

INSPECTION REPORT

**WHITEHEATH INFANT AND NURSERY
SCHOOL**

Ruislip, Middlesex

LEA area: Hillingdon

Unique reference number: 102413

Headteacher: Ann Hewett

Reporting inspector: David Marshall
27681

Dates of inspection: 30th – 31st January 2001

Inspection number: 187520

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

Age range of pupils: 3 to 7

Gender of pupils: Mixed

School address: Ladygate Lane
Ruislip
Middlesex

Postcode: HA4 7RF

Telephone number: 01895 630262

Fax number: 01895 624474

Appropriate authority: Governing Body

Name of chair of governors: Michael Cox

Date of previous inspection: 11th – 14th March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
27681	David Marshall	Registered inspector
9614	Carolyn Webb	Lay inspector
18703	Christine Canniff	Team inspector

The inspection contractor was:

Schoolhaus Ltd
Suite17, BPS Business Centre
Brake Lane
Walesby
Nottinghamshire
NG22 9HQ

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Whiteheath is an above average size infant school, with 196 full-time pupils in the infant department and 90 part-time (45 in both morning and afternoon) in the nursery. In 1979 the original primary school became a junior school and this infant school was established on a separate site. It is situated in a residential area that has a mixture of housing types. The school's admission number is 90. Pupils enter the reception classes after their fifth birthday, when their attainment is generally above the national average. The school has 11 per cent of pupils eligible for free school meals, which is below the national average. Ten per cent of pupils are on the school's register of pupils with special educational needs, which is below the national average. Three pupils have statements of educational need, which is above the national average. There are nearly nine per cent of children from ethnic minority backgrounds attending the school, which is below the national average. The proportion of children from high social class households is 53 per cent, well above the national average.

HOW GOOD THE SCHOOL IS

Whiteheath is a very good school that provides a happy and supportive learning environment for its pupils. There is a very positive atmosphere for learning, and staff and pupils work hard. Pupils achieve high standards in literacy and numeracy, and achieve well in all other subjects. The quality of teaching is very good; pupils are challenged and make good progress. The school provides a very wide range of learning activities, including very good opportunities for personal as well as academic development. The school is very well led by the head teacher and senior staff, with very good support from all staff and the governing body. The school provides good value for money.

What the school does well

- Standards are high in all subjects and pupils do very well in national tests by the time they leave school.
- The overall quality of teaching is very good.
- The quality of provision in the nursery is excellent and so children make a very good start to their education.
- Pupils' behaviour and personal development are very good. They are polite and very enthusiastic. They co-operate very well, think of others, and make excellent relationships.
- The staff promote a very good school ethos for learning through the very broad curriculum and very good resources.
- The leadership and management of the school are very good.
- Staff accurately assess the pupils' achievement and use the information effectively. The provision for those pupils who have special educational needs is very good.
- The school's relationships with parents are very good.

What could be improved

In the context of the school's many strengths there are no key issues for the school to address but the following minor point for improvement should be considered in the action plan:

- Provide further opportunities for pupils to be involved in assessing their progress and setting their own targets for improvement.

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 March 1996. The improvement made since then is good. Curriculum planning has been completed in full and all pupils are now enabled to make good progress in all subjects. Pupils are given many opportunities for creativity and cultural awareness through Arts Weeks and the broad curriculum. The school now has an effective system for assessing pupils' progress in all subjects, which enables good records to be kept and the curriculum modified appropriately. All teachers are now using assessment rigorously due to the overview conducted by the new deputy head teacher. The head teacher, governors and senior staff now share a clear picture of the school's strengths and areas for development. Planning for school improvement, and for how it is monitored, is more coherent which gives greater direction and purpose to the work of all staff. They have been successful in maintaining the good pupil attitudes and ethos of the school that made such a positive impact on the quality of education provided at the time of the last inspection.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	A	A	A	A
Writing	A	A	A	A
Mathematics	A	B	B	B

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

Throughout the school pupils achieve consistently high standards in all subjects. Over the last three years the school's results in national tests for pupils at the age of seven have been consistently well above the national average in reading and writing, and above average in mathematics. When compared to similar schools the results are also well above average in reading and writing, and above average in mathematics. Teachers' assessments of pupils' performance in science show standards that are also well above average. Their results at the higher Level 3 in all subjects have also been well above average. The work the pupils were doing during the inspection confirms that these high standards in English, mathematics and science are being maintained. The targets set by the school for improving pupils' attainment are exceeded every year. The pupils' levels of achievement in all other subjects are high. This is particularly so in art where the displays of pupils' work around the school are outstanding.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic, eager to learn and enjoy coming to school.
Behaviour, in and out of classrooms	Pupils' behaviour is consistently very good. They are calm and orderly and there is no evidence of bullying or oppressive behaviour.
Personal development and relationships	Very good. Pupils co-operate very well and make excellent relationships. They are particularly pleased by the success of others.
Attendance	Satisfactory overall. There is very little unauthorised absence as pupils are eager to come to school. Sessions begin promptly.

Pupils enjoy school. The personal, social and emotional development of pupils who are in the nursery is very good and is well above the level expected for children of this age. Pupils' relationships with each other and with adults are excellent throughout the school. Pupils consistently work well together. Overall the pupils' attitudes and personal development are strengths of the school and make a considerable impact on the quality of their learning and the progress that they make.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
Lessons seen overall	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.

Teaching was judged to be at least good in 85 per cent, and very good or excellent in 45 per cent, of lessons seen in the inspection. None was unsatisfactory. Teaching is equally strong in all parts of the school. Teachers use day-to-day assessments very well in order to adapt their lessons to meet the needs of all pupils, who enjoy learning and develop attitudes that help them to concentrate well. They work independently and listen attentively to the teacher and to each other. Lessons are carefully planned to make sure they are all interesting and provide activities that motivate pupils well. Teachers' knowledge and understanding of the curriculum and the individual needs of their pupils are good throughout the school. They ask questions that help pupils to understand and challenge their thinking, which enhances their learning. Teachers value all responses, which encourages pupils to answer, and raises their self-esteem. Pupils' progress in English and mathematics is particularly good because teachers have adopted the national strategies well and provide challenging tasks within their lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. Great care is being taken to make sure the balance of the curriculum is being maintained whilst giving strong emphasis to English and mathematics.
Provision for pupils with special educational needs	Very good. Provision ensures that pupils are integrated into all activities as well as being given extra help. This means they consistently make good progress in relation to the individual targets set for them.
Provision for pupils with English as an additional language	Provision and support in this area is good when required. Pupils make good progress and achieve appropriately high standards.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good overall, with a particular emphasis on developing good moral and social attitudes. There is especially good provision for cultural development through art and drama.
How well the school cares for its pupils	Good provision for pupils' health and welfare. Careful assessment procedures are systematically applied and mean that all staff know the pupils' needs well and all are very caring. Behaviour and discipline policies are in place and are consistently applied by all staff.

The school works well in partnership with parents, many of whom come into school to help. Parents feel that teachers are always available and nothing is too much trouble. The amount of time given to English and mathematics ensures the good progress in basic skills. However, the school is careful to make sure other aspects of the curriculum are given appropriate emphasis through careful planning. This is a very caring school. Teachers and support assistants look after pupils and assess their work and personal development thoroughly in both the immediate and long term, and this is very effective.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher provides very strong leadership and has a very clear view of the way ahead. The partnership with the new deputy head and senior staff is very effective and ensures all opportunities for improvement are taken.
How well the governors fulfil their responsibilities	The governors are very committed to the school and work hard to fulfil their statutory duties effectively. They are now beginning to understand the needs of the school and how they can offer their support.
The school's evaluation of its performance	The school takes all possible steps to evaluate its performance carefully. Good lesson observations by the head and deputy have made an impact on the quality of teaching. The school development plan is a good working document with all needs given their appropriate priority.
The strategic use of resources	Good use is made of all resources. The time available and the accommodation are used very efficiently. The school takes care to acquire best value in its purchases.

The current level of staffing is sufficient to meet all the requirements of the National Curriculum. The school accommodation is good and enables the staff to meet the requirements of all pupils in full. The Premises Officer and cleaners do their job with consideration and willingness and make sure the school is always clean and ready for the pupils. The level of resources is very good and meets the needs of all pupils and the National Curriculum. Currently, the experience and expertise of teachers and support staff provides well for all pupils regardless of ability or background. The good partnership that the head teacher has created between staff and governors enables all to give of their best and create a supportive learning environment.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school. • The teaching is good. • Their children are making good progress and are expected to do their best at all times. • The school keeps them well informed about all aspects. • The accessibility to teachers at all times. 	<ul style="list-style-type: none"> • A better range of activities outside lessons.

Inspection evidence supports the overwhelmingly positive views of the parents. However, the range of activities provided is judged to be good. The different Arts Weeks, the Book Club and Maths Club each week in Year 2, the visits arranged and visitors to the school make an important and significant contribution to the whole curriculum being offered.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are high in all subjects and pupils do very well in national tests by the time they leave school.

1. The pupils achieve high standards in English and mathematics in the national tests, and in the teachers' assessments in science. This means by the time they leave the school they are well above average when their results are compared with both the national average and with those of pupils at similar schools. The pupils' achievements throughout the school in other subjects are also high.
2. The language development of most pupils is above average when they enter the reception class due to the very good start that they make in the school nursery. They are already able to read and write a few words, and hold and use a pencil well to make individual letters. Most children talk with confidence about things that interest them and many can count up to ten. They make good progress in the nursery as the teachers assess their ability carefully and build on what they already know. Particular emphasis is placed on discussion and children are encouraged to think about their work from an early age. In a session in the nursery the teachers used the registration time to move skilfully into three different activities. These carefully planned opportunities for discussion help children to extend their vocabulary as well as to reflect on what they already know.
3. The range of activities that the school provides through the framework of the literacy hour is appropriately varied. Language development opportunities are identified in all lesson plans and all teachers are making this an integral part of every lesson. Through monitoring their lessons the school now has a programme for English that is carefully planned and meets the needs of all pupils. This is evident in the range of work completed by Year 2 this year. After the first term of the year, the pupils are able to write good descriptions with simple, but effective, vocabulary. They are already considering how to express speech correctly in all their written work. The level of work seen by a group writing in speech bubbles was characterised not only by a vivid imagination but also by the care they were taking. They were all writing quite complex sentences, with full stops and capital letters, accurate spelling and with well-formed and neat handwriting.
4. Pupils quickly learn to read, and by the age of seven, most have good strategies for tackling unfamiliar words and show a good awareness of how to read aloud, with expression, in order to help others to understand the meaning of a book or story. Older pupils read very confidently from a range of different sources. This is helped by the school's policy of sending home not only reading books, but also library books and books of the pupils' own choice. Parents are very appreciative of the emphasis placed by the school on reading and on how they are able to help their children. When interviewed, older pupils talked about how much they enjoy reading and commented knowledgeably about the fiction they have read, and how they used the library to discover the information they needed in their lessons. Throughout the school, pupils take the opportunities for researching information, using reference books, dictionaries and thesauri with enthusiasm and growing skill.
5. In every class, apart from the nursery where it is not a requirement, the recommendations of the numeracy strategy have been adopted with enthusiasm. Pupils relish the challenge of mental arithmetic questions to start the lesson. In a Year 1 lesson the teacher encouraged the pupils to set their own examples after carefully outlining the learning objectives of the lesson. This meant that once the more able pupils had completed the basic tasks they were able to set each other some very challenging examples and stretch their own ability without being prompted by the teacher. Pupils answer questions confidently from an early age, and enjoy trying to solve problems out loud. The teacher in a Year 2 class moved from a whole-class discussion, to

whole-class written work and then to group work, and asked questions throughout that kept the pupils focused, interested and on task.

6. In science, the majority of lessons are based on pupil investigations, set initially by the teacher and then from their own ideas. A good example was in a Year 1 lesson on sorting, grouping and identifying materials with opposite characteristics. Pupils in their different groups searched their classroom with great care for hard/soft, heavy/light, shiny/dull items. They all had a good understanding of what they were looking for and evaluated their findings well. The way that the teacher insisted on them using the correct vocabulary to record their findings was very effective. The lesson in a reception class on investigating bread elicited very mature responses to the teacher's very good questions as pupils considered the best wrapping for their loaves to keep them fresh.
7. The pupils' standards in information and communication technology are above average by the time they leave the school. They can load, save, adapt, punctuate and print text in a fairly sophisticated word-processing program. Year 2 pupils know the individual parts of a computer system. All pupils acquire a very good understanding of how using a computer can help them in their lessons.

The overall quality of teaching is very good.

8. The quality of teaching observed was very good and is a strength of the school. In all the lessons observed the teaching was satisfactory or better – and in 45 per cent it was very good or excellent. The teaching and opportunities that are provided for pupils to improve their learning skills is the major contributory factor to the high standards the school is both striving for and achieving.
9. Teachers create a very positive atmosphere by giving plenty of praise, valuing pupils' responses and helping them to overcome difficulties with tact and care. They have very good skills in managing classroom activities and pupils' behaviour. This very encouraging approach gives pupils confidence and involves them in their own learning. In a Year 2 English lesson the teacher's calm approach and very high expectations of the pupils' work and behaviour created the ideal atmosphere for pupils to make progress. By consistently praising the pupils' responses she made sure that the objective of engendering a variety of vocabulary was achieved.
10. Lessons observed during the inspection proceeded at a brisk pace with a variety of activities that engaged and challenged pupils throughout. For example in a Year 2 mathematics lesson, the teacher's enthusiasm as she speeded up the questions was infectious. The questions were carefully planned so that all pupils took part in the opening session and were challenged well. She whispered to some pupils to "sit this one out" so that others could have a chance. This had the effect of ensuring they all attended closely throughout and some were quietly rewarded in this way for their responses. Teachers also understand that pupils need time for reflection. In a Year 2 religious education lesson on whether you can tell what people are like just by looking at them, the teacher told the story of Zaccheus very well. She made the theme understandable and the character come to life. Pupils were encouraged to think carefully about what they had heard and came to mature conclusions.
11. The variety of different teaching methods is a particular strength. All teachers have adopted the cartoon characters of Otis and Tibs to show the learning objectives of lessons, and this is very effective. The use of computers as a cross-curricular tool in all lessons is carefully planned. This meant that in a Year 2 literacy lesson several pupils were able to complete a difficult punctuation exercise and refine their keyboard and mouse skills simultaneously. The use of the computers kept their focus on the activity throughout. The variety of different books available and the very many adults able to give help make all lessons appropriately challenging. Teachers and support assistants provide very good role models in the use of their voices during lessons

and in the way they ask questions and join in practical activities. The support assistant helping a group in a Year 2 history lesson, had a level of artistic skill that was much appreciated by all concerned, and is being used well by the school.

12. Teachers have high expectations of pupils' learning and effort. They also have good subject expertise and know each pupil well. This means that no opportunity is missed to enhance the learning of the pupils. The deputy head teacher was observed taking a group in a Year 1 mathematics lesson and it was clear she knew what to say to each pupil to maintain their attention at all times. She moved around the group and used nothing but praise to encourage the pupils' responses in an exemplary way.

The quality of provision in the nursery is excellent and so children make a very good start to their education.

13. Three lessons were observed in the nursery during the inspection by different inspectors. In every case the teaching was judged to be very good or excellent, and the progress the children made was very good. The teachers and nursery nurses are always calm and achieve excellent control with the minimum of fuss. They are both very demanding of the pupils and gentle and supportive at the same time. At all times the lessons proceed at a very good pace with lots of different activities to keep the children's interest high. The very good organisation means that there is always an ideal balance between directed activities and pupils' own choice. The constant awareness of the opportunities available was exemplary. This was apparent when pupils were making their own porridge and cooking it in a microwave. The counting of 'stirs' and finding seven on the dial were examples of how every possible opportunity is taken to reinforce learning.
14. The nursery is organised very well with different areas for main activities, a quiet area and a good outdoor play area. Each of these is well resourced. The common tasks of collage and painting are made stimulating by the very wide range of materials provided. A good example of this in a lesson observed was the concentration on different 'blues' when considering the work of Paul Klee. In a matter of a few minutes these very young children were considering whether a light blue was actually grey and how they could put one blue on top of another to create a different effect.
15. In the nursery, the interaction between the teachers, the nursery nurses, support assistants and parents is excellent. They have a level of rapport that is built on a high level of understanding of the individual needs of the pupils. There were times during every lesson observed when the children moved from one activity to another with apparently no signal or direction from the adults. It was always at the most appropriate time and achieved with the minimum of effort or fuss on everyone's part.

Pupils' behaviour and personal development are very good. They are polite and very enthusiastic. They co-operate very well, think of others, and make excellent relationships.

16. Throughout the inspection, pupils' behaviour in both lessons and in the playground was very good. The youngest pupils already have very good learning habits. For instance, thanks to the care of the teachers, children in the nursery and reception classes put their hands up in response to questions to allow everyone to have their turn. Older pupils, in Year 2, when given responsibility for their own learning and research, respond in a sensible way and work hard to finish all tasks on time. This was evident in the way that groups of Year 2 pupils in a history lesson paid close attention to their own task even when others were given exciting artefacts to draw.
17. Throughout the school pupils take a great deal of pride in their work and presentation. They show concern and care for each other's feelings, supporting each other in lessons without competitiveness. A good example of this was in a Year 1 science lesson. The teacher was

careful to introduce the correct terminology as the lesson progressed. One or two pupils took great care when explaining the words 'bendy' and 'rigid'. The other pupils were very impressed and showed this in their spontaneous applause.

18. From the earliest years, pupils show very good levels of responsibility. When they are given tasks to perform they carry them out sensibly. Pupils are given the opportunities to act independently from an early age, and respond well. As a result, pupils' personal development is very good. This was clear in a nursery lesson where the children were asked to determine the order of tasks for themselves, which they did quickly and quietly. Older pupils are keen to help the younger children and take great care when sharing the playground and dining hall with them. Pupils know the school and classroom rules and do their best to follow them. Pupils form excellent and constructive relationships with adults and with each other. These excellent relationships permeate the life of the school and promote the pupils' consciousness of the school community as a whole.
19. Pupils of all ages really enjoy school, and are always keen to join in lessons. They work hard at all times and showed good levels of concentration during almost all of the lessons observed during the inspection. Older pupils persevered even when they found the work very challenging.
20. All pupils showed very good levels of attention in both class discussions and group activities. The pupils' enthusiastic response to good teaching contributes a great deal to their learning. A Year 2 English lesson was a good example as the brisk and exciting beginning focused on speech. Pupils then made very good progress as they considered both fiction and non-fiction texts and the different ways descriptions are created in books.

The staff promote a very good school ethos for learning through the very broad curriculum and very good resources.

21. The school offers a very broad and well-balanced curriculum which provides opportunities for pupils to make good progress in their academic work and also in their all-round personal and social education.
22. Pupils feel comfortable, confident and happy to be at school and appreciate the supportive atmosphere that is being created. One reason for this is the way that their written and creative work is so attractively displayed in classrooms and other areas of the school, which gives pupils a sense of pride in their achievements. The achievement assemblies are also a real feature of the pupils' week and one that they look forward to and appreciate. Another reason is the quality and range of additional activities that add to the opportunities pupils have to enhance their individual skills and interest.
23. The level of resources that the school has is remarkable. The Year 1 session on design and technology and art and design through a history theme was an object lesson in how different resources can be utilised effectively. Actual medieval swords were being sketched, a huge variety of fabrics were being used for dolls' clothing, both stand-alone and laptop computers were being used to 'draw and paint' a medieval castle. The pupils were enthralled throughout. The collective groan that went up when the teacher announced the end of the lesson was testament to its success and the wonderful atmosphere that had been created.

The leadership and management of the school are very good.

24. The overall leadership and management of the school are very good. The head teacher provides a strong direction for the school. Since the last inspection she has created a very good partnership by delegating responsibilities appropriately to the new deputy head and curriculum co-ordinators. When being interviewed, these teachers stated that they feel empowered to take a leading role in where they feel the school needs to go, and are clear about their own priorities.
25. Over the last year the senior management team has monitored planning, teaching and standards in their subjects. The monitoring of all teaching is well recorded and has led to greater consistency in planning and delivery of lessons. Co-ordinators have been given appropriate non-contact time to up-date their policies and schemes of work. This again contributes to continuity and progression in pupils' learning in all subjects. The good setting arrangements that are a feature of English and mathematics lessons are well documented
26. The head teacher, deputy head and senior staff have rewritten the school development plan through careful consultation with all other staff. This identifies relevant priorities in all areas including the curriculum, organisation, management and premises, with expenditure identified. The full monitoring and evaluation opportunities that are built into the plan mean that the school takes all appropriate steps to evaluate how it is performing across all aspects.
27. The school's governing body is well informed about the school and governors take their responsibilities seriously. Although they have been taking their lead very much from the head teacher since they were reformed as a separate body, they are beginning to take greater responsibility for monitoring the work of the school. They now understand the needs of the school well and work well in committees. It is evident from discussions that they are operating as the necessary critical friend to the school.

Staff accurately assess the pupils' achievement and use the information effectively. The provision for those pupils who have special educational needs is very good.

28. Assessments used throughout the year are very carefully administered and analysed. This means that lessons are appropriately challenging and effective. The lesson plans contain ways in which all pupils can be enabled to make very good progress. During the year a number of assessed activities are carried out and pupils' progress mapped. This process is carried out consistently. The results of the assessed work have been used to create a portfolio of work that teachers agree represent the various levels of achievement. This moderated work is now being checked every half-term by the deputy head teacher and shared with all other teachers on a regular basis. This work enables all teachers to plan suitably for all pupils and know that their lessons are an appropriate level of challenge.
29. At the end of each year the school uses a range of different assessment tests. These are then analysed and the sets for mathematics and English are modified as appropriate. This painstaking work ensures that each pupil is working at an appropriate level and making optimum progress. The careful assessments are used to provide appropriate lessons regardless of the pupils' age and ability and this means the provision for pupils with special educational needs is very good. The special educational needs co-ordinator manages this aspect of the school's provision very well. She knows the individual pupils' needs well, which ensures they receive the support they require. There is a comprehensive policy, covering all the statutory requirements.
30. The individual education plans are appropriate and reviewed regularly. The targets are relevant to the pupil concerned and represent sensible steps forward that are understood by all concerned. The parents are well involved with the individual plans and are enabled to make a good contribution to their children's progress.

The school's relationships with parents are very good.

31. The quality of partnership that the school has with parents is very good. Very many parents contribute to classes throughout the school, providing invaluable help, such as supervising small groups or preparing resources and displays. They value the welcome that allows them to be actively involved in the daily life of the school.
32. Parents are very appreciative of the work of the school and the opportunity for their children to be educated in such a supportive environment. They work very successfully, raising considerable funds to enhance their children's education through the Parents' Association – last year this amounted to £6,600. The detailed home-school diaries allow parents the opportunity to communicate with teachers and gain a greater understanding of the work provided and their children's progress.
33. Overall, parents' views of the school are extremely positive. The large number of returns of the pre-inspection questionnaire showed that they are particularly pleased with the quality of teaching, the way their children are helped to become mature and sensible and the information that they receive about their children's progress. The pre-inspection meeting was behind the school in every respect.

WHAT COULD BE IMPROVED

Provide further opportunities for pupils to be involved in assessing their progress and setting their own targets for improvement.

34. Pupils make very good progress overall in their personal development. Parents are very appreciative of how well the school enables them to become more sensible and mature. In interviews during the inspection, it became clear that pupils acquire a very good understanding of what they do well and how they should try to improve. It would, therefore, further enhance their progress if they were given the opportunity to be involved in their own assessments and target setting.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In the context of the school's many strengths there are no key issues for the school to address but the following minor point for improvement should be considered in the action plan:

- (1) Teachers should provide opportunities consistently for pupils to evaluate their work, assess their progress and set their own targets for improvement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
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
10	35	40	15	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

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)	44	196
Number of full-time pupils eligible for free school meals	0	22

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	2	20

English as an additional language	No of pupils
Number of pupils with English as an additional language	14

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence	%
School data	5.6
National comparative data	5.2

Unauthorised absence	%
School data	0.2
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	42	47	89

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	38	39	40
	Girls	45	46	46
	Total	83	85	86
Percentage of pupils at NC level 2 or above	School	93 (93)	96 (98)	97 (97)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	38	41	39
	Girls	46	46	45
	Total	84	87	84
Percentage of pupils at NC level 2 or above	School	94 (96)	98 (98)	94 (94)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	3
Indian	8
Pakistani	0
Bangladeshi	0
Chinese	3
White	178
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, 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)	9.6
Number of pupils per qualified teacher	20
Average class size	28

Education support staff: YR – Y2

Total number of education support staff	8
Total aggregate hours worked per week	109

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	45

Total number of education support staff	2
Total aggregate hours worked per week	50

Number of pupils per FTE adult	9
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
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	£
Total income	569158
Total expenditure	563042
Expenditure per pupil	2217
Balance brought forward from previous year	44566
Balance carried forward to next year	50682

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	245
Number of questionnaires returned	89

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	20	0	0	0
My child is making good progress in school.	73	27	0	0	0
Behaviour in the school is good.	69	31	0	0	0
My child gets the right amount of work to do at home.	38	49	6	0	7
The teaching is good.	85	15	0	0	0
I am kept well informed about how my child is getting on.	65	27	6	0	2
I would feel comfortable about approaching the school with questions or a problem.	84	16	0	0	0
The school expects my child to work hard and achieve his or her best.	75	25	0	0	0
The school works closely with parents.	74	22	2	0	1
The school is well led and managed.	90	9	0	0	1
The school is helping my child become mature and responsible.	75	25	0	0	0
The school provides an interesting range of activities outside lessons.	24	40	15	0	21