees with most of these views. The quality of teaching is better than suggested and is very good. The school offers curriculum information meetings at different times during the day and is reviewing the viability of reintroducing evening meetings. In the past these have not been well attended.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are high and pupils make very good progress.

1. End of Year 2 tests, show that the school performs consistently well, especially when compared to schools who have a similar intake. For example, in the 2002 tests the pupils achieved standards that were well above average in reading, writing and mathematics when compared to similar schools. These same results were above average in reading and mathematics and well above in writing when compared to all schools. These results are even more creditable because the school has a higher number of children with statements of special educational needs than most schools.
2. The outcomes of the Year 2 tests show that pupils make very good progress during their time at Weston Coyney. This can be illustrated by the way in which early assessments show that most children enter nursery with skill levels lower than might be expected for children of a similar age. By the time they leave the school, the standards they achieve are above the national average.
3. There are a number of reasons why pupils do so well. Teaching is very good and well organised, leadership of the school is excellent and the pupils are so keen to learn.
4. By the end of the Foundation Stage (reception classes), standards are high in children's personal, social and emotional development. This is because staff place such a high emphasis on these areas, recognising that without skills of independence and a confidence to try things out, children's progress will be slowed. Younger children are keen to take on responsibilities and follow instructions. A good example of this was when the teacher in a reception class, reminded the children they only had three minutes to make sure their class was as tidy as they agreed it should be. Group members took on individual responsibilities, sensibly deciding who should do what. 'Make sure you don't lose my book' said one boy, 'I've worked hard on that.' Some children, who were intent on beating the time limit, kept reminding their classmates that they should 'hurry up' and 'put those sentence cards back in the envelope now!' Their confidence and self esteem increased as a result of such expectations and meant that children were able to show high levels of independence in selecting and carrying out activities. Their ability to take personal responsibility for their actions and manage their own time is much higher than would normally be found in children of this age.
5. Work seen in Year 1 classes confirmed that pupils make consistently good progress in each year group, with the majority reaching above average standards. For example, pupils are able to work out number bonds up to 20 and beyond with great confidence often applying what they know as they solve problems. Indeed, a real strength of the numeracy work within the school is the way that activities set by staff invariably expect pupils to demonstrate what they know in practical situations. A good example of this was seen when groups working in the class 'shop' took the opportunity to sell the groceries their classmates needed for tea. 'I've not got enough change, I gave you a fifty and so I need another ten pence' said one girl as she checked her change.

6. By the time they reach Year 2, pupils' standard of work is above average, confirming the results seen in external tests. Their writing skills are particularly advanced with some outstanding examples of pupils writing accurate sentences, understanding how authors choose to use different styles and modeling those styles in their own pieces of work. During one literacy activity, pupils discussed a piece of text about 'The Honey Bee', explaining how the author was using it to pass on information. Their discussion made it quite clear that they understood the key features of report writing as one said, 'Fact is where we put what we know, they don't want to know what's on your mind'. They applied this understanding to their own written work as they used a similar format to produce a report about a favourite animal, drawing out its key features.
7. A feature of the high standards throughout the school is the way that the success of all pupils' achievements are recognised. Those who have special needs achieve very well because their needs are identified early on, their individual plans set them challenging but achievable targets to work towards and most importantly their progress, even in small steps, is celebrated by the whole school community. A similar picture emerges with higher attainers who are given targeted work within lessons, booster work offering enrichment, as well as a lunchtime club supported by a classroom assistant who has a qualification in working with the more able and talented.

Teaching is very good and, on occasions, it is excellent.

8. The quality of teaching was judged to be good during the last inspection. These high standards have been improved. There is now a much higher proportion of very good and excellent teaching. There are a number of reasons for these improvements. All staff plan together in great detail which helps to ensure a consistency of approach, they share their good practice, regularly watching each other teach, and there is a culture of 'constant improvement' with no one prepared to settle for the mediocre. As a result, teachers and support staff provide pupils with a rich diet of interesting and challenging activities that ensure they are given the full range of entitlement to the curriculum.
9. The school's approach to teaching and learning is very effective because it is based on providing pupils with lots of first hand experiences which challenge them to think and engages their interests.
10. Other features of the high quality teaching include staff with very high levels of subject knowledge, excellent questioning techniques and a clear understanding of how young children learn. They use open ended questions such as 'What do you think is happening?' and 'What would happen if ... ?' Very good examples of these approaches were seen during story and group sessions in nursery. Children listened to the story of 'Postman Pete' and then talked about what had happened to some of the letters they had posted. The adult working with them asked challenging questions that made them think and extended their understanding, making good links with their own experiences and how their local postman, postman Keith, carried out his job.
11. 'This story is a bit like that one about Postman Pat', said one group member. The adult then made them think about the similarities and differences between different stories. The children led the discussions but the adult intervened occasionally to make sure the activity remained purposeful and to extend their vocabulary, 'Can you think of a better word than that?' she added. When the interventions are as skilful

and sympathetic as these, children learn quickly and they continue to make very good progress.

12. The management of pupils, the excellent relationships and the work ethic that permeates all that happens in the school all contribute to some outstanding teaching. All staff respect the pupils and that is reciprocated. A lot is demanded of them and they are expected to work hard and achieve well. During a mathematics lesson with a Year 2 class all of these qualities were demonstrated. The focus of the lesson was working out strategies for solving number problems. The enthusiasm of the teacher was infectious and the questions and answer session moved at a really brisk pace with all the group keen to contribute and show what they knew. Even when they got an answer wrong, they retained their confidence and esteem because the teacher had created an atmosphere where 'having a go' was the most important quality. Other pupils would often explain where someone 'had gone wrong', consolidating their understanding as they explained the process as well as maintaining a supportive, cooperative environment. As the lesson moved on and the tasks became more demanding, the teacher adapted her style, for example, asking the same question in several ways so that each group member was able to fully understand what was expected of them. She knew them so well individually that her questions were set at just the right level and would be manageable for them. This did not prevent levels of challenge being built in at every step of the way, not settling for the first answer. 'Come on, you can answer that one. Now try it again with these bigger numbers.' The pupils loved the work and made excellent progress during the lesson. In fact, they voted to work 'overtime' at the end so they could practise completing their 100 square jigsaws against the clock. This short session was fun but also very competitive and demanding with a winner celebrating by telling the rest of group how, 'I knew I'd win, I was practising this at home last night.' Pupils' keenness to learn, their understanding of how they can improve and the successful outcomes all stem from such inspirational teaching.
13. An overarching strength of the teaching is the way all groups of children within the school are equally well taught. This is because the staff identify their needs early on and then track their individual progress. Some very good examples of this were seen in the way in which higher attainers were given extension activities when they completed a task so that their work was not too easy. These are carefully planned by staff so that the pace of children's learning is always fast. Similarly, children who have special educational needs are also taught well. They each have a detailed plan which sets out targets for them to work towards. All staff utilise these plans when organising activities and skilfully ensure that no one is left out. They set tasks that build children's confidence and encourage them to take on new challenges. The tasks also take full account of children's knowledge, understanding and abilities. For example, during a story session, one girl who had special educational needs found difficulty in staying with the rest of the group for an extended period. The adult working with her showed great patience and supported her attempts to contribute to the lesson as she worked on a jigsaw away from the main activity. The teacher went to great lengths to make sure that questions for the main group were also shared with her so that she remained a valued member of the school. A small number of Traveller children are equally well supported. Their needs are assessed as they arrive and advice is sought from specialist teachers who help the school to plan a suitable programme of work. Because such great care has been taken and all staff know what is expected, all members of the group settled quickly and are making very good progress.

The headteacher, well supported by the deputy headteacher and key staff, provides outstanding leadership and management.

14. The leadership of the headteacher is excellent. She is very well supported by the deputy headteacher and between them they have a clear vision for the future direction of the school, putting the well being of children and their achievements first. They both lead by example setting the highest possible standards as practitioners themselves. The headteacher is very effective in managing the staff as a very good team. Together, all colleagues show a high level of commitment to raising and maintaining standards. There is no complacency and, with the headteacher taking the lead, staff are constantly reviewing their practice, looking at ways in which they can improve. For example, each coordinator produces a detailed report annually on how well their subject is being delivered and what needs to be improved. There is a positive ethos about the school that provides children with an exciting and stimulating range of experiences. The school aims to enable children to realise their potential and the whole curriculum is geared towards achieving this aim.
15. The school improvement plan is an excellent document. It sets out clearly what the school hopes to achieve for its children and, because it focuses on the right priorities, it has a direct impact on the school's success. All staff and governors contribute to the plan knowing that their views and opinions will be valued and listened to. A good example of this was seen in the way in which planning has been further improved since the last inspection and children have more opportunities to become independent. The impact of any changes is carefully measured so that the outcomes can be quantified, making the plan a working document that drives the future direction of the school.
16. The governing body has a significant impact on the school's success, taking a full and active part in its life. Individual members visit regularly and governors are linked to curriculum coordinators so that they can build up an expertise. They have an excellent understanding of the school's strengths and weaknesses. The function that the governors fulfil epitomises the 'critical friend' role, supporting the staff and pupils but challenging where necessary. An example of this was witnessed during a review of the school's performance in Year 2 tests. Governors, working closely with the senior management team, identified that performance in mathematics in 2001 was not as high as in other subjects. Staff undertook a detailed review and suggested ways in which the provision could be improved. Governors were actively involved in these discussions so that when final decisions were taken they understood the detail of the changes planned and the alternatives that were available such as grouping children differently. Subsequent performance in mathematics improved as a result of the changes to the way the curriculum was organised and governors continued to monitor the position. Financial projections are set out within the school plan and these are carefully linked to priorities set within sensible timescales. Budget matters are discussed at the regular meetings and decisions are clearly minuted. The high standards found during the last inspection have been maintained and built on. Success in all of these areas contribute to the overall effectiveness of the school because there is clear direction, resources are used efficiently and the headteacher is very successful in attracting funding from a variety of sources.
17. The school constantly seeks to improve what it offers by analysing its own performance and checking on the progress made by individual and groups of pupils. Systems to monitor progress are exemplary and demonstrate a huge commitment on the part of colleagues in setting up and then maintaining the systems. In doing this, they can identify early on who might need extra support and who, potentially, could underachieve. In response staff organise teaching activities and support which

will help these children to improve their skills and continue to access the full curriculum range at just the right level.

18. Everything about the school aims at producing the highest possible quality. Documentation is comprehensive, detailed and exceptionally well presented. Information for parents is of a similarly high standard. Office staff are very efficient and the day to day running of the school presents a calm, orderly environment where all partners in the education process are valued and respected. Parent's talk in very glowing terms about a headteacher who is friendly and approachable who 'gets things done'. The inspection evidence confirms this view and helps to explain why the school remains so popular and successful.

There is excellent provision for children's personal development in all areas of the school.

19. Weston Coyney immerses children in a learning environment that is totally committed to their personal growth. Pupils revel in the huge generosity of spirit that permeates the school. This is not merely a place of high academic endeavour. Pupils work daily alongside excellent adult role models and in a community characterised by a keenly developed sense of fair play. Only the very highest standards of behaviour are acceptable and the longstanding 'Good as Gold' book bears testament to the worthy attributes to be found among pupils each week. Pupils learn to celebrate the successes of their peers in lessons and in weekly awards assemblies.
20. Pupils develop very strong expectations that their best endeavours will be valued and they learn that they should expect the best for themselves and of their peers. Older pupils take very good care of younger children and everyone makes sure that all pupils play an equal part in the life of the school. Staff encourage pupils to talk to one another about how they feel and help them to learn to manage their emotions in a positive manner. There are many new experiences on offer in the school, ranging from a comprehensive selection of extra-curricular activities rarely seen for pupils of this age, through to well conceived special events such as Safety Week. This runs with the co-operation of the local community and brings together service providers who serve the community as a whole.
21. The school places a particularly impressive emphasis on the multicultural mix that makes up modern day British society. Very effective links with a local primary school allow pupils to encounter children who have vastly different views and life styles from their own. For example, these pupils came to share in the mock Baptism and wedding ceremonies held by the curate. After they had seen what happens in Christian services, these Moslem children were able to explain what happens in their equivalent celebrations. Pupils with differing religious beliefs are encouraged to share their views in lessons and this helps all the children to become far more aware of the cultural diversity that exists in Britain today.

Relationships between school and home are of the highest order.

22. One parent reports that 'this very family focused school is every parent's dream' and feedback from many other parents confirms this exceptionally positive point of view. Parents are able to play a vital role in their children's learning here as their involvement is especially close to the headteacher's heart. Her commitment to pupils, parents and the whole local community is a tangible force that cements all the very productive home school links.

23. Staff go to great lengths to ensure that parents feel involved in everything that happens in school. School publications are of a very high quality and spell out just how important parental interest is and how they can be positive role models for their children. The weekly newsletter, the 'Acorn Post' is very well produced and really keeps parents 'in the swim' of daily school life. There is also a lively school website that offers yet another useful point of contact between staff, parents and pupils. Curriculum leaflets are plentiful and offer very succinct advice on how best to support children's learning across all areas of the curriculum. These are backed up with regular, well attended workshops.
24. From the time parent's first venture into the Parents and Toddlers meetings, they are welcomed with open arms. A most impressive, annual programme of activities is organised by the home-school co-ordinator and is enjoyed each week by the thirty or more parents who regularly attend. They enjoy refining a range of skills from making 'lions on lolly sticks' to honing 'handprint hedgehogs'. Parents then use these skills at home to engage their children's interest in a variety of creative or cerebral endeavours.
25. A point of honour with the headteacher is that she 'nips any potential problems in the bud'. Parents find staff very approachable and know that the headteacher appreciates that parents of very young children need to contact staff as soon as any concerns arise, no matter how small. Parents are given very full access to all the information staff collate about their children. They attend parents' meetings and receive high quality, evaluative written reports about what their children can do. Parents also have a very clear idea of what their children need to do next to improve.
26. Although the school has enjoyed an outstanding reputation among parents for years, staff constantly challenge themselves about how to make things even better and this accounts for the excellent partnership that exists with parents and carers. Recently, a working party was set up to provide positive male role models for boys. Dads and granddads worked with boys on a project called 'Me and My Dad' that lasted for twelve weeks. They collaborated on assessing a series of books and activities and reported back on each one, with many of the dads exclaiming at how much they had enjoyed the process.
27. The headteacher understands the parent body very well and knows that they respond best to individual invitations. She makes sure she asks individuals for help and knows she will receive a far more favourable response to requests for parental involvement than if she just sends out a standard letter to all parents. This personal approach ensures that many parents are directly involved in providing effective support for their children's learning. Staff enjoy the warmest of relationships with parents, as proven by the phenomenal number of positive comments that accompanied the parent questionnaire. Parental views are largely summed up in the words of one parent, 'this school is a little piece of heaven ...when you hand over your baby you want the best. They provide it.'

WHAT COULD BE IMPROVED

28. The school has a clearly stated set of priorities for the future. In the light of its outstanding provision it has no significant weaknesses.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	10	7	0	0	0	0
Percentage	19	48	33	0	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	N – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	237
Number of full-time pupils known to be eligible for free school meals	64
Special educational needs	N – Y2
Number of pupils with statements of special educational needs	10
Number of pupils on the school's special educational needs register	49
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	18
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	6.7
National comparative data	5.4

Unauthorised absence

	%
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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	25	26	51

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	18	22
	Girls	24	19	20
	Total	46	37	42
Percentage of pupils at NC level 2 or above	School	90 (83)	100 (92)	100 (85)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	25	25
	Girls	25	26	26
	Total	50	51	51
Percentage of pupils at NC level 2 or above	School	98 (92)	100 (94)	100 (94)
	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
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
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 of pupils on roll
225
2
0
0
0
1
1
0
0
0
0
0
0
0
0
0

Number of fixed period exclusions	Number of permanent exclusions
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	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: N – Y2

Total number of qualified teachers (FTE)	9.6
Number of pupils per qualified teacher	24.7
Average class size	23.7

Education support staff: N – Y2

Total number of education support staff	26
Total aggregate hours worked per week	491

FTE means full-time equivalent

Financial information

Financial year	2001 -2002
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	£
Total income	523310
Total expenditure	510849
Expenditure per pupil	2230
Balance brought forward from previous year	38760
Balance carried forward to next year	51220

The school consciously retained a high level of contingency due to budget uncertainties. These centred on continued Beacon school funding and future funding of the initiative aimed at reducing infant class sizes.

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	5

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	237
Number of questionnaires returned	104

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	84	16	0	0	0
My child is making good progress in school.	92	8	0	0	0
Behaviour in the school is good.	84	16	0	0	0
My child gets the right amount of work to do at home.	67	25	2	0	6
The teaching is good.	88	12	0	0	0
I am kept well informed about how my child is getting on.	81	16	2	1	0
I would feel comfortable about approaching the school with questions or a problem.	90	10	0	0	0
The school expects my child to work hard and achieve his or her best.	87	13	0	0	0
The school works closely with parents.	85	13	0	0	2
The school is well led and managed.	87	12	0	0	2
The school is helping my child become mature and responsible.	83	17	0	0	0
The school provides an interesting range of activities outside lessons.	88	13	0	0	0

Percentages are rounded to the nearest integer and may not total 100.