

INSPECTION REPORT

DOWNS WAY SCHOOL

Oxted

LEA area: Surrey

Unique reference number: 125043

Headteacher: Hazel Maxwell

Reporting inspector: Brian Espiner
30600

Date of inspection: 14th – 15th October 2002

Inspection number: 248645

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Downs Way Oxted Surrey
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Appropriate authority:	Surrey
Name of chair of governors:	Mrs K Weightman
Date of previous inspection:	4 th – 6 th November 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Downs Way is a mixed community infant school in the Surrey town of Oxted. There are 144 pupils on roll, 38 of whom are part-time in the Foundation Stage. Very few pupils are from ethnic minorities. Nine pupils are classified as having English as an additional language (EAL), but only one is at an early stage of learning English. The other eight pupils are difficult to identify in class, as their English is as good as that of native speakers. Five pupils are on the register of special educational needs (SEN), and one has a statement of SEN. This proportion is well below average. Attainment on entry is above average, although records show that this is falling. The school has just been reorganised from six classes to five, and this has necessitated two mixed-year classes.

HOW GOOD THE SCHOOL IS

This is a good school that provides its pupils with an effective education. Standards are well above average, teaching and learning are good, and leadership and management are very good overall. The school provides good value for money.

What the school does well

- The leadership and management of the headteacher and the deputy headteacher are excellent. They are very ably supported by highly competent subject managers. The school's performance is monitored and evaluated very well.
- Standards are well above average, both nationally and when compared with those of similar schools, in reading, mathematics and science. Standards are above average in writing and spelling, and well above national expectations in information and communication technology (ICT).
- Procedures for child protection and ensuring pupils' welfare are very good. Procedures for assessment, and the use of assessment information to guide the curriculum, are excellent.
- Parents, justifiably, have very positive views of the school. They contribute very well to their children's learning. The impact of parents' involvement on the work of the school is high.
- The governing body is very effective in fulfilling its responsibilities. Governors are hard-working, dedicated and astute. There is a genuine commitment to improve that is shared by all staff, governors and parents, and the school has a very good capacity to succeed. The school's aims and values are reflected very well in its work.

What could be improved

- The number of pupils reaching the higher Level 3 of the National Curriculum in writing is not high enough.
- Pupils' behaviour is satisfactory, but some do not concentrate or listen well enough.
- There are some minor omissions in the governing body's information for parents.

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 November 1997. There were four main recommendations. The school had no written policies for the Foundation Stage or for monitoring progress and personal development. The prospectus contained some wrong information, and the school was not focusing enough on multicultural education. All these recommendations have been acted on successfully. Since the last inspection, the school has successfully introduced the National Literacy and Numeracy Strategies, and responded very well to the government initiative on performance management. The school has achieved *Investors In People* status. Teaching and learning have remained good. Standards have improved, as have leadership and management. The children's behaviour is not as good as it was. Improvement since the last inspection has been good overall.

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			
	all schools			similar schools
	2000	2001	2002	2002
reading	A	A	C	D
writing	B	A	D	E
mathematics	A	A	B	C

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

There was a dip in results in 2002, as Year 2 pupils that year were, in general, less able than usual, with a higher proportion of individual needs that were not identifiable from the baseline assessment. This year, results should once again be well above average. The school usually expects all pupils, including those with SEN, to reach the expected Level 2 of the National Curriculum in all subjects. These are challenging targets, but they are realistic, as they are usually reached. A high proportion consistently reaches the higher Level 3. However, no pupil reached Level 3 in writing last year. This year, over ten per cent should reach this level, still not anywhere near the proportion who will attain Level 3 in reading, mathematics and science. There is no national test for science at the end of Key Stage 1, but teacher assessment and inspection evidence show that standards are well above expectations, as they are in ICT. Not enough evidence was gathered to make a firm judgement about standards in other subjects, although the standards being reached in lessons observed in art and geography were above or well above expectations. Standards in the Foundation Stage are above or well above expectations in all areas of the curriculum except personal, social and emotional development, where they are in line with expectations. Not enough evidence was gathered on the physical development of children in reception to make a judgement. Children enter the reception class with attainment that is above average in English, mathematics, and knowledge and understanding of the world. They leave the school with attainment that is well above average. Consequently, all pupils, including those with EAL, make good progress. Those with SEN usually reach expected levels, so their progress is good. Gifted and talented pupils are identified and challenged well, so that they also achieve highly, although not all achieve highly enough in writing.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes are good in general. Children enjoy coming to school.
Behaviour, in and out of classrooms	Behaviour is satisfactory overall. However, some children are often restless, and do not pay attention or concentrate for long enough periods. This is particularly true of younger children.

Personal development and relationships	Personal development is good. Relationships amongst pupils are good, and between pupils and staff are very good.
Attendance	Attendance is above average, and punctuality is good.

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.

English, mathematics and science (which is part of 'knowledge and understanding of the world' at the Foundation Stage) are all taught well, as are the basic skills of literacy and numeracy. Throughout the school, planning is particularly good, and teachers and teaching assistants plan very well together, a very important factor in mixed-year classes. There is an excellent use of assessment data to cater for the needs of individuals and groups. There are no real areas of weakness in learning, apart from the difficulties that some pupils have in paying attention and concentrating, mentioned earlier. Staff work very hard to overcome this, and class management is good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced. The school facilitates a range of after-school clubs which extend and support the curriculum. Statutory requirements are met.
Provision for pupils with special educational needs	Pupils with SEN, including those who are gifted or talented, are provided for well. The reading recovery programme is very successful.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	This is good overall. The provision for spiritual development is satisfactory, although it is not planned throughout the curriculum so it is mainly confined to assemblies and religious education lessons. The provision for moral, social and cultural education is good. The provision for multicultural education has improved significantly since the last inspection.
How well the school cares for its pupils	The school cares for its pupils very well. Pupils are secure and happy. Their progress is tracked meticulously in all subjects, and this contributes greatly to keeping standards high.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and her deputy make an excellent team, and their leadership and management are exemplary. Subject and aspect co-ordinators are highly competent and enthusiastic.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities very well. They have a very good knowledge and understanding of the school's strengths and where it could improve, and work hard to bring these improvements about.
The school's evaluation of its performance	This is very good. The school analyses pupils' progress and test results very well, and uses this knowledge, along with the tracking of each pupil, to set high targets and reach them.
The strategic use of resources	This is good. Governors keep a tight rein on finances, which are tied well to the school development plan. The principles of best value (competition, comparison, challenge and consultation) are applied well, with all large items of expenditure put out to tender.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • The school expects children to work hard and do their best. • The teaching is good. • The school is well led and managed. • The school helps children become mature and responsible. • Parents feel comfortable about approaching the school with questions or a problem. • Children make good progress in school. • Behaviour in the school is good. • Parents are kept well informed about how their children are getting on. • The school works closely with parents. • Children get the right amount of work to do at home. 	<ul style="list-style-type: none"> • There is nothing that a substantial number of parents would like to see improved.

The inspection team is happy to agree with parents' positive views. Comments at the parents' meeting and letters from parents were very positive in general. There was some concern about the apparent lack of a reading scheme in Year 2 for some children. Many pupils are well beyond the structured scheme for infant schools, and are 'free readers'. The books they read are carefully considered by teachers for their suitability, even though they are not part of a reading scheme as such. Some parents expressed concern about the move to mixed-age classes. Only five Year 1 pupils are in a class with Year 2 pupils, and it is apparent that this is challenging them well without holding back the Year 2 pupils in any way. In the mixed reception/Year 1 class, work is aimed very well at children of different ability and knowledge, and clearly planned to cover the Early Learning Goals for reception children and the National Curriculum for Year 1 pupils. The teacher is helped by having a highly competent teaching assistant, and they plan and work very well together, ensuring that the

needs of all groups and individuals are met. Other concerns raised by parents have been discussed with the headteacher and the governing body.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The leadership and management of the headteacher and the deputy headteacher are excellent. They are very ably supported by highly competent subject managers. The school's performance is monitored and evaluated very well.

1. When the headteacher took up her position at the school, Downs Way had recently been inspected, and the report had been very positive. Since then, she has had to make sure that the recommendations of the inspection were followed, deal with problems with ancillary staff, and introduce several government initiatives. In a very strong partnership with the deputy headteacher, she has succeeded admirably, showing incisive leadership as well as excellent management. All the recommendations of the report were followed, building up strength at the Foundation Stage, introducing monitoring systems for pupils' progress and personal development, and making sure that the prospectus was accurate. Before the last inspection, the school had recognised that their provision of multicultural education was relatively weak. It is difficult for schools in mono-cultural areas to educate their pupils about the nature of our multicultural society. Schools like Downs Way do not have the rich resource of parents and grandparents from ethnic minorities enjoyed by schools in large towns and cities. Moreover, the nearest centres of ethnic minority cultures, with synagogues, mosques and temples, are quite a long way away. The school, with the help of the local education authority, has concentrated on teaching pupils about the cultures from which ethnic minorities come to Britain, and the religions they practise here. For example, there are good displays around the school on St. Lucia and on Islam, with references to the Koran, mosques and prayer mats.
2. The National Literacy and Numeracy Strategies have been introduced well. Literacy is taught across the curriculum, with teachers' planning pro formas having a space for technical words for pupils to learn and understand. Pupils' skills in the writing of non-fiction are extended in science, history and geography. Numeracy is supported in science, design and technology and ICT. For example, the emphasis on *Logo*, a programming language for controlling a floor robot and drawing its path on a computer monitor, supports and extends pupils' knowledge and understanding of the basic ideas of shape and space. The very competent subject co-ordinators have overseen the introduction of these strategies in their subjects very well, working together to ensure integration in all subjects and driving up standards.
3. There have been two other major government initiatives since the last inspection. One of these is educational inclusion. The school is highly inclusive. The attainment of boys and girls is analysed regularly to find any trends. There are no groups from ethnic minorities, but individual pupils from ethnic minorities are tracked carefully along with everybody else. Pupils with SEN are integrated fully. The school is ahead of most other schools in the recognition of gifted or talented pupils. Those who are academically gifted are identified and challenged accordingly, with their progress recorded in a separate file, complementing the provision for pupils with SEN. Having established these procedures last year, the school is now setting about identifying talented artists and musicians. For example, a Year 1 pupil was formally identified as talented in drawing during the inspection. The school plans to extend this identification to include sports and, eventually, all areas where pupils have a gift or a talent.

4. The other recent major government initiative is in performance management and staff appraisal. The school's response to this has been excellent, and has culminated in the recent award of 'Investors In People' status. Government requirements are that all teaching staff are appraised annually and given targets for the year. At Downs Way, all school staff have an annual appraisal and targets. In order to do this, the headteacher has divided the staff into teams – a teaching team, a lunchtime supervisors' team, and so on. Team members are appraised annually by the team leader. All appraisals use information gathered by observing staff doing their jobs. Staff development is included in the targets set, and everything is tied to the school development plan, although staff development also takes account of perceived individual needs.
5. The school development plan is excellent, and extends for the next five years, so it is far-seeing and put together with insight. It is reviewed and revised every year, with a very useful summary produced each term. The plan identifies the main issue for improvement identified by the inspection team, i.e., the relatively low numbers achieving Level 3 in writing. It takes into account information from, and the opinions of, parents, teachers, governors and the local education authority. The performance management annual cycle is used very well. The five major areas of the school development plan, all very sensible, have an objective, action needed, responsibility, timescales, required resources, staff development, monitoring and evaluation requirements, success criteria and cost. The plan also includes the headteacher's very good vision statement, along with a simple, and very good, mission statement, and two pages about school ethos. It is evident that, in order to produce such a good development plan, the headteacher and teaching staff have monitored and evaluated the school's performance very well.
6. This year, because of the overall number of pupils, the school has had to move to five classes, from an original six. The local education authority restricts the school's intake to 48 children a year. This is a very unusual number, which does not sit at all well with the government's ruling that Foundation Stage and Key Stage 1 classes should have a maximum of 30 pupils. The move to five classes has necessarily resulted in two of them being of mixed-year. The school decided, very sensibly, that the best way of organising classes was on a straightforward order-of-birthday basis, with other factors taken into consideration depending on the individual needs of pupils. Parents are naturally concerned that this might adversely affect their children's education, particularly if they are Year 2 pupils in the mixed Year 1/Year 2 class, or Year 1 pupils in the mixed reception/Year 1 class. Their fears are unfounded. The very good planning of teachers, the very good co-operation between teachers and teaching assistants and, above all, the school's concentration on the needs of individual pupils, all ensure that pupils in these classes are making good progress.

Standards are well above average, both nationally and when compared with those of similar schools, in reading, mathematics and science. Standards are above average in writing and spelling, and well above national expectations in ICT.

7. For many years, the school's results in annual national tests have been consistently above or well above the national average in reading, writing and mathematics. In 2002, results were not as good as they usually are, but this was a temporary dip caused by the Year 2 profile of ability, which was lower than usual. Many pupils had individual problems that adversely affected their attainment, and these had not been identified in the baseline assessment. A high proportion of pupils had joined the school fairly recently, and many of these had individual needs. Pupils had made good progress. Differences from year to year are common in all schools. This year,

standards are back up to what the school has come to accept as normal. Almost all pupils will reach the expected Level 2 of the National Curriculum in reading, writing and mathematics. A very high proportion, up to 40 per cent, will reach the higher Level 3 in reading and mathematics, well above the national average. In science, there is no national test for Year 2 pupils, but teacher assessment shows that attainment will be well above average, with over a third reaching the higher level, and inspection evidence confirms this.

8. A scrutiny of pupils' work shows that this profile is reflected in ICT, which the team examined because the school expressed concern about ICT resources in the school development plan. Although there are no tests in this subject, almost all pupils will reach Level 2 by the end of the year, and a very high proportion will reach Level 3. For example, they will gather information from the world-wide web, and send and receive e-mails. Both these exercises are usually tackled at the beginning of junior school, so pupils are well ahead of what is expected. They also have confidence in programming a floor-robot to navigate its way through the classroom, and can stand back to consider the more abstract case of what this journey would look like on a computer monitor. Using their knowledge and understanding, pupils draw shapes on the screen. Again, this is expected in junior schools rather than in infant schools. The school does not have as many resources in ICT as is usually found in schools, and this is raised in the school development plan as a possible problem. However, what resources they have are used very well. The National Curriculum is taught well, so the lack of resources does not interfere with provision in any way.
9. Because this was a short inspection, the team did not have enough time to consider standards in other subjects in depth, although tracking was examined in all subjects. From this, and from observed lessons, it is apparent that standards are high in geography and art. A shorter examination of other subjects showed that there is no evidence to suggest that standards are any lower in any area. Indeed, they appear to be high.
10. Children enter the school with above average attainment in English, mathematics, creative development, and knowledge and understanding of the world. They leave the school with well-above average attainment in English, mathematics, science, ICT, art and geography, at least. Consequently, they make good progress in their time in the school. There are several reasons for this. The teaching is good, and often very good, with very good corporate planning, which follows smoothly through from long-term to medium-term lessons, and ensures that pupils in mixed-year classes all have access to the same curriculum. Teaching assistants are used very well in this. In the inspection, 17 lessons were observed in which a judgement could be made on teaching and learning. Four of these lessons were satisfactory, ten were good, and three were very good. So over three-quarters of observed lessons were good or better. The analysis of pupils' work and progress over time supports this judgement. The curriculum is broad and balanced, and supported and extended by visits and visitors, and by the after-school clubs, which the school does not supply, but facilitates well. The excellent assessment, and the use thereof, produce the greatest benefits.

Procedures for child protection and ensuring pupils' welfare are very good. Procedures for assessment, and the use of assessment information to guide the curriculum, are excellent.

11. The headteacher is responsible for child protection. She has been trained in this, and has passed on her knowledge and understanding to other members of staff. The

school has good policies for dealing with bullying, sexism and racism, although any instances of these are rare. Pupils' welfare is a very large area. It includes, for example, provision for their play. The school playground is very well equipped, with a tepee, a train, a double-decker bus and a two-storey playhouse, all of which are very popular. Sheltered tables have 'snakes and ladders' boards built in, and there is a large 'Connect 4 Colours' game. The most popular piece of equipment, however, seems to be a very dilapidated table and shelter that serves as a shop. During the inspection, this stayed upright because of the number of children acting as buttresses. The supervision of playtimes is good.

12. Welfare provision also includes the school's systems for assessment, and these are excellent. Every child is tested in reception, using the local education authority's baseline assessment. From then on, throughout the school, pupils are tracked to show their progress in every subject. This information is used to predict overall results in the national Key Stage 1 tests and tasks, and to set the school's targets for the numbers reaching the expected Level 2 in reading, writing, mathematics and science – targets that are almost always 100 per cent. It is also used to direct teaching to the needs of individuals and groups of pupils. However, the use of assessment goes beyond this. The school recognises that, in general, their pupils are more able than the national average. They have calculated that, to reach the higher Level 3 of the National Curriculum in Year 2, pupils will have to have moved beyond reaching the nationally expected and rather easy Early Learning Goals by the end of reception. Most children at Downs Way should be well on their way in moving up the levels of the National Curriculum by then. Those children who are highly able are expected to reach the lower end of Level 2 by the time they start Year 1. The assessment process enables these children to be recognised and given all the help they need in order to do this. This is the key to the school's success in Key Stage 1 tests and tasks. It also ensures that pupils make good progress in other subjects and achieve well overall.

Parents, justifiably, have very positive views of the school. They contribute very well to their children's learning. The impact of parents' involvement on the work of the school is high.

13. It is unusual to get so much agreement, and so little disagreement, with the statements on the parents' questionnaire. Children are happy, and enjoy coming to school. They are expected to work hard and do their best. Parents are happy that their children are making good progress. They, themselves, help their children to do this. Pupils report that they read to their parents, and their parents read them stories. Many parents, and sometimes grandparents, regularly take their children to the local library. They help with other homework and with school trips, raise money for the school, and come into school to help in class. In general, most parents play a full part in their children's education. The school's information for parents is good, and they welcome this.

The governing body is very effective in fulfilling its responsibilities. Governors are hard-working, dedicated and astute. There is a genuine commitment to improve that is shared by all staff, governors and parents, and the school has a very good capacity to succeed. The school's aims and values are reflected very well in its work.

14. In the meeting with the whole governing body, it was apparent that governors have a very good knowledge and understanding of the strengths of the school and of the very few areas where it could improve. An examination of documents confirms this, and shows that the governing body is astute and plays a full part in shaping the direction of

the school. Governors care greatly about the school and its pupils, and work hard, their only reward being the knowledge that they are giving something selflessly to the community and doing a good job, which they can see from the school's success. Governors often come into school to help in classes, and each subject and aspect of the school has a governor with responsibility for it.

15. The governing body is prudent in its financial control. There was a large carry-forward from 2001 to 2002, but this was concerned with the building of the new classroom and was a carry-forward only on paper. The finance committee works closely with the school's finance officer to ensure that the principles of best value are adhered to. All large items of expenditure are put out to tender, but the concept of best value is extended beyond this. Governors made a good decision to extend the provision of teaching assistants, very necessary in the move to mixed-year classes. They fully support the headteacher in examining how the school gets best value from the continuing professional development of staff – how effective this is, how any knowledge gained is passed on to other staff members, and what the school gains overall.
16. There is a tangible feeling in the school of everybody pulling together. Everybody – staff, parents and governors – genuinely wants improvement wherever possible. Co-operation is evident everywhere. The school is already good, and it has a very good capacity to carry on getting better. Its aims and values, of producing rounded individuals with high academic achievement, are reflected very well in its work.

WHAT COULD BE IMPROVED

The number of pupils reaching the higher Level 3 of the National Curriculum in writing is not high enough.

17. It is harder to reach Level 3 in writing than in other subjects. National results for several years have shown that there is a mismatch in what is required to reach the same level in different subjects of the National Curriculum, with many fewer Year 2 pupils reaching Level 3 in writing than in reading, mathematics or science. However, in comparing the school's national test results in writing with the national average, or with the average for similar schools, it is apparent that too few pupils in the school are reaching Level 3. This is masked in comparative results because of the very high proportions reaching the expected Level 2. In 2002, no pupils reached Level 3 in writing. The cohort in 2002 contained more children who were not as able as usual, and the results dipped because of this. However, even in the present Year 2, where pupils are as able as those in 2001, the proportion likely to attain Level 3 in writing is likely to be only in line with the national average, or slightly above. The school is aware of the problem, and it figures large in the School Development Plan. The problem is not in handwriting, spelling or punctuation, but in composition and the ability to sustain a flow of logical sentences using interesting words. Able boys in particular are not being imaginative enough in writing fiction of a reasonable length. This is the case nationally, but that is no compensation to a school that regularly gets over 30 per cent of its pupils to Level 3 in other subjects, and is likely to get ten per cent, and a maximum of 15 per cent, in writing this year. The school is already looking closely at various ways of increasing the proportion attaining Level 3 in writing, so this is not a key issue for action. Rather, it is a minor recommendation, endorsing what the school is already doing.

Pupils' behaviour is satisfactory, but some do not concentrate or listen well enough.

18. The school is concerned that the behaviour of pupils has deteriorated since the last inspection. This is obvious to all members of staff, and it worries them. They have to cope with pupils who are generally more self-centred and less able to listen and concentrate for any length of time. Behaviour is satisfactory overall because teachers and support staff work very hard to make sure that this is the case.
19. The school has a good behaviour policy, and staff follow it well. Bullying is rare, and any instance is dealt with immediately and effectively. There is virtually no racism or sexism, pupils are friendly and caring, and there is very little malice or spite. The school has not had to exclude any pupil. Outwardly, then, everything seems to be going very well. But there is a minority of pupils who speak when they shouldn't and do not listen when they should. This is very noticeable with younger children, but is apparent further through the school to a greater extent than is normally found with infants. These pupils tend to shuffle and do not always pay attention. For example, in a whole-school assembly, many reception children just 'turned off' for no apparent reason. The inspection team was disappointed that behaviour was only satisfactory and not better in eight of the 17 observed lessons; not that this reflected badly on the teaching or the school. Without the good class management and the school's insistence that children behave in a satisfactory manner, behaviour in these lessons would have been unacceptable.
20. This is not a key issue for action. The school is aware of the problem and is doing what it can. Five-a-side football in the playground last year was leading to aggressive behaviour by the Year 2 pupils involved, who would not let younger pupils join in and thought that they had a right to dominate the playground to the exclusion of others. This year, football is allowed only one day a week, and younger pupils must be allowed to join in. Last year, some older pupils were "borrowing" younger pupils' toys and breaking them. This year, no personal toys are allowed in the playground. So the school is dealing sensibly with the behaviour problem. The school is also considering the provision of parenting courses in order to involve parents more closely and solve the problem together, having decided, quite rightly, that parents must be involved, as they are in the 'Healthy Schools' scheme. Given that the partnership between the school and parents is very good, this is a sensible decision.

There are some minor omissions in the governing body's information for parents.

21. Every year there are new legal requirements in what the governing body is obliged to tell parents in the prospectus or the governors' annual report. There were some minor omissions in this information this year. Governors have been told what the omissions were. However minor, all statutory requirements must be met.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

22. There are no key issues for action. This is a good school where pupils consistently achieve standards that are well above average in a very happy and supportive environment. However, there are some minor recommendations for the school to consider. The first two recommendations simply echo and support what the headteacher and governors reported to the team before the inspection started.
 - (1) Try to find more ways to increase the proportion of Year 2 pupils attaining Level 3 in writing. (paragraph 17)
 - (2) Redouble efforts to improve pupils' behaviour, making use of the very good partnership with parents. (paragraphs 18, 19, 20)

- (3) Ensure that all statutory requirements are met in the governing body's information for parents. (paragraph 21)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	10	4	0	0	0
Percentage	0	18	59	24	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

	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	0	128
Number of full-time pupils known to be eligible for free school meals	0	3

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	5

English as an additional language

	No of pupils
Number of pupils with English as an additional language	9

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

Unauthorised absence

	%
School data	4.8
National comparative data	5.6

	%
School data	0.1
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	33	20	53

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	29	30	32
	Girls	19	20	20
	Total	48	50	52
Percentage of pupils at NC level 2 or above	School	91 (94)	94 (98)	98 (98)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	30	32	32
	Girls	20	20	20
	Total	50	52	52
Percentage of pupils at NC level 2 or above	School	94 (98)	98 (98)	98 (98)
	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	90	0	0
White – Irish	1	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	0	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	1	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	46	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	22.9
Average class size	28.6

Education support staff: YR – Y2

Total number of education support staff	8
Total aggregate hours worked per week	112.5

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.

Recruitment of teachers

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

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

Financial information

Financial year	2001-02
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	£
Total income	385,702
Total expenditure	341,789
Expenditure per pupil	2,306
Balance brought forward from previous year	7,244
Balance carried forward to next year	51,157

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	144
Number of questionnaires returned	59

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	47	0	2	0
My child is making good progress in school.	47	41	3	0	8
Behaviour in the school is good.	39	49	5	0	7
My child gets the right amount of work to do at home.	42	42	8	0	7
The teaching is good.	66	29	0	0	5
I am kept well informed about how my child is getting on.	36	51	7	0	7
I would feel comfortable about approaching the school with questions or a problem.	66	22	5	3	3
The school expects my child to work hard and achieve his or her best.	57	39	2	0	2
The school works closely with parents.	49	37	8	2	3
The school is well led and managed.	54	36	3	5	3
The school is helping my child become mature and responsible.	56	36	3	0	5
The school provides an interesting range of activities outside lessons.	34	42	10	2	12