

INSPECTION REPORT

RAVENSMERE INFANT SCHOOL

Beccles, Suffolk

LEA area: Suffolk

Unique reference number: 124571

Headteacher: Miss. M. Reddish

Reporting inspector: Mr R Fry
21073

Dates of inspection: 18 - 19 February 2002

Inspection number: 197865

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

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GLOSSARY

Foundation Stage – (young children up to the age of 5+ of nursery and reception age)
The curriculum includes the 'Areas of Learning' - language development, mathematical understanding, knowledge and understanding of the world and creative, physical and social development.

Key Stage 1 – Years 1 and 2.

Curriculum – everything the school teaches pupils in and out of class, such as English, science and health education, visits and visitors.

Schemes of work – courses of lessons in e.g. English, for teachers to use when planning lessons.

ICT – information and communication technology.

Baseline assessment – tests for young children when they join the school or in their first year.

Co-ordinator – teacher in charge of organising a subject, such as English or physical education.

School development (or improvement) plan – set of plans that shows how the school will improve over the coming year or longer, what its priorities for action are and how it will spend its money.

National averages – refer to National Curriculum test results and teachers' assessments in English, mathematics and science where there are national comparisons with all schools and similar schools.

National expectations – most pupils are expected to reach Level 2 in all National Curriculum subjects at the age of seven years and Level 4 at the age of eleven.

Ethos – sense of atmosphere in a school.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 – 7 years
Gender of pupils:	Mixed
School address:	St. Benedict's Road Beccles Suffolk
Postcode:	NR34 9DE
Telephone number:	01502 712367
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs. R. Mattocks
Date of previous inspection:	6 October 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ravensmere Infant School is a small school for boys and girls aged between four and seven years. The school educates pupils from the northern side of Beccles. It has 58 pupils on roll, including eight young children who attend the reception class part-time. The number of pupils who attend the school has increased over the last five years. Children's attainment on entry to the school is above average. Ten per cent of pupils are eligible for free school meals, which is a broadly average proportion. Seventeen per cent of pupils have special educational needs, which is also an average proportion. Some pupils, for example, need extra help with reading, writing and number skills. One pupil has English as an additional language and all pupils speak English.

HOW GOOD THE SCHOOL IS

Ravensmere Infant School is a very effective school. It makes very good provision for all pupils, including pupils with special educational needs. Pupils make good progress and some make very good progress. The teaching is good and the work that pupils are set is challenging. All adults work very well together and seek to improve the standards of pupils' work. The school promotes the inclusion of pupils in all that it does very effectively. Although the cost of educating pupils is very high, the school provides good value for money.

What the school does well

- Pupils attained well above average standards in writing and mathematics in Year 2 last year and they achieved well. Over the last four years, achievement has been consistently good.
- The leadership and management of the school are very good.
- The teaching and learning are good. The teaching has many strengths.
- Pupils' attitudes and personal development are very good and there is a rich curriculum for all pupils.
- There is an excellent partnership with parents.

What could be improved

- There are no major issues that the school needs to address.

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 October 1997 and at that time it was deemed to be a good school. Four key issues were identified. Pupils of all abilities are now challenged by their work. The highest attainers receive work that extends their learning. Classroom assistants are now very effective. They prepare resources whilst teachers begin lessons with the whole class and work very effectively with small groups and individuals when pupils have tasks to complete. Teachers now question pupils in lessons very well. They check what pupils know and encourage them to think.

There have been many other improvements since the last inspection. Pupils' good standards of work have been maintained and they have kept pace with improving standards nationally. Teachers set pupils targets regularly to improve their rate of progress. The teaching is better and no unsatisfactory lessons were observed during the inspection. The school has grasped all new initiatives, such as the National Literacy Strategy and the National Numeracy Strategy and has managed them very effectively. The school has continued to improve in the areas where it was strong previously. Links with parents are excellent. The range and quality of books and equipment has improved. All pupils have high quality books to read at school and to take home.

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:	Ravensmere compared with			
	all schools			similar schools
	1999	2000	2001	2001
Reading	A	B	B	B
Writing	A	C	A	A
Mathematics	A	B	A	A

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

In National Curriculum tests in 2001, Year 2 pupils' standards of work in writing and mathematics were well above average compared with all schools nationally and similar schools. Reading results were above average. Pupils reached their targets. In 2000, results were average in writing and above average in reading and mathematics. Last year's results (summer 2001) were considerably better than those in 2000. The improvement has occurred because, for example, there has been a concerted effort by teachers to set all pupils challenging targets that quicken the rate of their progress. Year 2 last year was also an able group. The standards of work of Year 2 pupils observed during the inspection were above those expected nationally in mathematics. In all three subjects above, pupils were found to be progressing well in lessons. There were examples of high standards in more able pupils' writing and in their understanding of science investigations in Year 2.

Five year olds attain standards above those typical of children nationally. They make good progress in lessons in all the 'Areas of Learning' they study. Young children soon become confident and learn many important skills, such as how to work together with others and settle to tasks. Children listen very well to their teacher and each other. They recognise some words and copy sentences they have prepared with adult help.

Pupils' achievement is good. Teachers have high expectations of pupils and the quality of teaching ensures that pupils make good progress from the time they enter the school until they leave it. Across the school, the teaching has been effectively focussed on what pupils need to learn. Pupils with special educational needs also achieve well and they attain the targets in their individual education plans.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils show a very keen interest in school life and enjoy going to school. Pupils mostly listen attentively to teachers and to each other during lessons. Pupils settle quickly to work and persevere with tasks.
Behaviour, in and out of classrooms	Good. Pupils behave well in most lessons, at playtimes and in the hall at lunchtime. Pupils co-operate well together on shared activities. Movement around the school is also good
Personal development and relationships	Very good. The school's emphasis on developing pupils' social and moral awareness has been very successful. Pupils have responded very well to the opportunities that the school gives them to take responsibility for their work.
Attendance	Slightly below average because there has been a higher than usual number of pupils absent through illness and some parents take their children on holiday during the school term. The school does all it can to maintain good attendance.

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 teacher's close attention to young children's individual needs in the reception class helps children continue the good start to their education made in the pre-school group. Activities are varied and very well organised. Relationships are very good. Children learn, for example, to listen to instructions and persevere with tasks. They learn to speak clearly and answer questions. Teachers in Years 1 and 2 continue the good start made in the Foundation Stage.

The good organisation and challenging work set in literacy and numeracy lessons in all classes have led to pupils' good progress in lessons and good results in Year 2. Across the school, reading, writing, listening, speaking, and numeracy are taught effectively. Teachers and support staff reinforce ideas and repeat key points of lessons regularly so that pupils often learn at a good pace. Teachers are clear about what it is that pupils will learn in each lesson, but sometimes teachers' written plans do not specify clearly what pupils will learn by the end of the lesson or over the week. Teachers assess pupils' understanding regularly and work is well matched to the needs of small groups of pupils in each class. The very good ratio of adults to pupils means that pupils receive much individual attention. Pupils were observed learning to work with large numbers in mathematics in Year 2. Pupils of all ages improved their powers of observation in art and learned the sounds and shapes of letters in literacy lessons. On some afternoons the whole school works together on, for example, art activities. Much learning takes place and pupils are highly motivated by the arrangement and have fun.

There is a purposeful atmosphere in classrooms. Teachers and support staff question pupils well and use this method to encourage pupils to think about new ideas and to check understanding. Pupils' capacity to learn is extended effectively and the needs of all pupils are met in lessons. Pupils with special educational needs learn effectively because teachers and support staff meet their needs quickly.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school gives high priority to teaching the basic skills of literacy, speaking and listening and numeracy. The school has very strong links with the pre-school group. The Foundation Stage curriculum meets the needs of young children effectively. Teachers use computers successfully to help pupils learn.
Provision for pupils with special educational needs	Good. The provision is well managed and pupils make good progress. Support staff help pupils effectively in lessons and in small group work. All pupils are very well included in all lessons. Some targets in pupils' individual education plans are not broken down into small enough steps.
Provision for pupils with English as an additional language	The school successfully arranges a special curriculum for pupils who have little English and involves outside agencies with additional expertise when the need arises.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. All pupils have the opportunity to take part in everything that the school does. The social and moral tone of acts of collective worship is very strong. The school's themes, such as 'friendship' and 'caring for one another' are highly appropriate.
How well the school cares for its pupils	Good. Teachers use information about pupils' progress effectively to guide their planning. End of year reports for parents are very informative. The rewards that teachers give for pupils' good work and attitudes are effective. The school has not completed a small number of statutory documents.

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 very good leadership, and all staff work as a team. There is a high degree of consistency in all matters. All staff have responsibilities and are very effective in their work. The administration of the school is efficient. The accommodation is used very well.
How well the governors fulfil their responsibilities	Good. The work of the governing body has improved since the last inspection. The chair of governors knows the school's strengths and what needs to be done. Governors have made increasing use of committees to deal with school business. Governors have recently helped teachers manage the reading programme and provided extra funds. Some items required in the annual report to parents and the prospectus have not been included.
The school's evaluation of its performance	Very good. The school development plan is used to check progress towards whole-school targets very well. The school's priorities, such as the greater use of computers in lessons to help pupils learn, are pursued vigorously. The maintenance of pupils' good achievement of work is evidence of the school's success in this area.
The strategic use of resources	Good. The school has made good use of the money available to it and 'best value' is found for many purchases. The school maintains a high number of support staff, to very good effect. The high under-spend is for replacement of old lesson books and equipment resources and to build and equip a new office.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Seventy-nine per cent of questionnaires (41) were returned and 22 parents attended the meeting

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children like going to school very much and make good progress with their work.• Behaviour is good.• The school sets the right amount of homework.• The teaching is good.• The school works closely with parents and they feel comfortable when approaching the school with a question or problem.• The school has high expectations of children and it helps them to mature and be responsible.• The school is well managed and led.	<ul style="list-style-type: none">• A few parents feel there are too few activities outside lessons.

The inspection team agrees with parents' many positive views. The school has an excellent partnership with parents. The school provides two recorder clubs all year and a sports club in the summer term. Inspectors concluded that the school provides an appropriate number of activities outside lessons.

OTHER INFORMATION

The governing body is responsible for drawing up an action plan within 40 days of receiving the inspection report, showing how the school will tackle the improvements needed. This action plan will be circulated to all parents at the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils attained well above average standards in writing and mathematics in Year 2 last year and they achieved well. Over the last four years, achievement has been consistently good.

1. Pupils achieve well. Teachers have high expectations of pupils and the good quality of teaching ensures that pupils make good progress from the time they enter the school until they leave it. Some pupils have made very good progress. They have responded particularly well to the opportunities that the school gives them. Parents are very pleased with the progress their children make and in the interest they have in lessons.
2. There are many reasons why pupils' standards of work and good achievement have been maintained since the last inspection. The school is generously funded and the headteacher and governors have provided a good ratio of adults to pupils and good quality resources for pupils to use. Pupils receive much help and support and make better progress in lessons consequently. There is a very good range of new books for pupils to read. They are colourful and fun, so pupils like to read and therefore make better progress. Teachers display pupils' work and important information clearly. There are many good displays of work, of which pupils are very proud. For example, there are some very interesting photographs from early last century. Pupils have made some perceptive comments about them that show they have studied the photographs very carefully. Pupils have noticed, for example that some old cars carried four spare wheels.
3. Teachers plan lessons that challenge all pupils. They provide interesting and well written information for pupils to use. Where teachers provide worksheets, they are also well written and informative. Pupils are always clear what they have to do and how long they have to do it. They receive praise when a job is well done and they enjoy having their good work celebrated as 'stars of the week.' Consequently, pupils have a greater sense of pride in their work.
4. The school has identified areas of relative weakness over the last three years. Currently, for example, the school wishes to improve the way that information and communication technology is used to help pupils learn. Also, there are targets for the improvement of books for pupils to read in literacy lessons and to develop the role of classroom assistants. The school has made good progress with all these targets. Pupils' progress in lessons is enhanced because computers are used effectively. Pupils for example, practise important skills using mathematics and word programs. New reading books are interesting and classroom assistants help pupils very effectively.
5. Adults work closely together and there is a high level of consistency throughout the school. The headteacher makes checks on the quality of teaching, which has been a significant factor in improving the quality of lessons. Teachers plan lessons thoroughly on a daily basis and identify at the end of lessons areas that pupils will need to revise the next day or later in the term.
6. Five years olds attain above the standards expected nationally and achieve well in the 'Areas of Learning' they study. The teaching in the reception class has had a positive effect on young children's standards of work. Young children soon become confident and learn many important skills, such as how to work together with others, settle to tasks, recognise letters and count. Most young children write legibly for their age. The reception

teacher demonstrates very clearly how well she understands young children's needs. She has written large books that contain a story and pictures for pupils to enjoy. The books help children to learn to read and they are very well matched to pupils' needs. One particular book, about life in the reception class, is of a particularly high quality. Young children in the pre-school group take the book home to show their parents, so that everyone knows what happens when they join the school.

7. National test results in Year 2 over the last four years have varied between average and well above average in comparison with all schools nationally. This pattern is the result of variations each year in pupils' capabilities. During the inspection, pupils' standards of work showed that they continue to achieve well. In Year 1, pupils worked with numbers to 20 and understood tens and units. Teachers' assessments show that nearly all pupils count to 100 confidently. In Year 2, higher attaining pupils write book reviews using clear sentences.
8. Teachers use a range of good teaching tactics. For example, lessons are well planned so that pupils revise their previous knowledge and only then start to learn new ideas and knowledge. Teachers prepare lessons carefully and everything that pupils need is ready before each lesson. The success of the teaching is evident in the school's results and in the sense pupils have of feeling included and of being important and valued. Pupils with special educational needs achieve well. They attain the targets in their individual education plans because of the good teaching they receive. The school responds quickly to their needs and pupils with the greatest need are supervised very well.

The leadership and management of the school are very good.

9. Since the last inspection, the school has responded very effectively to what needed to be done. The progress that has been made reflects the quality of the leadership in the school. There is a very good blend of informal checks on the school's work. The school is successful because all teachers work together to improve what the school does.
10. The headteacher is a very good leader and has clear and high expectations of all staff. She knows pupils well and takes a detailed interest in their standards of work. There is a strong emphasis on caring for pupils. Every pupil is valued and parents confirm there is a family atmosphere in the school. Teachers have steadily improved the quality of education and ensured that all pupils' needs are met each day. Parents strongly confirm that this is so. The aims of the school, such as '...to provide a stimulating, challenging environment to encourage a positive attitude to learning,' are clearly present. The school sets out to be a caring community where all adults work for the benefit of children. All staff feel that they have an important role to play and there is a whole school approach to change. Co-ordinators, who each are responsible for several subjects, have developed their subjects very well. Teachers are thorough in what they do and share expertise regularly. They attend courses and bring back information for all to use. Consequently, the very good management has led to pupils' achievement being a strength of the school.
11. The governing body provides good leadership and support for the management of the school. The governing body makes a significant contribution to the school's development planning process. The chair of governors has a good understanding of the strengths of the school and what it needs to do next. Governors have begun to identify the school's needs from first-hand experience, and to take positive action following visits. For example, governors released money to improve the quality of reading books following a visit to the school. The headteacher and governors have supported a school organisation based on a generous pupil-adult ratio. They recognise that pupils need adult support to

be successful in their work. Pupils have benefited from this decision. Some governors work in the school and others visit school regularly.

12. The school building is well maintained. The site has been skilfully developed to make best use of space. For example, pupils have games they can play during breaktimes painted on the playground and there is a very good swimming pool designed for learners. Lunchtime activities for all pupils are very well organised and pupils play well together. The administration of all aspects of the school is efficient. There is a good system for recording attendance. Few pupils arrive late, or do not have a good reason for their absence.
13. The school development plan gives the reader a very clear indication of what the priorities for the school are. For example, the school has identified the need to improve the curriculum for pupils with special educational needs. All the school's targets for improvement are found in other planning documents, when relevant. Therefore the school's priorities are always at the forefront of thinking and are completed more quickly. The headteacher is very well focused on the priorities and ensures the staff is too.
14. The school's evaluation of its performance is very good. The school checks its progress rigorously using the school development plan and associated documents. Staff have analysed the quality of pupils' work and watched their colleagues teach. Targets in the school development plan are reviewed regularly and they are very useful tools for judging the school's progress over the year. The school development plan contains the main areas that the school needs to address to make further progress. The document indicates that the school knows its strengths and areas for development very well. The school correctly maintains a sum of money for improving books and equipment for use in lessons.
15. The provision for pupils with special educational needs is managed effectively. The school identifies pupils with special educational needs early in their school careers. Early identification of pupils with needs has allowed the school to boost their performances considerably, in many cases up to the standards that are expected nationally by the time pupils are seven years old. Pupils make good progress and some make very good progress.

The teaching and learning are good. The teaching has many strengths.

16. There is a purposeful atmosphere in classrooms. Teachers reinforce ideas effectively and repeat key points of lessons regularly, therefore pupils learn at a good pace. All teachers check that the intended learning has happened. Work is well matched to the needs of pupils in each class because the results of assessments are used to plan the next day's group and class activities. Pupils repeat what they have not understood, which gives them a much better chance of grasping new knowledge. Teachers provide the highest attaining pupils with more difficult work. Teachers are looking into ways to make better use of the whole class teaching sessions associated with the National Literacy and Numeracy Strategies. There are times when the most able pupils would be better employed on tasks that are more difficult and challenging than those introduced routinely each day to whole classes.
17. Good teaching and pupils' very good attitudes to school are the main reasons for pupils' standards of work and their good achievement. Many examples of good and very good teaching were observed during the two days of the inspection. Teachers share common goals and discuss ideas and plans together as a team. The headteacher gives clear

direction about how the curriculum should be taught. Teachers question pupils well and use this method to revise knowledge from previous lessons. Relationships between adults and pupils are very good. Pupils want to learn because they feel valued and included in all lessons. Teachers prepare for lessons very well. All the things that pupils need are ready for them to use. The school makes good use of helpful guidance provided by the local education authority, for example, about how to improve pupils' writing with challenging tasks.

18. All pupils with special educational needs are included in all that the school does and staff help to meet their needs effectively. Support staff are particularly effective in this area of their work. One support member of staff was observed working with a group of pupils with quite limited spans of concentration. She kept the group on task because she was very well prepared for the lesson and she constantly reminded pupils about what needed to be done. She helped pupils at certain important stages of their work, but never gave too much away so that pupils ceased to be challenged by their work.
19. Many examples were observed of teachers' expertise and knowledge of how young children and older pupils learn. The teacher in the reception class skilfully ensures that each child receives the personal attention that they need. There is a happy and constructive atmosphere in the reception class. Children make a good start to their education in the main school. Activities are varied and well planned, the teacher takes full account of children's emotional and social needs.
20. In a very good reception class lesson, children learned to form letters and recognise words. Everything about the lesson was interesting and exciting. The teacher pointed out objects or pictures in the classroom that, for example, began with the letter 'e,' such as 'elephant.' The teacher made very good use of the additional adults. Each took a small group and developed different aspects of language, such as word bingo. Another group learnt to form their letters better by using small white-boards and felt-tip pens. Others continued to learn about the order of letters in the alphabet on computer. During all the activities, children learnt to share and to take turns. Many important teaching points were made during the lesson and learning was related to children's experience effectively.
21. Teachers in Years 1 and 2 continue the very good start made in reception. In a very good lesson in Year 2, pupils learned about the Euro and about its value in comparison with the Pound. Pupils then learnt to count on in twos, fives and eights. The highest attaining pupils counted on in nines and one pupil showed he could find the square root of some numbers. Everything the teacher recorded was very carefully written so that pupils could understand it easily. During the group work activities, the teacher moved between groups very well so that a brisk pace was maintained.
22. English (literacy) and mathematics (numeracy) are taught effectively. The challenging work set in literacy and numeracy lessons has led to pupils' good achievement. The headteacher is a 'leading' teacher of mathematics. Visitors from other schools visit her lessons because she is particularly expert in teaching mathematics. Pupils at the school benefit from this high level of expertise.
23. In Year 1, the teacher used an excellent range of questions and practical methods to develop pupils' counting skills. Pupils revised how to count on by one and then by 10 using a 100 square of numbers. This challenging work proved to be stimulating and exciting for all. Relationships in the lesson were excellent and pupils were very keen to do well. They consolidated their understanding of tens and units by adding a 10 and several units orally, up to 20. The teacher used a very wide range of techniques to repeat and

revise pupils' knowledge. They worked on white-boards, used counting cubes on the floor and saw the calculations written on the teacher's own large white-board. The teacher made many important points, such as that 13 and 31 are not the same number, when a pupil had reversed the numbers. Pupils learned that 'equals' means 'is the same as.' All learning was reinforced many times over so that pupils would have a good chance of remembering what they had learned in future.

24. Pupils' standards in literacy and numeracy benefit from work done in other subjects. For example, teachers develop pupils' understanding of spelling, punctuation and grammar in many lessons, such as history and geography. Pupils learn to write clearly, to read for information and to express their ideas clearly when speaking.

Pupils' attitudes and personal development are very good and there is a rich curriculum for all pupils.

25. Pupils' attitudes to work and personal development are very good. Pupils' responses enhance their progress and the standards they attain because pupils often make the most of what they are offered. They show a strong interest in school life and most have a thirst for knowledge. Pupils respond very well to the teaching. The staff successfully provides a rich curriculum and pupils have many opportunities to respond positively to school. Parents have great confidence in the school and their trust is communicated to their children.
26. There are many examples of pupils' and children's very good responses to school. Children have benefited from the curriculum provided in the pre-school group. Most know what school is about before they enter the main school. By the age of five, young children have learned to tidy things away and most stay on task for long periods. Children's positive attitudes begin when they are very young because the staff reinforces social behaviour very strongly. Most pupils are confident yet willing to listen to other points of view. Pupils play co-operatively and sensibly in the playground and play a variety of games. Pupils have opportunities to collect and deliver things to classes, which they enjoy. Pupils carry out these activities reliably.
27. Pupils showed good powers of concentration in many lessons. Pupils were attentive and concentrated very well on the teaching, because the teaching was interesting and teachers' expectations of pupils' attitudes were high. During the art afternoon, pupils' attitudes to work were very good. For example, pupils concentrated very well when a teacher pointed out differences in the colours and shapes of parts of flowers. They developed their understanding of drawing most effectively. Pupils noticed that the leaves are different lengths and that some are thinner than others are. Pupils concentrated very well on all the group activities. Pairs of pupils found out more about the names of parts of plants on computers. There were instances where older pupils helped younger ones, as all the pupils in the school were mixed together.
28. During an act of collective worship, pupils learned more about the word 'respect.' The teacher read a good story about selfishness. Pupils concentrated very well and it is very likely that many pupils began to understand the meaning of the story. There was a very good response and pupils gasped in horror at the selfishness of the people in the story, for example, when someone threw rubbish over a fence.
29. All subjects of the National Curriculum are taught consistently across the school. High priority is given to teaching the basic skills of literacy and numeracy. The quality of the curriculum is a major positive influence on the standards that pupils attain. The

curriculum is well matched to pupils' needs. Teachers use assessments of what pupils know, understand and can do effectively to help them plan learning in subsequent lessons. Parents report that their children feel that the school makes learning fun.

30. The school offers a good curriculum for art and music. The displays in the hall and classrooms, such as of the Kandinsky style patterns, are of good quality. Other displays around the school show how rich the curriculum is. Pupils have displayed lines of their own words from the story of Cinderella. In history lessons, they have considered what it was like to have no electricity. Pupils have brought in many interesting photographs from the early 20th century. Pupils receive a good music curriculum. Pupils are strongly encouraged to play instruments and they enjoy lessons using the extensive range of equipment. The school takes great care to display its aims and the curriculum for the next term, so that parents can make any contributions they feel are appropriate. The school raises funds for charities, such as the Poppy Appeal.
31. The curriculum the school provides in the reception class gives young children a good start to their education. Each morning and afternoon, teachers present children with a wide range of activities based on the curriculum for the Foundation Stage. (Social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical and creative development.) The curriculum helps develop children's motivation to learn. It begins to develop young children's respect for their own culture and of those of other people. Pupils learn to read and write, make up their own stories and to spell. The curriculum introduces children to counting, addition, subtraction and patterns in numbers. Children used their senses to investigate the world around them and to move with greater control and co-ordination. Geography lessons are very interesting. Pupils take a school toy rabbit or bear (such as 'Mr. Nikkos') with them on holiday and take photographs of them in different places. When pupils return, all pupils see the pictures of different places and they learn about life in different countries.
32. Teachers work very closely when planning the curriculum. They ensure that lessons build upon what young children and pupils knew in previous lessons. The curriculum is very carefully planned so that activities get harder as pupils get older. For example, in reception children share news, role-play and begin to learn the alphabet. In Year 1, pupils have 'talking partners' to share ideas with and language word banks to use when writing. In Year 2, pupils write poems, perform to the class and read their work out loud to the class.
33. Twice weekly all pupils and young children join together to study subjects in small groups. The school makes good use of parent helpers and support staff so that groups are small in number and pupils receive good levels of attention. During the art activity afternoon, pupils had opportunities to do the following. For example, they drew plants, made paper flowers, played in the Pudding Lane corner and dressed up accordingly, used a radio-controlled car to improve their hand-eye co-ordination, made interesting shapes from wooden bricks, created a miniature gardens and sowed seeds and watered them. The afternoon's activities were very worthwhile, were enjoyed by all and pupils learnt much at the same time.
34. Pupils have good opportunities to use computers. Teachers make good use of information and communication technology and of national guidance to help them plan lessons. Computers are used in many lessons to support pupils' learning. During an information and communication technology lesson, pupils developed their keyboard skills, and learned how to move the cursor and to print their work.

There is an excellent partnership with parents.

35. The school has developed a close and excellent partnership with parents. The quality of the links with parents is another feature of the very good management of the school.
36. Links between parents and the school have continued to improve since the last inspection. They were judged then as very good. Forty-one parents returned the questionnaires. Parents showed how very positively they feel about the school. For example, 97 per cent of parents feel that the school is well managed. Ninety-seven per cent of parents feel that the teaching is good and 100 per cent of parents reported that their children like school. Ninety-seven per cent of parents feel the school's expectations of their children are high. All parents who responded to the questionnaire feel that they are kept well informed about their children's education. A few parents feel there are too few activities outside lessons. The school provides two recorder clubs all year and a sports club in the summer term. Inspectors concluded that the school provides an appropriate number of activities outside lessons.
37. Pupils feel positive about schooling because teachers make lessons interesting and show much interest in all pupils' wellbeing. Contented parents communicate this to their children and therefore children at school know that they are receiving a good education. Parents have many good reasons why they should support the school. Children achieve well and are happy at school. Some parents and friends of the school regularly help with groups. For example, one parent helps by teaching groups of pupils to improve their hand-eye co-ordination when controlling an electric car. A grand parent hears pupils read in Year 2. This valuable work by parents and friends improves pupils' progress in lessons because pupils receive more attention and assistance with their work.
38. At the meeting for parents, there was very strong support for the school. Parents commented, for example, that the school has continued to promote high standards in all that it does. Parents feel their children are prepared well for the next school. They commented that the school rewards pupils for any aspect of their work or social behaviour, such as kindness to others and keeping the site tidy. Parents are very content with the homework set and feel that it is well organised.
39. Parents feel that teachers care about their concerns and follow up their questions and any concerns well. They feel there is no barrier between parents and school. Crucially, parents feel that the school has continued its good progress under the leadership of the present headteacher. Parents were keen to report that aspects of art, history, science and information and communication technology were strengths of the school. They felt that the reading diaries were valuable and that their children's progress with English and mathematics was good. Parents have enjoyed the workshops run by the school for them each half term and approve of the detailed newsletters. Parents have raised a considerable amount of money to help the school buy new books and equipment for use in lessons.

WHAT COULD BE IMPROVED

40. Inspectors found that the school had no major issues to answer. Several small points for development were identified.
41. The planning was thorough in all lessons observed. In most lessons teachers identify exactly what it is that pupils should learn. However, some lesson plans do not specify exactly what it is that pupils will have learned by the end of the lesson or by the end of the

week. Assessment of what pupils have learned is therefore more difficult because it is less clear what the intention of the lesson was.

42. Pupils with special educational needs progress well. Each pupil has an individual education plan, which explains what each pupil's needs are and how they are to be met. The written targets that teachers have to follow are not always as clear as they might be and the guidance teachers have varies in quality. Some targets are too long-term, for example, '...to improve a pupil's language skills.' An example of a better short-term target might be for a pupil to learn six named keywords over several lessons.
43. The school takes good care of all its pupils. The school has good plans in place to bring various policies and documents up to date. The prospectus does not have a section about how parents can visit the school before their children join it or remind parents they can withdraw their children from acts of collective worship and religious education. The school has not written down all the assessments of risk it has carried out.
44. The annual report from governors to parents does not contain a number of important sections. These are, the date of the next election for parent governors, explanation about the policy for special educational needs and how any changes have been made, National Curriculum test figures, arrangements for receiving disabled pupils into school and the facilities the school provides for them.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

45. The governors, headteacher and teachers need to ensure that;
- all lesson targets refer to what pupils will know, understand or be able to do by the end of lessons,
 - all targets in pupils' individual education plans are short-term and specific,
 - the annual report from governors to parents and the prospectus meets all requirements,
 - all assessments of physical risk are recorded formally.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

14

Number of discussions with staff, governors, other adults and pupils

10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	3	9	1	0	0	0

Percentage	7	22	64	7	0	0	0
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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 seven percentage points.

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)	52
Number of full-time pupils known to be eligible for free school meals	3
Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	9
English as an additional language	No of pupils
Number of pupils with English as an additional language	1
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	6.5
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	9	6	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	8	9
	Girls	5	5	5
	Total	12	13	14
Percentage of pupils at NC level 2 or above	School	80 (94)	87 (88)	93 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	9	9
	Girls	5	5	5
	Total	12	14	14
Percentage of pupils at NC level 2 or above	School	80 (88)	93 (94)	93 (94)
	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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	38
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)	3.02
Number of pupils per qualified teacher	17.3
Average class size	21

Education support staff: YR – Y2

Total number of education support staff	3
Total aggregate hours worked per week	46

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

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	2000/2001
	£
Total income	170182
Total expenditure	163327
Balance brought forward from previous year	6136
Balance carried forward to next year	12991
Expenditure per pupil	3141

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	52
Number of questionnaires returned	41

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	24	0	0	0
My child is making good progress in school.	80	17	0	2	1
Behaviour in the school is good.	73	24	0	2	1
My child gets the right amount of work to do at home.	56	39	2	0	3
The teaching is good.	93	5	0	2	0
I am kept well informed about how my child is getting on.	80	17	0	2	1
I would feel comfortable about approaching the school with questions or a problem.	88	10	0	2	0
The school expects my child to work hard and achieve his or her best.	80	17	0	2	1
The school works closely with parents.	80	17	0	2	1
The school is well led and managed.	80	17	0	2	1
The school is helping my child become mature and responsible.	85	12	0	2	1
The school provides an interesting range of activities outside lessons.	46	24	10	2	18

Other issues raised by parents

Parents strongly supported the school at the meeting for parents. One issue arose. A few parents were not content with the range of activities that the school provides outside lessons.