

INSPECTION REPORT

DULWICH VILLAGE C of E INFANT SCHOOL

Dulwich Village, London

LEA area: Southwark

Unique reference number: 100823

Headteacher: Ms Jackie Bartley

Reporting inspector: Ms Ruth Frith
2490

Dates of inspection: 15 - 16 January 2001

Inspection number: 191246

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

© Crown copyright 2001

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Voluntary Aided
Age range of pupils:	4 - 7 years
Gender of pupils:	Mixed
School address:	Dulwich Village London
Postcode:	SE21 7AL
Telephone number:	0207 525 9233
Fax number:	0207 525 9235
Appropriate authority:	The Governing Body
Name of chair of governors:	Rev. Jonathan Winter
Date of previous inspection:	9 - 13 December 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
2490	Ms Ruth Frith	Registered inspector
13807	Ms Christine Haggerty	Lay inspector
12184	Mr John Bishop	Team inspector
2153	Ms Jane Lamb	Team inspector

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House
Station Road
Cambridge
CB1 2RS

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	14
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
PART C: SCHOOL DATA AND INDICATORS	16

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Dulwich Village Church of England Infant School is a voluntary aided school for boys and girls of all abilities aged 4 to 7 years. There are 224 pupils on roll, including 8 children aged under five. Forty-four children are due to join the school immediately after the inspection. The school is situated in the south of the London Borough of Southwark and serves a community where most families own their own homes and have at least one parent in regular employment. The percentage of pupils entitled to free school meals is below the national average. On entry to school, pupils have above average standards of attainment. Most have had some form of pre-school experience in a nursery or playgroup and are keen to learn. Over 30 per cent of the pupils come from ethnic minority backgrounds and 15 per cent come from homes where English is not the first language. There is a below average percentage of pupils with special educational needs overall but the percentage of pupils with a statement of special educational needs is well above the national average.

HOW GOOD THE SCHOOL IS

Dulwich Village Church of England Infant School is a very good school with many strengths. It achieves high standards and serves the community well. The quality of teaching is very good and the pupils are encouraged to work hard. The leadership and management of the school are also very good and manifest themselves in a strong commitment to raising standards while also offering a broad and interesting curriculum. The school provides good value for money.

What the school does well

- Results in national tests and assessments for pupils at the end of their last year in school are well above average in reading and mathematics and very high in writing.
- The school is a caring community with a strong ethos based on the values of respect and co-operation. Provision for pupils' spiritual, moral, social and cultural education is very good and results in pupils' very good behaviour, relationships and personal development.
- Teaching is very good and results in pupils making very good progress.
- The provision for pupils with special educational needs is good.
- Pupils have very good attitudes to school. They arrive on time and are keen to take part in school activities.
- Management and leadership of the school are very good. The headteacher, deputy headteacher, staff and governors are strongly committed to the raising of standards and to continual improvement.

What could be improved

- Outdoor play provision for children in the reception classes.
- The provision of activities on a regular basis outside formal school hours.
- The provision of homework.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection in December 1996 found Dulwich Village Church of England Infant School to have many strengths. Since then, the school has successfully addressed the issues identified in the inspection report and improvement has been very good. Standards in reading, writing and mathematics are above those reported in the last inspection and the school has maintained the high standards achieved in National Curriculum test results. There has been a significant improvement in the quality of teaching, particularly in the percentage of teaching which is very good or excellent. There has been more monitoring of teaching and this has resulted in improvements in practice; for example, the more effective use of classroom assistants, particularly in literacy and numeracy lessons. Staff have developed the assessment of pupils' work and use the information gained from this to improve their planning and monitor pupils' progress as they move through the school. The roles and responsibilities of senior management and administrative staff have been reviewed and this has ensured a more appropriate delegation of tasks. Several successful strategies have been adopted to address the perception of some

parents that they were not always able to approach the school and the school continues to evaluate and review its practice. The school has recently developed the accommodation in both school buildings and this has resulted in a significant improvement in facilities.

STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
reading	A	A	A	A	very high A*
writing	A	A	A*	A	well above average A
mathematics	A	A*	A	A	above average B
					average C
					below average D
					well below average E

These results show that in 2000 the performance of pupils in reading and mathematics was well above the national average. Standards in writing were very high and place the school's performance in writing in the top five per cent of schools nationally. Pupils become confident writers from an early age and systematically build upon this as they move through the school. When compared to schools with pupils of a similar background, the levels indicate well above average standards in reading, writing and mathematics. Evidence from this inspection confirms that pupils in Year 2 are expected to maintain these high standards and reach the targets set. Overall, pupils achieve well and their results indicate an improving trend over time.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and are interested in what they do. They are proud of their achievements and keen to talk about their work.
Behaviour, in and out of classrooms	Very good throughout the school.
Personal development and relationships	Very good. Pupils develop in confidence as they progress through the school and become increasingly more responsible. The very good relationships within the school help to create a safe and stimulating learning environment.
Attendance	Good. The attendance rate is above the national average. Lessons start promptly and no time is wasted.

The pupils' very good attitudes, behaviour, relationships and personal development provide a good basis for their learning and make a positive contribution to the levels of attainment that they achieve.

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.

The quality of teaching is excellent in 12 per cent of lessons, very good in 47 per cent and good in 41 per cent. This represents a significant improvement since the last inspection and reflects the high value senior management place on attracting good teachers whom they then support well through a good programme of professional development. This is based on identifying good practice and areas for development, through systematic monitoring and evaluation. The quality of teaching is particularly impressive as three teachers were in only the second term of their teaching at the time of the inspection. The school meets the needs of all pupils well. The teaching of children in the Foundation Stage is particularly effective in developing their personal and social skills and their attitudes to learning. These strengths are built upon successfully in the rest of the school where teachers focus on developing the core skills of literacy and numeracy within a broad and balanced curriculum. Teachers have adopted the Literacy and Numeracy Strategies well and the teaching of English and mathematics is very good. Overall, pupils' learning is very good. Teachers help pupils to understand the relevance of what they are doing by sharing with them the learning objectives for each lesson and encouraging them to review their achievements at the end of the lesson. The school targets valuable additional support for pupils with special educational needs and for those who speak English as an additional language and this results in their making good progress towards the targets set. Teachers manage pupils very well and have high expectations of behaviour. Consequently, no time is wasted and pupils try hard to do their best. Teachers are encouraging and this results in pupils becoming confident, keen to answer questions and put forward their own points of view. The comments made to pupils help to raise their self-esteem and give them a clear idea about how they can improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is well planned and, overall, provides a good range of learning experiences for all pupils. However, the unsatisfactory outdoor play provision for children in the reception classes restricts the teachers' ability to develop the curriculum fully. No regular extra-curricular activities take place.
Provision for pupils with special educational needs	Pupils with special educational needs receive good support and progress well towards the targets set in their individual education plans. The management and organisation of provision are good and staff work well as a team to meet the needs of these pupils.
Provision for pupils with English as an additional language	Pupils are well supported and fully involved in all learning activities. They make similar progress to that of their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for personal development through the promotion of spiritual awareness, knowledge of social and moral responsibilities, and the experience of wide-ranging cultural activities is very good.
How well the school cares for its pupils	Staff have good knowledge and understanding of their pupils and make good provision for their welfare, health and safety. The care given to pupils is well reflected in the way pupils, in turn, respect and care for others.

The headteacher, staff and governors are keen to ensure that pupils experience a rich and varied curriculum as well as successfully meeting the requirements of the National Curriculum and other national initiatives. This is achieved by good planning and the provision of a good range of activities that includes trips to local places of interest and regular involvement in school performances.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has a clear vision for the school and central to this is the aim to raise standards. She is effective in appointing good quality staff and motivating a team with a shared sense of values and priorities. The deputy headteacher and other key members of staff ably support her.
How well the governors fulfil their responsibilities	The governors fulfil their roles well and are fully involved in the school development planning process. They support and work with staff effectively and have a clear understanding of the school's strengths and priorities for improvement. All statutory requirements are met.
The school's evaluation of its performance	Good; the school effectively analyses its strengths and weaknesses in order to decide what needs to be done next.
The strategic use of resources	The school manages and uses its resources well and priorities for development are appropriately financed. Correct tendering procedures are followed and staff and governors seek to obtain the best value for their spending.

The success of the school stems from the strong leadership and management of the headteacher and key staff and the effective governing body. All share a clear vision for the development of the school with a specific focus on teaching and learning.

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 going to school, make good progress and achieve high standards. • The pupils' good attitudes and respect for others. • The very good behaviour: parents feel that their children are in a safe environment. • The teaching is good and children are expected to work hard. • The school helps pupils to become mature and responsible. 	<ul style="list-style-type: none"> • Regular activities outside formal school hours. • The consistency and quality of homework. • More information about how their children are getting on.

Inspectors endorse the positive views held by parents and the regard they have for the school overall. They looked closely at the issues raised by a significant minority of parents and agree that although pupils have experience of a good curriculum during formal school hours, no activities are provided on a regular basis after school. In response to some parents' concerns the school is reviewing its homework policy. Inspectors understand the views of a minority of parents who would like more information about how their children are getting on but believe that the school offers appropriate opportunities for parents to talk to staff as well as providing good quality written information.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Results in national tests and assessments for pupils at the end of their last year in school are well above average in reading and mathematics and very high in writing.

1. Compared with all schools, Dulwich Village Church of England Infant School attained well above average standards in reading and mathematics in the National Curriculum tests and assessments for seven-year-olds in 2000. Standards in writing were very high and place the school's performance in writing in the top five per cent of schools nationally. When compared with similar schools, pupils attained well above average standards in reading, writing and mathematics. Evidence gained from observing lessons, talking to pupils and looking at their work shows that pupils in the current Year 2 are likely to maintain these high standards overall and reach the targets set by the school. These standards of attainment are a reflection of the very good quality of teaching and the pupils' very good attitudes to learning.
2. The school has successfully implemented the National Literacy and Numeracy Strategies. Teachers have good subject knowledge and use the different sections of the sessions to maintain pupils' interest and develop their learning. High standards in speaking and listening are seen throughout the school as pupils gain in confidence and are encouraged to put forward their views on a range of subjects. The youngest children quickly learn how to listen to others and express themselves confidently. They give others time to talk and show respect for those who are speaking. Pupils in Years 1 and 2 listen well to the teachers and each other and demonstrate by their answers and actions that they have clearly understood. Very good opportunities for speaking and listening were provided in a Year 1 science lesson when the teacher encouraged pupils to identify sources of light and describe, from their own experiences, the scenes on 'firework night'. The pupils were encouraged to be precise about what they meant and were given sufficient time to think before answering.
3. Children are confident when learning to read and this results in most pupils enjoying reading. Pupils regularly use the school library where they develop good library skills and make sensible choices of books, according to their own interests. This development of pupils' responses to reading is, in addition, very well supported by a structured approach to letter sounds and pupils very quickly relate the letter, or group of letters, to the sound that they make. By the end of the key stage, pupils read fluently and expressively and are confident to tackle unfamiliar words.
4. Also, by the end of the key stage pupils' writing is of a high quality and clearly reflects the policy adopted by the school to encourage pupils to write on a range of subjects. In the best lessons, the high expectations of teachers ensure that pupils are encouraged to work hard to develop and use a wide range of vocabulary. The work on display indicates how pupils have carefully chosen appropriate vocabulary for the effect it has on the reader, for example when writing about animals hibernating. By the time they leave school, pupils have had good practice in writing for a variety of purposes across the curriculum and this helps to support the very high standards that they achieve.
5. The introduction of the numeracy lessons is stimulating pupils' interest, particularly in mental calculations, and pupils are quickly gaining in confidence and competence. In Year 1, pupils have a good understanding of place value in two digit numbers and used mathematical language well. In Year 2, pupils develop their skills further and the good use of mathematical language and use of practical examples to confirm and clarify learning points, result in pupils making good gains in their learning. In the best lessons, the teachers' effective questioning results in pupils explaining how they arrived at their answers and, consequently, assesses and develops their mathematical strategies, for example, when calculating number bonds to 20.

The school is a caring community with a strong ethos based on the values of respect and co-operation. Provision for pupils' spiritual, moral, social and cultural education is very good and results in pupils' very good behaviour, relationships and personal development.

6. The school is a caring community with a good ethos based on the values of respect, tolerance and co-operation. It is enhanced by the very good relationships evident throughout. Pupils work together well, for example, when composing a graphic score in a Year 2 music lesson and when completing a graph indicating types of transport in a Year 2 geography lesson. They also play well together outside encouraged by teachers and support staff. Pupils were seen spontaneously involving a pupil with a statement of special needs in their game and they guided his entry back to class at an appropriate time whilst also supporting his independence.
7. Provision for pupils' spiritual, moral, social and cultural education is very good and helps to support the working atmosphere evident throughout the school day. Assemblies are used effectively to confirm the school's expectations and to guide pupils in their knowledge and understanding of the world. Pupils' spiritual education is also enhanced through their study of art and music and involvement in productions such as 'Christmas Cards'. Pupils' moral and social education is developed through formal lessons where pupils are asked to respond to issues through, for example, the reading of stories, and focus on homelessness in the Year 1 study of Homes and Houses. Parents believe the school encourages the need for pupils to be sensitive of and caring for each other. Pupils learn a good sense of personal and community responsibility, through participating in a variety of activities such as raising funds for a children's hospice, and are aware of children in need elsewhere.
8. On entering school, pupils quickly become familiar with the school's policies and procedures and respond well to the expectations placed upon them. The school's expectations regarding good behaviour towards others are clearly outlined by staff and demonstrated by their daily interactions with pupils. Communication between staff and pupils is positive, friendly and supportive. This results in pupils who feel valued and, in turn, value others and their property. In classrooms, around the school and in the playground, the behaviour of pupils is very good. Formal systems of rewards encourage pupils to give of their best. Assemblies are used effectively to celebrate the pupils' successes and achievements. A key feature of the success of the school is the consistent approach adopted by all that work there. This enables pupils to feel safe and well cared for.
9. The aims of the school are well met and the drive for high academic standards is effectively combined with other aspects of personal development. The pupils show respect and tolerance for others and become more responsible as they move up the school.

Teaching is very good and results in pupils making very good progress.

10. Teachers are conscientious and hardworking. They have addressed well the key issues identified in the last report, and improvements in teaching, particularly in planning and assessment, have resulted in a better experience for pupils. Teachers' subject knowledge is good, particularly in literacy, numeracy and music. Teachers use their knowledge well to plan lessons which build on pupils' prior knowledge, skills and understanding and provide activities which capture the interest of the pupils and extend their learning. A particularly good development since the last inspection is the way in which teachers clearly identify learning objectives for each lesson and share these with the pupils. Consequently, pupils understand what they will learn and have the opportunity at the end of the lesson to think about the progress they have made. Little additional support is currently needed for pupils who come from homes where English is not their first language. They respond well to the activities provided and make progress similar to that of their peers. The school is currently planning a small project to support these pupils in their learning.
11. Literacy lessons are taught very well and this results in pupils making very good progress. Teachers use a good range of books to capture the interest of the pupils and read stories enthusiastically, often making the characters come alive by using a range of voices. In a very

good Year 2 lesson, the teacher successfully developed the pupils' understanding of the characters of Red Riding Hood and the Wolf by encouraging them to look closely at the text. Her good use of questioning developed the pupils' thinking and resulted in their making clear connections between character and actions. In a very good lesson with reception children, the topic of 'Let's Go Into the Jungle' stimulated the children to want to write. The teacher's very good use of praise and enthusiasm for the subject generated confidence in the children who did their best. In the other reception class, children were also well motivated and worked hard. Their teacher-made books, in which children write, helped to support the good presentation of their work and pupils were pleased with their writing.

12. Pupils also make very good progress in the numeracy lessons where teaching is very good. Teachers have high expectations and plan lessons with activities that build on pupils' prior knowledge and understanding. In an excellent lesson in Year 1, the teacher used her very good subject knowledge to present a lesson where the pace of learning was vigorous and energetic. Pupils were very keen to try out new ideas using their prior knowledge and understanding. They worked well independently and with good levels of concentration. This was a direct result of the accurate targeting of activities that matched the range of pupils' abilities in the class.
13. As well as recognising the need to provide pupils with a good grounding in literacy and numeracy, the school is keen to ensure that pupils experience a broad and rich curriculum, which stimulates their interests and encourages a desire for learning. Although not all areas of the curriculum were seen being taught during the inspection, it was clear from a scrutiny of display and pupils' work that they achieve above average standards in many subjects. Most pupils say that they enjoy music and are proud of the good standards that they achieve. This is a result of a good programme of activities, provided by a specialist musician who has high expectations of what young children can do. They respond enthusiastically to this and sing and perform well. Pupils are also offered opportunities to perform in front of an audience through the regular school productions and assemblies. They develop confidence from a young age and perform to high standards. Recordings of these performances and discussions with pupils indicate that all are involved and thoroughly enjoy these events.
14. Staff say that they enjoy working in the school and are encouraged to be involved in its development. An example of this can be seen in the work of the English co-ordinator who has been given the opportunity to develop policy and practice in the subject, more recently in target setting. Staff are fully involved in the school development planning process and the development of school policies. Support staff are seen as valued members of the teaching team and make a significant contribution to the work of the school and pupils' progress. Additional support staff in each class work well with the teachers to provide a consistent approach to teaching and learning. Pupils are able to work in small groups or individually with an adult, when appropriate, and consequently their learning is enhanced.
15. Teachers have made the most of opportunities to develop their skills through planning in year groups and sharing experiences in school, which results in good support for new or inexperienced teachers and also ensures consistency across each year. Communication within the school is good. These factors result in staff who are keen to do their best for pupils and colleagues. Teachers and support staff take pride in the pupils' achievements through the display of their work. It is of a good standard and contributes positively to the raising of pupils' self-esteem and confidence. Pupils make good progress as a result of the high expectations of staff, the provision of a broad curriculum and the pupils' very good behaviour and attitudes to learning.

Provision for pupils with special educational needs is good.

16. The school has good systems in place to identify the individual needs of pupils and caters for a wide range of pupils in school. Teachers and support staff know their pupils well and are quick to identify pupils who are experiencing difficulty with their learning. They are aware of the individual needs of their pupils and plan to ensure that the targets from the pupils' individual education plans are considered, particularly in literacy and numeracy sessions. Good support is given to pupils with special educational needs, especially when they are working directly with teachers, learning support assistants or classroom assistants. Pupils benefit from the personal attention they

receive; this stimulates their learning and they make good progress towards the targets set. Good support was seen to be given to a pupil with a statement of special educational needs which resulted in his developing greater independence and interaction with others in the class, as well as developing his mathematical skills.

17. The role of the co-ordinator of special educational needs has been developed recently and improvements have been made to ensure that all the strands of special educational needs provision are managed and co-ordinated effectively. Staff are kept up-to-date with new issues through staff meetings and attendance on courses and knowledge and expertise of a wide range of learning difficulties is being developed across the school. The roles of learning support assistants and classroom assistants have also been reviewed and their work is a significant factor in the progress which pupils make. Formal systems assess and record pupils' attainment and progress and data gained from these is used to challenge them in their learning. Regular reviews take place and the school meets the requirements of the Special Needs Code of Practice.

Pupils have very good attitudes to school. They arrive on time and are keen to take part in school activities.

18. The pupils' attendance rate for the last year was above the national average and reflects their very good attitudes to the school. Ninety-four per cent of those parents who responded to the questionnaires indicated that their child likes school. Most pupils have experienced some form of pre-school provision in a nursery or playgroup and they are keen to learn when introduced to school. They are well motivated and respond positively to the teachers and the activities provided.
19. Pupils' attitudes to learning are very good and a reflection of the expectations of staff and the support and encouragement of parents. Most pupils are eager to improve their work and have pride in their achievements. They were keen to identify their own work on display and talked about it positively. The quality of display in the school is effective in raising pupils' self-esteem and also enhancing the environment. Pupils listen well to each other and to the teachers and generally settle quickly to tasks when asked to do so. Pupils become increasingly independent as they get older. By the time they leave school, they are clear about what they should learn, work well on their own and have the confidence to ask for help when they need it. They show respect for the school, the people within it and resources. Pupils indicate that they have a clear understanding of the importance of their own learning and most know how they can improve their work. This is supported by the way teachers explain the next steps to be taken in learning, through the marking of pupils' work, the identification of learning objectives and through the setting of targets. The pupils' very good attitudes to school and to their learning are key features in ensuring that pupils settle quickly in school and make good progress.

Management and leadership of the school are very good. The headteacher, deputy headteacher, staff and governors are strongly committed to the raising of standards and to continual improvement.

20. The headteacher has a clear vision for the school and central to this is the provision of high quality teaching to ensure good standards. She has a rigorous system for appointing new staff who, on appointment, are well supported by management and other staff in the school. The headteacher sets high standards that support her belief that the pupils should leave school as confident and happy individuals who have succeeded in their learning. She has developed a senior management structure, which is developing the skills of the deputy headteacher and key staff, and has ensured that the school has kept up-to-date with current initiatives. The school's aims of raising standards and improving the quality of education are increasingly reflected in its work. Good systems are used to monitor pupils' progress and to evaluate the quality of teaching. The school's tracking system, which indicates the gains that pupils have made in their learning, highlights that the vast majority of pupils meet the targets set by the school although in some cases this does not equate with the national levels of attainment.

21. The school has successfully addressed the key issues arising from the last inspection. Governors give full support to the school and they and the headteacher have worked hard to make improvements. They maintain very good liaison with the school and are clear about its strengths and areas for development. Overall, governors have good levels of knowledge and are well informed, which helps them to be fully involved in discussions and developments. They have trust in the headteacher and staff. Governors, headteacher and staff continue to show a clear commitment to maintaining the pace of improvement. There is an established culture of monitoring and target setting that keeps the school moving forward towards achieving its aims. The school development plan sets a clear agenda for improvement and is the result of an effective consultation process. Governors fulfil their statutory responsibilities. They have good control over the budget and have reserved sufficient funds to meet any expenditure incurred by improvements to the buildings and playgrounds. Governors have spent a considerable amount of time to ensure the best value for their spending. This has resulted in the school providing good value for money.

WHAT COULD BE IMPROVED

Outdoor play provision for children in the reception classes.

22. Staff have worked hard to develop the curriculum for those pupils in the reception classes in line with national guidance for children of that age. Planning indicates good coverage of a broad curriculum in most aspects and ensures that the children receive a range of learning activities which promote their personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, creative and physical development. Children receive regular physical education lessons in the new school hall and have full access to the playground at certain times of the day. However, staff have been restricted in their ability to provide good quality outside provision to encourage learning, due to the recent building works. The children do not have an area in which to develop their skills of travelling under, over and through balancing and climbing equipment on a day-to-day basis, nor do they have sufficient opportunities to use equipment, such as ride-on toys.

The provision of activities on a regular basis outside formal school hours.

23. The school is keen to develop the pupils' interest in a range of activities and provides many opportunities for them to be involved in events outside school. These include visits to local places of interest such as the Globe Theatre and pupils taking part in a good range of musical activities. Pupils respond well to these and are keen to talk about their experiences. The school does not, however, provide any activities outside formal school hours on a regular basis and both pupils and parents would be keen to support these.

The provision of homework.

24. The school is successful in the way it supports pupils' development of reading through setting clear expectations that children should take reading books home regularly to share with their parents. Parents and children respond well to this and the provision of this type of homework is obviously having a positive impact on the progress pupils make and the standards they achieve. The school has a homework policy that sets out the school's philosophy and intentions regarding homework but the homework set is not always appropriate. Also, a minority of parents feel that they could provide better support for their child at home if they were clear about the school's expectations.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- Improve outdoor provision for children in the reception classes in order to develop the curriculum in line with the national guidance for children of this age.
(Paragraph 21, 22)
- Investigate opportunities to provide activities out of formal school hours on a regular basis and

thereby further enhance pupils' learning opportunities.
(Paragraph 23)

- Review the school's homework policy and provide parents with guidance on what this means for their children.
(Paragraph 24)

The school has identified the need to develop the outside play area for children in the reception classes through its school development planning process.

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	13

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
12	47	41	0	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	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	224
Number of full-time pupils known to be eligible for free school meals	9

Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	30

English as an additional language	No of pupils
Number of pupils with English as an additional language	33

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	14

Attendance

Authorised absence

	%
School data	4.3
National comparative data	5.2

Unauthorised absence

	%
School data	0.3
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	38	50

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	36	36	36
	Girls	46	47	47
	Total	82	83	83
Percentage of pupils at NC level 2 or above	School	93 (93)	94 (93)	94 (98)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	36	37	36
	Girls	46	47	48
	Total	82	84	84
Percentage of pupils at NC level 2 or above	School	93 (91)	95 (91)	95 (98)
	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	2
Black – African heritage	9
Black – other	1
Indian	5
Pakistani	2
Bangladeshi	0
Chinese	1
White	122
Any other minority ethnic group	36

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)	11.4
Number of pupils per qualified teacher	21
Average class size	30

Education support staff: YR – Y2

Total number of education support staff	16
Total aggregate hours worked per week	366

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
----------------	-----------

	£
Total income	662,415
Total expenditure	624,854
Expenditure per pupil	2,332
Balance brought forward from previous year	41,928
Balance carried forward to next year	79,489

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	224
Number of questionnaires returned	86

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	29	6	0	0
My child is making good progress in school.	46	48	4	1	1
Behaviour in the school is good.	56	40	3	0	1
My child gets the right amount of work to do at home.	42	36	16	3	2
The teaching is good.	53	45	1	1	1
I am kept well informed about how my child is getting on.	31	46	18	4	1
I would feel comfortable about approaching the school with questions or a problem.	45	38	8	7	1
The school expects my child to work hard and achieve his or her best.	56	38	2	1	2
The school works closely with parents.	28	53	8	9	1
The school is well led and managed.	45	41	12	1	1
The school is helping my child become mature and responsible.	48	45	1	2	3
The school provides an interesting range of activities outside lessons.	18	14	36	17	14

Other issues raised by parents

The vast majority of parents are supportive of the school and the standards it achieves although a small number are concerned about the provision for pupils with special educational needs.

Parents are pleased with the music teaching and state that improvements had been made with the teaching of mathematics.

Parents are pleased with the development of the school buildings.