

# INSPECTION REPORT

## **LIMPSFIELD C.E. INFANT SCHOOL**

Limpsfield

LEA area: Surrey

Unique reference number: 125191

Headteacher: Mrs. M. Moore

Reporting inspector: Alison M. Cartlidge  
OIN 23609

Dates of inspection: 7<sup>th</sup>-8<sup>th</sup> May 2002

Inspection number: 195781

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:	Voluntary Aided
Age range of pupils:	4 – 7 years
Gender of pupils:	Mixed
School address:	Westerham Road, Limpsfield Common Oxted Surrey
Postcode:	RH8 0EA
Telephone number:	01883 723183
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs. C. Lemon
Date of previous inspection:	July 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in the village of Limpsfield, near Oxted in Surrey. It has been steadily growing over the last few years and has 153 pupils between the ages of four and seven on roll. The children start in the reception year in the September of the year they become five years old and are taught in six classes, each with one age group. Most pupils come from very favourable socio-economic backgrounds from the village and local surrounding area. Attainment on entry to the school is above average most years. There are slightly more pupils with special educational needs than at the time of the last inspection, although at 26 per cent, this remains broadly the same as the national average. Three pupils have a statement of special educational need and this figure is above average. One pupil has English as an additional language and seven per cent of pupils take free school meals. These figures are below average for the country. There has been a high turnover of teachers over the last two years.

### **HOW GOOD THE SCHOOL IS**

Limpsfield C.E. Infant School is a very good school. The headteacher, governors and members of staff provide very effective leadership and management, ensuring that high standards in English, mathematics and science are maintained. The quality of teaching is good throughout the school and pupils enjoy school and learn quickly. The school makes effective use of generous staffing levels and gives good value for money.

#### **What the school does well**

- Pupils consistently achieve high scores in National Curriculum tests at the end of Year 2 and make good progress in English, mathematics, science, art and design and geography.
- The headteacher, members of staff and governors maintain high standards very effectively.
- Teachers and teaching assistants have high expectations of all pupils, including those with special educational needs.
- Pupils are given very good opportunities to learn about cultures other than their own.
- Pupils are happy at school, behave well and are keen to learn.

#### **What could be improved**

- Parents are not always happy with the way the school communicates with them.
- There are limited opportunities for pupils to show independence in their learning or use the library and information and communication technology room.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made good progress since the last inspection in July 1997, when it was judged to be good overall. There is a greater percentage of good teaching and pupils continue to achieve well. Teachers have improved the quality of their lesson planning and pupils' progress is assessed effectively. The curriculum now includes more opportunities for pupils to develop information and communication technology skills. However, the provision for the library remains unsatisfactory. Due to a recent increase in pupil numbers, the library and information and communication technology room is now used as a classroom making it inaccessible to other classes for most of the week. There is a strong commitment from members of staff and governors to improve the school further and the school's capacity to improve is good.

## 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
	1999	2000	2001	2001
Reading	A*	A*	A*	A
Writing	A	A*	A	A
Mathematics	B	A	A*	A

Key	
Well above average	A
above average	B
Average	C
Below average	D
Well below average	E

By the end of the reception year, children's attainment exceeds the expected early learning goals and they make good progress in all areas of learning.

At the end of Year 2, pupils' attainment is well above average in reading, mathematics and science and above average in writing, art and design and geography. Pupils read fluently with good expression and have a clear understanding of what they have read. They are skilled in solving mathematical problems and have a good understanding of the importance of carrying out a fair test in science. Pupils attain satisfactory standards in information and communication technology. Pupils make good progress overall with satisfactory progress being made in spelling and handwriting. They make careless spelling errors in their writing and few write using a joined style. In the present Year 2 there is a greater number of lower attaining pupils than in previous years.

National Curriculum test results, have been in the top five per cent nationally for the last three years in reading. They were in the top five per cent in writing in 2000 and in mathematics in 2001. High standards have been maintained over the last four years.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and work hard in lessons.
Behaviour, in and out of classrooms	Good overall. Pupils behave well in class but can be very boisterous on the playground.
Personal development and relationships	Good overall. Pupils enjoy being responsible for tasks around the school and they form good relationships with each other. They show limited initiative and independence in their learning.
Attendance	Good. Levels of attendance are above the national average.

## 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*

The quality of teaching is good throughout the school, with the teaching of reading being a particular strength. Basic skills in literacy and numeracy are taught well. Teachers have high expectations of what pupils of differing prior attainment should achieve, and these are shown clearly in their lesson plans. Very skilful teaching assistants are used effectively by teachers to support lower attaining pupils, including those with special educational needs. Members of staff have good relationships with the pupils and use praise and questioning effectively to keep pupils interested and well motivated. However, teachers do not provide enough opportunities for pupils to show independence in their learning. For example, pupils do not make choices about the way they present their work or routinely check their writing for errors.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. There is a broad and interesting range of learning opportunities for pupils in Years 1 and 2. Effective use is made of a wide range of visits and visitors to make the curriculum interesting. However, literacy and numeracy lessons are sometimes too long restricting time available for other subjects. Children in the reception year have limited opportunities for making choices in their learning, in part due to restricted access to the outside area and a shortage of space in the classrooms.
Provision for pupils with special educational needs	Good. Individual education plans are used effectively by all members of staff to provide specific support as required.
Provision for pupils with English as an additional language	Good. The pupil with English as an additional language is supported effectively in class.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Opportunities for pupils to extend their knowledge of various cultures are very good. Clear guidance enables pupils to improve social and moral skills and there are good opportunities for pupils to develop their spiritual awareness in assemblies and in lessons.
How well the school cares for its pupils	Good overall. There are effective procedures for monitoring pupils' progress and the school is very vigilant in ensuring pupils are kept safe and healthy.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides a very clear educational direction for the work of the school. Members of staff and governors work together closely ensuring high standards are maintained.
How well the governors fulfil their responsibilities	Very good. The governing body is very involved in all aspects of school life and has a thorough understanding of the school's strengths and weaknesses.
The school's evaluation of its performance	Good. Detailed monitoring of pupils' progress enables members of staff to build on strengths and improve areas of comparative weakness.
The strategic use of resources	Satisfactory. Finances are managed effectively but some resources, such as the library and information and communication technology room, are not used well.

The school applies the principles of best value effectively by comparing test results and ensuring that funding is spent wisely.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Children like school, behave well and become mature and responsible.</li> <li>Teaching is good and pupils are expected to work hard.</li> <li>Pupils make good progress.</li> <li>The provision for special educational needs is good.</li> </ul>	<ul style="list-style-type: none"> <li>Activities outside lessons.</li> <li>Information and communication with parents.</li> <li>Homework.</li> <li>Too much money is expected from parents.</li> </ul>

Most parents are pleased with the work of the school and the inspection team agrees with parents' positive views. The school provides an appropriate range of homework and activities outside lessons. Parents are expected to provide greater financial support for educational visits and visitors than in most schools and this is excessive. The school provides limited information about the curriculum and few formal opportunities for sharing information on pupils' progress.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**Pupils consistently achieve high scores in National Curriculum tests at the end of Year 2 and make good progress in English, mathematics, science, art and design and geography.**

1. The results of the 2001 National Curriculum tests at the end of Year 2 show that pupils are achieving well. There has been a consistent pattern of high attainment since the last inspection. Test results in reading and mathematics were in the top five per cent nationally and were well above average when compared with similar schools. In writing, test results show that pupils' attainment was well above average when compared with all schools and similar schools. In science, teachers' assessments at the end of Year 2 show that attainment is very high, again placing the school's performance amongst the top five per cent of all schools.
2. The attainment of children when they start school is above average. This is confirmed by assessments made within the first few weeks of them being at school. The local education authority provides detailed analysis of test data, comparing pupils' attainment at the end of Year 2 with their attainment on starting school. This shows that pupils make good progress in reading, writing, mathematics and science. The exception to this good progress is spelling where it is only satisfactory. Although, scores in end of Year 2 spelling tests have improved over the last three years and are now above average, spelling is still a comparative weakness in pupils' attainment and progress. This is particularly evident in pupils' class work, where they sometimes make careless errors and are not given sufficient opportunity to edit their writing so that they can check for and correct spelling mistakes.
3. Inspection findings confirm that pupils are making good progress, with standards of attainment of the current Year 2 being well above average in reading, mathematics and science and above average in writing, geography and art and design. These subjects are taught well, with the high expectations of teachers ensuring that pupils' needs are met, whatever their prior attainment.
4. Pupils develop very good literacy skills throughout the school. They read confidently, with good expression and good levels of understanding. Even the youngest children in the reception year, are confident when using their knowledge of the sounds that letters make to attempt to read unknown words. Pupils enjoy reading, and are keen to talk about books they have read at school and at home. They are given good opportunities to write for a range of purposes. This is seen to good effect where pupils write in a range of styles including descriptions, reports, stories and poems. For example pupils produced good quality 'non-fiction books' following a visit to a wildlife park. By the end of Year 2, most pupils are writing legibly, although very few use a joined handwriting style. Higher attaining pupils use a range of punctuation confidently and their stories are well structured showing a good awareness of the need to engage the audience. The quality of spelling in pupils' written work is variable. Pupils have a good knowledge of letter sounds but do not always apply this knowledge when writing. Many spelling mistakes are the result of carelessness, for example confusing 'where' with 'were', rather than any weakness in pupils' knowledge of spelling rules.
5. In mathematics, pupils have a very good knowledge of basic number concepts. Pupils of differing prior attainment achieve well, with lower attaining pupils in Year 2 beginning to solve simple addition problems accurately, identifying halves and quarters and making simple block graphs showing, for example the different types of presents received by their classmates at Christmas. Higher attaining pupils demonstrate very good number skills. They show confidence by using a range of strategies to work out mental arithmetic sums. They are developing a good understanding of 'place value', identifying the value of different digits in 3-digit numbers. They recognise odd and even numbers, divide numbers confidently, add minutes to digital times and recognise right angles.
6. At the time of the last inspection, pupils' use of their mathematical knowledge in practical situations was identified as a weakness. This is no longer the case, with pupils being given good opportunities

to carry out investigations and to solve practical problems. For example, following a survey of traffic on the road outside the school pupils produced graphs and tally charts showing which was the quietest time of day. In Year 2, pupils regularly work on simple written problems that require them to apply their knowledge of addition and subtraction. This prepares pupils well for the end of year National Curriculum tests.

7. By the end of Year 2, pupils show a good understanding of basic scientific concepts. They identify the different parts of a plant and explain clearly why exercise makes your heart beat faster. They carry out successful investigations to find out what sort of towel is best for mopping up a liquid. In their work on materials they learn what happens to different materials when they are heated and they describe the effects of stretching or bending on various materials.
8. A strength of attainment in science is pupils' ability to apply their good scientific knowledge to practical situations. This is an improvement since the last inspection. Teachers plan a range of opportunities for pupils to carry out investigations and pupils do this confidently. In addition, an annual 'science week' provides a range of practical activities, with pupils working with the guidance of specialist teachers. Pupils are encouraged to think about how to make a test fair. For example, in an investigation about which solid would melt the fastest a higher attaining Year 1 pupil showed good levels of observation and a clear understanding of how to ensure that the experiment could be made fair by changing only one variable. The pupil wrote, '*We will change the solids. We will keep the place the same and not change how hot the water is.*' A comparative weakness in pupils' science work is that there is little evidence of higher attaining pupils being encouraged to devise their own experiments or methods of recording their findings, rather than just following the instructions or format suggested by the teacher.
9. Geography is taught well and this helps pupils to achieve good standards. Throughout the school, pupils are given good opportunities to learn about their own locality and more distant places. The pupils follow the journeys of 'Baby Bear' with great interest and they talk confidently about some of the places that he has visited. Good quality displays encourage pupils to think about different places in the world and to consider how life styles may vary according to climate or location. Mapping skills are well developed. By the end of Year 2, pupils work confidently with a range of different maps. They draw simple but reasonably accurate maps of the school and its immediate surroundings. They interpret data from different types of Ordnance Survey maps, recognising symbols and identify key features from the map. For example, when comparing Ordnance Survey maps of their village and a part of east London, pupils explained why there were fewer green spaces and more roads in London. Pupils are very keen to learn about different places and develop a very good cultural awareness. This is because of the imaginative and enthusiastic way in which geography is taught throughout the school.
10. Pupils' attainment is good in art and design. They develop a wide range of skills and make good progress in learning about the work of famous artists. In Year 2, pupils generate their own interesting repeat patterns in the style of William Morris, by using the computer and by printing. They show careful observation when drawing flowers with pastels, make interesting clay plaques in relief, depicting underwater scenes and develop a good understanding of how sculpture is made by carving soaps. Younger pupils mix paint well to produce a good range of subtle colours. For example, reception children made various shades of blue after looking at the cool tones in photographs of the North and South poles and made interesting patterns on paper using their hands and brushes.

**The headteacher, members of staff and governors maintain high standards very effectively.**

11. The headteacher provides a very clear educational direction for the work of the school and this is shared fully with members of staff and governors. There is a very strong commitment to maintaining and further raising pupils' standards of attainment and a thorough understanding of the school's strengths and weaknesses. The headteacher and other members of staff share information on pupils' progress in each class every term and use the information collected to assess what further

support is required for a whole class or for individual pupils. The headteacher has very high expectations of herself, members of staff and pupils and ensures that good momentum is maintained when carrying out school developments. She is decisive and willing to take decisions that are not universally popular should the need arise. Members of staff and governors show confidence in one another and there is a clear understanding of each other's roles and responsibilities. Very good leadership and management have been maintained since the last inspection.

12. The school development plan has clear priorities and provides a good evaluation of work carried out towards previous targets. Staff development needs are successfully identified and financial requirements are linked to developments. However, the evaluation of the impact of spending on raising standards and the extent to which developments are providing best value for money are less well developed.
13. The school is successful in recruiting competent members of staff who demonstrate high levels of professionalism in their work. There are good opportunities for members of staff to further their skills and knowledge by attending training. For example, teaching assistants have visited a local special school and attended several courses on specific learning difficulties. They regularly meet with the special needs co-ordinator to discuss future needs. These very effective teaching assistants are greatly valued and respected by the headteacher and other teachers and are successfully encouraged to use their initiative when supporting lower attaining pupils and those with special educational needs.
14. As at the time of the last inspection, subject co-ordinators and teachers with other leadership responsibilities, such as the management of the provision for special educational needs, organise their work well. They draw up clear development plans for their areas of responsibility and track their own progress carefully. They have a thorough understanding of provision in the school and how it could be further improved. For example, the co-ordinator for special educational needs is seeking ways of involving pupils more when writing individual education plans and is improving the efficiency of writing these plans by using information and communication technology.
15. Members of the administration staff ensure that the school runs smoothly on a day-to-day basis and they monitor spending very carefully.
16. The governing body is well organised and governors have a clear understanding of the part they play in school leadership and management. They monitor the work of the school carefully and provide effective and well-informed support and advice. For example, through studying various test information they understand the differing strengths and weaknesses of each year group.

**Teachers and teaching assistants have high expectations of all pupils, including those with special educational needs.**

17. The quality of teaching is good throughout the school with more good teaching than at the time of the last inspection. As at that time, teachers continue to have high expectations of the pupils' behaviour and expect them to work hard. Teachers demonstrate a good knowledge of the subjects they teach and have good relationships with the pupils. For example, the reception year teachers make learning fun by encouraging children to spot the deliberate mistakes made by the teachers when writing a letter or ordering numerals. All members of staff encourage the pupils effectively by praising their good efforts.
18. All teachers plan lessons carefully and provide work that meets the needs of differing abilities within their classes. The purpose of the lesson is shared with the pupils so that they understand what they are going to learn. Educational resources are used well to clarify understanding. For example, in a mathematics lesson in the reception class the teacher showed pupils three-dimensional shapes to help them with shape recognition. Voluntary helpers are used effectively by providing additional support during group activities such as cooking.
19. Questioning is used effectively to extend pupils' knowledge and to maintain their concentration and

interest. In one reception class the teacher asked children for alternative words to make the group writing more interesting. In a geography lesson in Year 2, pupils were asked to discuss why there is little green space in London. High quality questioning encourages pupils to think carefully before answering.

20. Interesting activities are provided, relevant to pupils' ages and abilities. For example, reception pupils enjoyed playing guess the mystery shape by listening to the teacher's clues and pupils in Year 2 learnt about doubling and halving numbers by playing bingo.
21. There is no longer evidence of introductions to lessons being too long, as seen at the time of the last inspection, although some literacy and numeracy lessons remain slightly too long, resulting in a reduction of interest and effort towards the end of the sessions. Parents are overwhelmingly pleased with the quality of teaching at the school and are happy with the progress their children make. They are particularly pleased with the way pupils are taught to read and this is a particular strength in the school's provision.
22. Members of staff respond well to the individual needs and interests of pupils. For example, the special educational needs co-ordinator changed her lesson plan to accommodate a pupils' specific interest in cars, at the same time as carrying out the planned task of helping the pupil to follow instructions to place objects correctly. Teaching assistants provide very effective support in lessons and enable pupils with special educational needs to carry out similar tasks to other pupils, but at their own level of ability. Well focused, individual education plans are carefully followed by teachers and assistants ensuring that pupils' needs are met well.
23. There are several effective group sessions to boost pupils' basic skills in literacy. In these sessions specific skills are taught effectively and good records are kept to show the progress individuals have made. Sessions are carefully planned to build on pupils' previous learning. Teaching assistants give clear instructions and manage pupils firmly but fairly. For example, in one session, the assistant successfully encouraged good turn taking and manners at the same time as ensuring pupils answered her questions by using full sentences.
24. The high expectations of members of staff play a large part in the high standards pupils attain.

**Pupils are given very good opportunities to learn about cultures other than their own.**

25. The school makes very good provision for pupils' cultural development. This helps pupils to develop a very good knowledge of the diversity of society, as well as to appreciate their own cultural heritage.
26. Cultural development is carefully planned. Pupils are given many opportunities to develop cultural awareness through a range of visits, visitors and lessons. The school has a 'Baby Bear' who travels with parents and pupils when they go on holiday. This bear takes photographs and keeps a diary about where he has been. These are on display and are regularly read by the pupils, helping them to appreciate that not all places or peoples are the same.
27. Pupils participate in many visits, experiencing a range of cultural and religious traditions. Pupils visit a Hindu Temple and regularly take part in services at the local parish church. Theatre visits and performances at school by different drama companies help pupils to appreciate the wealth of musical and dramatic skills to which they can aspire, as well as giving them opportunities to talk about their own values and beliefs. For example, a recent performance helped pupils to explore, in a non-threatening way, the feelings that might arise in a child after the breakdown of a marriage.
28. The school helps pupils to learn about people from different cultural backgrounds effectively. Pupils are encouraged to think about the needs of others and to learn about life in different societies. Recent visitors to school have included a group of Native American Indians who talked about their culture, art and music. Particularly noteworthy is 'Dilip Day' when pupils organise a 'mini-market'

to raise funds for sponsored children in India and Lebanon. This day is carefully linked with work in religious education about the Hindu faith and with an assembly where the pupils learn about life in India. This helps to make both the fund-raising activity and the work on Hinduism purposeful and relevant.

29. Lessons in art and design, physical education and geography also help to develop pupils' cultural awareness. In art and design, pupils have studied a range of European and non-European artists. As part of an 'art week' about aboriginal art, pupils looked at different aboriginal artefacts and paintings before producing their own good quality artwork. In Year 1 pupils celebrated the Chinese New Year by making a Chinese Dragon and in Year 2, pupils produce attractive Rangoli patterns. During physical education lessons, pupils learn English country dancing. In geography, pupils learn about places that are different from their own village, thinking for example about how east London differs from Limpsfield.
30. The school has only a very small number of pupils from non-European backgrounds. Their experiences and needs are considered carefully and the school ensures that different values and beliefs are respected. Racial and religious tolerance are effectively promoted. The very clear expectations that the school sets ensures that children learn to get on well together whatever their background. As a result of this, pupils learn to consider each other's needs, showing a very good awareness of how their life is 'special' and how they can help others.

### **Pupils are happy at school, behave well and are keen to learn.**

31. Pupils show good attitudes to learning and they behave well in lessons. Inspection findings confirm parents' views that, as at the time of the last inspection, the school is a happy and secure place where children learn good values and attitudes.
32. Teachers work hard to make learning interesting and this is why pupils are keen to come to school. Attendance figures are good and there is little unauthorised absence. Once at school, pupils are keen to learn. They are well motivated and show good levels of concentration, staying on task even when some literacy and numeracy lessons are over long. Pupils work well together, whatever their age. For example, reception children co-operated well with each other when playing in the vets' surgery or finding out which type of material would be best for making a waterproof coat. In a Year 1 numeracy lesson, pupils helped each other with practical tasks such as fixing elastic bands on to bunches of pencils which they had counted into groups of 10.
33. The school has an appropriate set of clearly stated rules. These are thoroughly understood by all members of the school community and they have a good impact on standards of behaviour, which are good. Pupils move around the school sensibly and listen quietly in assemblies.
34. Pupils of differing ages or backgrounds play together happily at playtimes. Courtesy and good manners are emphasised by members of staff and these are evident in all aspects of the school day. Pupils are keen to talk to visitors and are polite to each other and adults.
35. Pupils behave well when eating lunch and these times are calm and harmonious. However, when playing outside during the lunch-break, play can be very boisterous. The playground is small for the number of pupils at the school. The lack of a clearly designated quiet area means that younger or more timid pupils can sometimes be overwhelmed by the largely physical nature of the pupils' play, with ball games and running activities tending to dominate the playground.

### **WHAT COULD BE IMPROVED**

**Parents are not always happy with the way the school communicates with them.**

36. The school has good links with parents who make a good contribution to their children's learning, the finances and the work of the school. Strengths in the partnership with parents include the highly effective and hard-working parents' and teachers' association (The Limpsfield School Association) and the good number of parents that help in school. Most parents are very supportive of the school and feel that it provides a very good quality education for its pupils. However, there are some weaknesses in the school's partnership with parents that limit its overall effectiveness.
37. The most significant concern expressed by parents was the quality, tone and level of communication from the school. The inspection team agrees that the quality of information provided by the school should be improved. The school provides too little information on what is being taught in each year group, only giving parents the title of each topic. The lack of information about what is being taught in class limits the way parents can support their children with their learning at home.
38. Parents do not always feel well informed about homework. Some are not clear what is expected of them and, in some year groups, the placing of the mathematics homework target on a door in the school means that parents who do not always bring their child to school are not even aware of what homework has been set. There is a home/school diary and reading record but teachers read this only infrequently, which means that opportunities to share information or keep parents better informed about homework are missed.
39. Reports to parents on their children's progress are published in March. They are then shared with parents at the second of two parent/teacher meetings later in the same month. Parents of pupils in Year 2 receive the results of statutory tests at the end of the summer term. Reports are very informative, including good detail of what has been achieved as well as setting targets for future improvement. However, many parents feel that they would like more information on their children's progress. The inspection team agrees that for pupils in the reception year and Year 1 the gap between parent/teacher meetings in March and October is too long, constituting nearly half of the school year. Whilst parents are able to make appointments at any time to see the headteacher or their child's teacher, the lack of an additional formal parent/teacher meeting in the summer term does not help to keep parents informed about how well their child is progressing.
40. Newsletters to parents are informative and well presented. They give good levels of information about forthcoming events and the daily life of the school. However, a number of parents feel that they are expected to make too many financial contributions to the work of the school, for example by paying for frequent visits or visitors. On occasions, newsletters do not make clear the voluntary nature of contributions to events or activities that form a part of the curriculum. The school has very high expectations about the level of financial contribution expected from parents. The inspection team agrees that the school makes more requests for payments than is usually found for curriculum based activities that are taking place during the school day, especially when over 65% of parents already contribute £24 a year to the school's upkeep through the 'governors' maintenance fund'. In addition, some requests, such as those asking for voluntary contributions to pay for the cost of copies of school reports at parents/teacher meetings are excessive. Taken together, these factors give the impression to parents that the school places too great an emphasis on fund-raising.
41. A small number of parents feel that their efforts to support the school are not fully appreciated. They find the headteacher difficult to approach and feel that members of staff sometimes adopt an unnecessarily defensive tone when complaints or suggestions are made. These parents feel that their views are not always listened to, and complaints are not always followed up. This is not a majority view and there was no evidence of this happening during the inspection. Nevertheless, it is an area of significant concern for some parents that needs to be considered in order to improve further the home/school partnership.

**There are limited opportunities for pupils to show independence in their learning or use the library and information and communication technology room.**

42. Whilst pupils have good opportunities to take responsibility for tasks around the school such as operating the tape recorder and tidying books and they become confident and mature individuals, there are limited chances for them to show independence in their learning.
43. The accommodation at the school causes considerable difficulties, particularly for children in the reception year. There is an adequate outdoor area but it is not easily accessible from the classrooms and can only be used when there is sufficient staffing available to supervise the area safely. This means that children do not have free access and cannot choose to work outside other than at specific times during the day. In addition, a lack of space in the reception classrooms means that resources are not all freely available for children to make their own choices about what they would like to use for a given task or to select from a range of activities. This can mean that children often produce the same ideas rather than generating their own. There are limited opportunities for children to talk about or demonstrate what they have learnt and to ask each other questions. For example, in some lessons the teachers praise the good work of individual children but do not always share the work with the class so that others can see how they could improve next time.
44. The need to use the library and information and communication technology room as a classroom has restricted pupils' access to these facilities. Whilst pupils are taught the necessary skills during specific lessons they have insufficient opportunity to practise these skills by carrying out their own research and following their own interests. Pupils have very good reading skills but do not have access to the wide range of reading material provided in the library so that they can develop specific interests.
45. Most activities are directed by the teachers, and this means that pupils, especially the higher attaining, have insufficient opportunity to make use of their own ideas such as devising their own investigations in science and finding their own ways of recording what they have learnt. There are few opportunities for pupils to draft their writing and to take responsibility for checking that their work is free from errors. This limits the progress they make in improving their spelling.

**WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

In order to improve the quality of education provided the headteacher, governors and members of staff should,

- (1) Improve the communication with parents.
- (2) Provide greater opportunities for pupils to develop independence in their learning and make better use of the library and information and communication technology room.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	13
Number of discussions with staff, governors, other adults and pupils	18

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	0	12	1	0	0	0
Percentage	0	0	92	8	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 seven percentage points.

### Information about the school's pupils

<b>Pupils on the school's roll</b>	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	153
Number of full-time pupils known to be eligible for free school meals	5
<b>Special educational needs</b>	YR – Y2
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	26
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	1
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	5

### Attendance

#### Authorised absence

	%
School data	4.4
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.5
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### **Attainment at the end of Key Stage 1 (Year 2)**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	19	14	33

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	19	18	19
	Girls	14	14	14
	Total	33	32	33
Percentage of pupils at NC level 2 or above	School	100 (100)	97 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	19	19	19
	Girls	14	14	14
	Total	33	33	33
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	1
Chinese	0
White	98
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y2**

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	22
Average class size	25

#### **Education support staff: YR – Y2**

Total number of education support staff	25
Total aggregate hours worked per week	348

#### **Qualified teachers and support staff: nursery**

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

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	3.5
Number of teachers appointed to the school during the last two years	4.8
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

### **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.*

### **Financial information**

Financial year	2001
	£
Total income	348,736
Total expenditure	338,279
Expenditure per pupil	2,183
Balance brought forward from previous year	14,770
Balance carried forward to next year	25,227

*FTE means full-time equivalent.*

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	153
Number of questionnaires returned	64

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	44	0	0	0
My child is making good progress in school.	47	52	1	0	0
Behaviour in the school is good.	55	45	0	0	0
My child gets the right amount of work to do at home.	39	42	9	2	8
The teaching is good.	63	37	0	0	0
I am kept well informed about how my child is getting on.	41	44	13	1	1
I would feel comfortable about approaching the school with questions or a problem.	61	27	11	0	1
The school expects my child to work hard and achieve his or her best.	59	39	0	0	2
The school works closely with parents.	34	56	5	2	3
The school is well led and managed.	52	37	6	0	5
The school is helping my child become mature and responsible.	56	41	0	0	3
The school provides an interesting range of activities outside lessons.	26	44	16	8	6