

INSPECTION REPORT

WOOTEY INFANT SCHOOL

Alton

LEA area: Hampshire

Unique reference number: 115985

Headteacher: Mrs R. Ilsley

Reporting inspector: Robert B. Bonner
(OFTSED No: 25384)

Dates of inspection: 11 – 12 December 2000

Inspection number: 224232

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Wooteys Way Alton Hampshire
Postcode:	GU34 2JA
Telephone number:	01420 83656
Appropriate authority:	The Governing Body
Name of chair of governors:	Dr Victoria Martin
Date of previous inspection:	18 November 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wootey Infant School is situated on estates of both local authority housing and mixed rented/owner occupied houses and flats in the town of Alton in Hampshire. There are currently 125 pupils who attend the school on a full-time basis, with a further 20 children in the reception classes who attend on a part-time basis. In total there are 64 boys and 81 girls. It is smaller than other primary schools but similar to that at the time of the last inspection. The majority of children have had some form of pre-school education. The attainment of children when they enter the school covers a wide range of abilities but is generally below that expected nationally. At the time of the inspection there were 45 children in the reception class who were under the age of six. The majority of pupils who attend the school are white and there are very few from minority ethnic groups. Seventeen pupils, 14 per cent, are eligible for free school meals. This is broadly in line with the national average. There are 42 pupils identified as having special educational needs (29 per cent), this is higher than at the time of the last inspection and well above the national average. There is one pupil with a statement of educational need.

HOW GOOD THE SCHOOL IS

The school is effective in its work. The leadership and management of the school are very good. The school is very successful in fulfilling its aims and values that focus on the educational, social and personal development of the individual. Good quality teaching throughout the school enables pupils to develop very good attitudes toward their work and achieve well. The attainment of pupils currently in Year 2 is broadly average in English, mathematics and science and standards are rising. The school has made very good progress since the last inspection. The school provides good value for money.

What the school does well

- The school is very well led and managed.
- Teaching and learning throughout the school are good.
- The pupils' attitudes, behaviour and personal development are very good and their relationships are excellent.
- The provision for pupils' moral and social development is very good.
- The school works very well in partnership with parents.
- The welfare of all pupils including those with special educational needs is a high priority.

What could be improved

- Standards in writing.
- Standards in mathematics.

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 very good progress since its last inspection in 1996, with all key and minor issues being effectively tackled. The quality of teaching has improved since the last inspection, when seven per cent of lessons were less than satisfactory. In this inspection there was no unsatisfactory teaching and the percentage of good and very good teaching has increased. This is as a direct result of monitoring and evaluation conducted by the headteacher and deputy headteacher. Pupils' attitudes, behaviour and personal development have improved and these are now very good. There has been an improvement in the provision for pupils' spiritual, moral, social and cultural development, which is now good. There are schemes of work for all subjects and very effective procedures for monitoring pupils' progress as they move through the school. The role of the co-ordinators has been extended to include monitoring of planning and standards in their subjects. The governing body has improved its procedures for assessing the effectiveness of the school in terms of the value for money it provides. These are now very good. A computer suite has been developed and standards are rising in information and communications technology. The school's partnership with parents has been extended in a number of ways, for example, parents are given information about what pupils are to study each half term. Improvements have been made to the school's accommodation and more physical education equipment has been purchased.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
reading	C	B	C	B
writing	C	B	C	B
mathematics	D	A	E	D

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

Standards in the tests in the Year 2000 were average in reading and writing but well below average in mathematics when compared to all schools. The percentage of pupils reaching the expected standard (Level 2) in science teacher assessments was below the national average. In comparison with similar schools, pupils' performance was above average in reading and writing but below average in mathematics. Taking the three years 1998 to 2000 together, the performance of pupils in reading and writing exceeded the national average, their performance in mathematics was average. Standards have risen significantly in all three subjects since the last inspection in 1996. Last year standards fell, particularly in mathematics due to a particularly low attaining group. The percentage of pupils reaching the expected level, (Level 2) in mathematics was close to the national average, but the percentage achieving at the higher levels was well below the national average. The school has put into place a range of good practices for raising standards. For example, the recently improved provision for higher-attaining pupils and the setting of individual targets. There are significant numbers of pupils with special educational needs in all year groups and this has the effect of lowering the results at the end of the key stage. Many of these pupils join the school other than in the reception class. A wide range of attainment is represented in the current Year 2 classes with standards being broadly average in English, mathematics, science, information and communications technology and religious education.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good. They clearly enjoy going to school and are enthusiastic, interested and involved in their learning. This has a positive effect on their achievement.
Behaviour, in and out of classrooms	Behaviour in lessons, assemblies and around the school is very good. Pupils are courteous and trustworthy, and are caring and thoughtful in their attitudes to others.
Personal development and relationships	Pupils show initiative and take responsibility for many of the school's daily routines. The excellent personal relationships they enjoy with each other and with adults is an outstanding strength of the school.
Attendance	Satisfactory

TEACHING AND LEARNING

Teaching of pupils:	aged up to 6 years	aged 6-7 years
Lessons seen overall	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.

Teaching is good throughout the school. In 100 per cent of lessons it is good or better, in 35 per cent it is very good or better and in six per cent it is excellent. This is an improvement since the last inspection when seven per cent of lessons were judged less than satisfactory and the percentage of good and very good teaching was lower. Teachers have good knowledge and understanding of the subjects they teach and high expectations of pupils and their work. Teachers manage pupils very well, achieving high standards of behaviour. Lessons are well organised and time and resources are used effectively to promote pupils' learning. The teaching of English and mathematics is good. Teachers' planning for these lessons takes into account the needs of all pupils, so that independent and group work is well matched to pupils' learning needs. The early identification and effective support provided for pupils with special educational needs enables them to make good progress and achieve well. The pupils are interested in their work and they are keen to do well. They make good progress in their learning in lessons and achieve well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for the children in the reception classes and for pupils in Key Stage 1 is broad and balanced and meets statutory requirements. The strategies for literacy and numeracy have been successfully introduced and standards are rising. The provision for pupils' personal, social and health education is good
Provision for pupils with special educational needs	The school has effective systems to identify and support pupils with special educational needs and these pupils make good progress in their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, provision is good. Moral and social development are very good, spiritual and cultural development are good.
How well the school cares for its pupils	The school provides a very good level of care and support for its pupils. The high quality relationships between staff and pupils are the basis of this support. There are very good procedures for monitoring and promoting good behaviour which results in an orderly and productive atmosphere in which pupils flourish. There are very good procedures for assessing and monitoring pupils' achievement, particularly in English and mathematics. Health and safety and child protection are effectively managed.

The school works very well in partnership with parents. It provides parents with good quality information that gives a flavour of school life and keeps them well informed about their children's progress. Parents in turn are supportive of the school and its work. Parents hold the school in high regard.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management by the headteacher and other key staff are very good. The headteacher, with the effective support of the deputy head and curriculum co-ordinators, provides the school with clear educational direction. The school has made very good progress since the last inspection and the aims and values of the school can be seen clearly in its work.
How well the governors fulfil their responsibilities	The contribution of the governing body to the effective running of the school is very good. Governors take their responsibilities seriously and are committed to providing the best possible education for all of the pupils. They are kept well informed and work hard in their individual and collective roles. They have a clear view of the strengths and weaknesses of the school and where it needs to develop.
The school's evaluation of its performance	The headteacher and deputy headteacher effectively monitor and evaluate the performance of staff and provide relevant feedback and training opportunities. The school thoroughly analyses all data relating to pupils' attainment, sets targets for improvement and monitors progress towards them.
The strategic use of resources	Educational priorities are very well supported through the school's financial planning. Spending is targeted to agreed priorities especially the raising of standards. The school applies well the principles of best value to its work. The governors carefully monitor the effectiveness of the school in terms of the value for money it provides.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Their children are making good progress. • Behaviour in the school is good. • Teaching is good. • They feel comfortable about approaching the school with questions. • The school expects their children to work hard and do their best. • The school is helping their children to become mature and responsible. • The school is well led and managed. 	<ul style="list-style-type: none"> • The amounts of work pupils do at home. • The provision of a more interesting range of activities outside lessons.

The inspection strongly supports the positive views that parents have of the school. Inspection evidence does not support the concerns of a very small minority of parents. Homework is used well to aid pupils' learning in the classroom. Some parents would like to see a more interesting range of activities outside lessons. The school provides a satisfactory range of visits and activities.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school is very well led and managed

1. Overall, the leadership and management of the school are very good. The headteacher provides strong, effective leadership and, with the support of the deputy headteacher gives a very clear direction for the development of the school. The improvement in the quality of education owes much to her leadership and the effective support of a hard working and committed team of staff and governors. Together they have succeeded in creating a learning environment where behaviour is very good, relationships are excellent and pupils feel secure and valued. The aims of the school that focus on the educational, social and personal development of the individual are shared by all and underpin its work. The school is committed to raising standards with equality of opportunity for all pupils.
2. The headteacher maintains a very good balance between the strategic, administrative and monitoring elements of her role. In all of these she is very well informed. Working with the deputy headteacher she monitors the work of teachers in the classroom and provides feedback in order that staff might improve their performance. Targets are agreed each year and form the basis of future observations. Support is provided where necessary and relevant courses are made available to staff to develop their expertise. As a result of this monitoring, standards of teaching have improved. The deputy headteacher takes a leading role in the school in several areas of its work. One of these is in the field of assessment and target setting. As part of the school's commitment to raising standards, she undertakes a thorough analysis of assessment and other performance data and uses this information to set targets for improvement for individual pupils. Working closely with teachers and parents she carefully monitors pupils' progress towards these. This work has been effective in involving parents much more in their children's learning and in the early identification of pupils with special educational needs. Recent analysis of test results has indicated that there are few pupils achieving at the higher level in the end of key stage tests. In response to this, higher-attaining pupils have been identified in Years 1 and 2 and the deputy headteacher takes these pupils for extended writing and some mathematics lessons. The school has further developed the role of subject co-ordinators; they now monitor planning and standards in their subjects. A particularly good feature of their work is the links that have been forged with individual governors to keep them informed of curriculum initiatives and developments.
3. The governing body is very effective in its work. There are very good procedures to ensure that individual governors are kept well informed and play a vital role in shaping the direction of the school. Governors know the strengths and weaknesses of the school and how the school needs to move forward. The governors share the vision for the school and are well guided by the clear direction that the headteacher provides. The chair of governors works closely with the headteacher and is well informed about the work of the school. All governors' committees have appropriate terms of reference; they meet regularly and are very effective in their work. Individual governors take their responsibilities seriously and are committed to raising standards in the school. For example, they attend governors' training, monitor classroom practice and contribute significantly to the school improvement plan. There is a statistics group, comprised of both governors and teachers, who meet regularly to compare data. The governing body uses this information to make judgements about the effectiveness of the school, and the financial implications of new initiatives. A group of governors also carefully monitors the effectiveness of the school in terms of the value for money it provides.
4. The school improvement plan is an effective working document of high quality and is based on a thorough audit of the school's present position. The school has set itself a manageable number of clearly defined measurable targets that focus on the raising of standards. All new initiatives are carefully appraised in relation to likely costs. The school has established effective and efficient working practices to plan, manage and monitor its finances. Budget setting is firmly linked to development planning and reflects well the educational needs of the pupils. Long-term planning is of good quality. The school is clear where it needs to improve and there is a shared sense of

determination to succeed and move forward. The school is in a very good position to make further improvements and has the capacity to achieve these.

Teaching and learning throughout the school are good

5. Teaching is good throughout the school. In 100 per cent of lessons it is good or better, in 35 per cent it is very good or better and in six per cent it is excellent. This is an improvement since the last inspection when seven per cent of lessons were judged less than satisfactory and the percentage of good and very good teaching was lower. Weaknesses in teaching identified in the previous inspection have been tackled effectively and there have been significant improvements. This is as a direct result of monitoring and evaluation conducted by the headteacher and deputy headteacher. The quality of teachers' planning has improved and is now good. The content of lessons is well matched to the prior attainment of the pupils. Lesson objectives are shared with the pupils, who are aware of what they are expected to achieve and are much more involved in their learning. The teachers correct the pupils' work in a supportive manner, and there are indications to show what they have done well and where they need to improve.
6. The quality of teaching in the reception classes is good or better in 100 per cent of lessons, and in 25 per cent it is very good. In Key Stage 1, teaching is good or better in 100 per cent of lessons. In 38 per cent it is very good or better and in eight per cent it is excellent. In the lessons observed during the inspection teaching was good in English, mathematics, physical education and religious education and very good in information and communications technology and music.
7. Teachers in the reception classes understand how young children learn and use the children's own experience or practical activities whenever possible. Children are praised and encouraged, and all learning is made fun and exciting. New learning is presented as a challenge and children are inspired to meet the challenge. The pace of the lessons is brisk with a variety of activities to sustain the children's interest and enthusiasm. Children know and understand the learning objectives of each lesson, and progress is reviewed in the plenary session. Planning is detailed and very thorough. It is informed by careful assessment of the progress of each child through observation and planned activities. Group activities are planned to provide for the different needs of the children. Classroom assistants ably support the work of the teacher in the classroom.
8. The teaching of literacy in English lessons is good. Class teachers have a good understanding of all aspects of the literacy strategy and they are confident in teaching the basic skills in all aspects of reading and writing. Planning for the Literacy Hour is effective and has been implemented well. Teachers have high expectations of their pupils and provide work that challenges even the most able. The teaching of numeracy in mathematics lessons is good. Teachers have embraced the structure of the National Numeracy Strategy very well in their planning. Planning is good and provides a clear structure to the lesson with the provision of work for three attainment groups. Learning aims are clear and shared with pupils and as a result, they are aware of what they are expected to achieve. Mental activities at the beginning of the lessons are used well to promote pupils' skills and knowledge. Good use is made of sessions at the end of lessons to assess pupils' learning and reinforce the learning objectives. Teaching is good in physical education and religious education and very good in information and communications technology and music.
9. The pupils on the special educational needs register are taught well by their class teachers and in their group work by the special educational needs teacher. She has a great deal of experience and provides the pupils with extra support in a comfortable and stimulating environment. The pupils enjoy the additional help they receive in these lessons and this has a positive impact upon their learning. In classes, the work for the pupils with special educational needs is appropriate for their requirements and they make good gains in their learning. Where extra adult support is given during lessons the pupils respond well and make good progress.
10. Teachers have good knowledge and understanding of the subjects they teach. They use the correct technical terms and subject specific language to develop pupils' knowledge and understanding of each subject. This is particularly evident in English and mathematics lessons, where technical language is used accurately. In a phonics lesson in a Year 2 class, the teacher

drew the pupils attention to 'long' and 'short' vowel sounds as they decided whether to put a 'k' or a 'ck' on the end of a word. In a numeracy lesson, pupils in another Year 2 class, were encouraged to use the terms, 'multiple' and 'set' as they solved their division problems.

11. Teachers plan well together in their year groups making good use of each other's expertise. This also provides an equality of provision for the pupils in both classes in the year group. In literacy and numeracy the teachers plan very closely to the framework for the teaching of these subjects and this is a strength of their work. The teachers in the reception classes plan their work together to cover the areas of learning for the children who are under six. Planning in all classes clearly indicates what has gone before and builds upon previous learning well. Work is carefully planned for the individual needs of the pupils, with both the lower-attaining and higher-attaining pupils being given good support in their tasks.
12. Teachers' expectations of the pupils' and their work are very good. This view is held by parents and is strongly supported by inspection evidence. In an extended writing lesson for higher attaining pupils, for example, the teacher had very high expectations of all the pupils' behaviour and work. All the pupils were praised, encouraged and challenged to do their best. This encouraged them to be fully involved in their learning and as a result they achieved very well. In all classes pupils are encouraged to work independently and to take responsibility. Pupils work well together in groups and listen carefully to the contribution of others in the class. They show good levels of support for each other and applaud each other's achievements. The pupils and staff have excellent relationships with one another and this adds significantly to the quality of the work that the pupils produce and the way in which they learn. The pupils feel their contributions are valued and this helps to build their self-esteem and encourages them to try harder.
13. Teachers organise their lessons well and use a range of techniques and groupings that enable the pupils to learn well and at a good pace. Staff use the format of the literacy and numeracy lessons effectively to support teaching in other curriculum areas. At the beginning of lessons they share the learning objectives so pupils understand what they are expected to achieve. At the end of lessons teachers take the opportunity to reinforce the learning objectives and assess what the pupils have learned. Time and resources are used effectively to keep all the pupils involved in their learning. Lessons move along at a challenging pace, whilst providing time for the pupils to consolidate their work. Resources are used well to support learning in the classrooms. Classroom assistants are deployed effectively and make a valuable contribution to the pupils' learning.
14. The management of the pupils throughout the school is very good. The pupils work in a busy and interested manner. The management of pupils is being consistently developed throughout the school with the very good behaviour being a reflection of the excellent relationships within the school. Pupils who find it difficult to behave well are sustained in a patient, consistent and supportive manner. They have specific help and support from their teachers and learning support staff and this has a very positive impact upon their behaviour.
15. The quality of day-to-day assessment is good. The teachers monitor the pupils' work well in the class giving encouragement and advice, as needed. The support and guidance they give is well matched to the needs of the pupils. The teachers assess their lessons and use this information to plan their future work. Teachers question pupils well to gain insights into their levels of understanding and to develop their speaking skills. Marking is effective in supporting pupils' learning and providing them with areas for development. The provision of homework is good. It is used effectively to consolidate and extend the pupils' learning in class.

Attitudes, behaviour and personal development of the pupils, and relationships within the school are very good

16. Pupils' attitudes to school life are very positive. Parents report that their children enjoy going to school. Pupils know they go to school to learn. They settle quickly to their lessons and are keen to get started. Pupils listen attentively and are eager to answer questions. They enjoy the challenge of learning, showing a high level of interest and involvement when given an activity to do. They work hard with good levels of concentration and persevere even when they find the tasks difficult.
17. Parents' positive views about pupils' behaviour are confirmed by the inspection. Standards of behaviour in and around the school are very good. Pupils behave well in lessons. Behaviour in assemblies, in the playground and the dining room is particularly impressive. Movement around the school is orderly. There is an anti-bullying policy in school and no bullying was observed during the inspection.
18. Most pupils show a good level of maturity and confidence for their age. They are developing essential social skills. They are very polite and friendly. The quality of relationships in the school is excellent and is a strength of the school. Pupils get on very well with each other and with adults in the school. Dining is a civilised, social occasion with noise levels that allow easy conversation. Pupils table manners are good. Pupils collaborate well and are prepared to listen to each other's views. They know the importance of taking turns and sharing, for example, when working together on computers, children in the reception class supported each other well as they entered data about the weather onto the computer.
19. By Year 2, pupils are beginning to show good levels of independence, with many prepared to work hard without too much direct supervision. For example, in the literacy hour and numeracy lessons pupils work well at their independent tasks. In a challenging writing lesson, pupils in Years 1 and 2 showed high levels of concentration and perseverance as they developed their stories. In other lessons, pupils choose the equipment they require for different tasks and return them to their correct place. They willingly take responsibility for such tasks as turning the music on or off in assembly or keeping their classrooms tidy. Throughout the school, equipment and books are handled with respect and the school environment is well cared for.

The provision for pupils' moral and social development is very good

20. The school successfully promotes pupils' spiritual, moral, social and cultural development through a range of activities that reflect the values expressed in the school's aims. Provision is good overall and very good in respect of moral and social development. The school has improved on the standards identified in the previous report.
21. The provision for pupils' moral development is very good. The ethos of the school, which encourages respect for self and others, provides a very strong and effective focus for pupils' moral development. Values are fostered through the caring and supportive relationships that exist between staff and pupils and by the good example of all who work in the school. High expectations of behaviour and an emphasis on developing self-discipline support pupils' moral development. Personal and social development are central to the aims of the school and teachers foster a sense of value, dignity, appreciation and achievement. Teachers reinforce good behaviour by praise and encouragement, by awarding team points for good behaviour in class and their success is acknowledged in assemblies by the awarding of special badges. Right and wrong are emphasised throughout the school by staff. Pupils are encouraged at all times to care for one another, the school and the community. Relationships between all staff reflect the atmosphere of friendliness and support which is apparent and this has a strong effect on the pupils.
22. Provision for pupils' social development is also very good. Parents believe that the school is effective in helping their children to become mature and responsible; this view is strongly supported by observations made during the inspection. Personal and social development are

central to the life of the school and every opportunity is taken to encourage pupils to be increasingly self-confident, independent and proud of themselves. The school provides a range of opportunities for pupils to develop skills of co-operation and collaboration. For example, during the inspection, the pupils in a Year 1 class worked very effectively in their individual roles and as a team as they acted out a play about toys. Pupils respond positively to the high expectations of staff and the learning ethos in the school. The school works well as a community and takes pleasure in each other's success. Assemblies are used to reinforce the school's aims and to celebrate and acknowledge achievements and activities. The recently introduced 'Family Group', which focuses on the development of relationships across year groups is helping pupils to further develop more caring attitudes towards one another and positive attitudes towards school. The opportunities provided for pupils in Year 1 to share their books with those in Year 3 in the junior school, helps to further develop independence and self-confidence. Regular homework and the use of the school library encourage independent learning. Social responsibility is promoted through, for example, pupils checking books in and out of the school library, acting as classroom and register monitors, helping in assemblies, tidying up in classrooms and sponsorship of charities. Pupils develop an awareness of the needs of less fortunate children, by for example, collecting items for Romania.

The school works very well in partnership with parents

23. The school has very good links with parents, and this is a strength of the school. At the meeting before the inspection, parents said that the school dealt well with suggestions or complaints. They felt that staff were accessible and always made time to see them. Parents considers that the school works closely with them and that they were kept well informed.
24. The partnership with parents develops well from the time that children enter the reception classes. Parents are encouraged to be partners in learning. The school provides each with an 'Early Years Booklet', which provides valuable information to help facilitate this. There are very good procedures for the introduction of children into school including home visits. Staff are welcoming when children are brought into the classroom, and are available to speak to parents. Discussions with parents take place early in the term following baseline assessments. Targets for each child's development are shared with parents to encourage them to support their children's learning at home. When children come to the end of the reception year, there are opportunities for their parents to join the 'Share' group where they learn how specific activities can be used to support their children at home. All children take home books with a diary that offers detailed advice on reading to and with their child, and is also a means of communication between parent and teacher.
25. The school values its partnership with parents and maintains very good relationships with them. The good quality of information provided for them by the school is acknowledged and appreciated by parents. The school communicates frequently with parents and the quality of information is very good. The governing body's annual report to parents is informative and the well-produced prospectus is an attractive, useful document for parents, containing detailed, yet relevant information which emphasises the importance of home – school links. There are regular general newsletters and communications to parents, including information about what pupils are to study each half term. The annual written reports to parents about their children's attainment and progress are good. All reports provide useful assessments; descriptions of the areas of work covered and comments on pupils' personal development. This information about their children can also be broadened by their discussions with staff throughout the year. Parents very much appreciate the formal meetings each year to discuss pupils' progress, and also the informal feedback of the progress of their children by teachers at the beginning or end of the school day. The parents recognise the good teaching that their children receive and are pleased with the progress they make.
26. Parents involvement in the school and the parents' contribution to their children's learning are good. Parents and governors are encouraged to play an active part in the life of the school, and many do so by helping out in class, listening to reading, helping with the library and in cookery and technology lessons. Reading diaries go home every night and these are effective in

supporting pupils' learning. Parents expressed a range of opinions about homework. Inspection findings conclude that pupils have an appropriate amount of homework to support their learning in lessons. Members of the Parent Teachers Association make a valuable contribution to the school. They have purchased computers, physical education and playground play equipment, and have helped with the toy library, developing the school's grounds and the making of 'story sacks'.

The welfare of all pupils including those with special educational needs is a high priority.

27. The school provides very good support and guidance for its pupils and has created a caring and secure environment. This area was praised in the last inspection and the high standards have been maintained. It is a strength of the school. All staff know the pupils and their individual needs well and have a genuine concern for their progress, welfare and personal well being. Pupils find their teachers approachable, responsive and encouraging. The high quality relationships between teachers and pupils are the basis upon which the support is built, and contributes to pupils' confidence and enthusiasm for school. The school is a happy place, and pupils and staff enjoy being there. There are very good procedures for assessing and monitoring pupils' achievement, particularly in English and mathematics. Procedures for the identification of pupils with special educational need are very good. Individual education plans are good, setting clear, measurable targets for pupils' future development.
28. The school gives a high priority to the physical and emotional well being of its pupils. There is a thorough, professional and sensitive approach to their dealings with pupils and parents. The child protection policy is detailed and follows the local authority procedures. All staff have a good understanding of the issues involved. Good use is made of outside agencies, such as the education welfare service, educational psychologist and social services. Good two-way communication is maintained. Lunchtime staff are very well organised and managed. They work as a cohesive team, are fully involved in the life of the school and provide a good level of care at lunchtimes. Safety and security are considered at all times whilst not affecting the relaxed and easy atmosphere in school. The school has a very good health and safety policy and effective first aid procedures. Regular checks are carried out on electrical and fire equipment, and members of the governing body undertake risk assessments.

WHAT COULD BE IMPROVED

Standards in Writing

29. Standards in the end of key stage tests in the Year 2000 were average when compared to all schools. In comparison with similar schools, pupils' performance was also average. Although the majority of pupils achieved at the appropriate level (Level 2), few exceeded it. Standards were lower than those in 1999 due to the performance of a particularly low-attaining year group. Nevertheless these pupils achieved well in relation to their prior attainment. Taking the three years 1998 to 2000 together, pupils' performance exceeded the national average. There were no significant differences between the attainment of boys and girls. Standards have risen significantly since the last inspection in 1996. The school is keen to raise standards still further.
30. The attainment of pupils on entry to the school is declining. The children in the current reception classes are achieving standards that are below those expected of children of their age. There are particular weaknesses in literacy skills and in skills of speaking and listening; few children speak in full sentences. These weaknesses inhibit the development of writing skills. There are currently 42 pupils identified as having special educational needs, 31 per cent. This is higher than at the time of the last inspection and well above the national average. Due to its good reputation locally, the school is attracting significant numbers of pupils with special educational needs. Many of these pupils have joined the school other than at the usual time and are to be found in all year groups.
31. As a result of the effective assessment and monitoring procedures the school is very aware of this

situation and has recently put into place a range of effective measures. In order to raise standards additional attention is being paid to the development of 'phonic' skills throughout the school. Pupils are put into attainment groups so that challenging work can be given. Higher attaining pupils in Years 1 and 2 are being provided with extended writing classes in order to increase the numbers achieving at the higher level (Level 3). These measures are helping to raise the standard of writing, reading and spelling while also challenging higher-attaining pupils. Pupils with special educational needs are well supported in their learning, in class and in withdrawal groups with the special needs teacher, and are making good progress.

32. A wide range of attainment is represented in the current Year 2 classes with standards being broadly average. Higher attaining pupils write for a range of different purposes; they create stories such as the 'The Lost Toy', revealing a good understanding of story construction, they write poems about the seasons and the weather, instructions, plays, book reviews and letters. In their work they display good sentence structure using capital letters and full stops accurately to delineate sentences. In an excellent extended writing lesson, higher-attaining pupils in Year 1 and 2 responded very well to a piece of music by making notes. They then developed these into well-constructed stories, using speech marks, exclamation marks and literary devices to create anticipation. These pupils were beginning to use a more adventurous vocabulary with the majority of words spelt correctly. Handwriting was joined and legible. Average pupils write in sentences usually delineated by capital letters and full stops, with most common words spelt correctly. They write legibly with joined script, with most letters formed accurately. In a good literacy lesson in a Year 2 class, pupils wrote poems based on one they had studied. They used 'alliteration' and rhyming to add interest to their work and used the sounds of words to help them spell accurately. Lower-attaining pupils write simple sentences where punctuation is not always accurate, capital letters and full stops are not used consistently, and spelling is often inaccurate. These pupils receive good additional support in class and from the special needs teacher, but experience problems such as recognising initial letter sounds, and 'blending' two letters together to make a sound such as 'sa' and then joining it to a 't' to make 'sat'.

Standards in Mathematics

33. Standards in the end of key stage tests in the Year 2000 were well below average when compared to all schools. In comparison with similar schools, pupils' performance was also well below average. Although the number of pupils who achieved at the appropriate level (Level 2), was close to the national average, those who achieved at the higher levels was well below the national average. Standards were lower than those in 1999, due to the performance of a particularly low-attaining year group. Nevertheless, these pupils achieved well in relation to their prior attainment. Taking the three years 1998 to 2000 together, pupils' performance was in line with the national average. There were no significant differences between the attainment of boys and girls. Standards have risen significantly since the last inspection in 1996. The school is keen to raise standards still further. Higher attaining pupils in Years 1 and 2 are withdrawn from class and provided with challenging work that is appropriate to their needs.
34. A wide range of attainment is represented in the current Year 2 classes with standards being broadly average. There are very few pupils achieving above the expected standard. Higher attaining pupils add and subtract to 15 and apply this knowledge to problem solving activities. They know the difference between an odd and an even number and count in 2s, 3s, 5s and 10s. In a lesson in a Year 2 class, these pupils displayed a clear understanding of division by equal grouping. They understand the value of tens and units, measure in centimetres and describe geometric shapes using their properties. Average pupils order numbers to 100, add and subtract accurately to 10 and apply this knowledge when using money. They add groups of ten to tens and units, and understand the terms 'more than' and 'less than'. In a lesson in a Year 2 class, pupils divided numbers accurately into equal groups of 2,3,4 using cubes to help them. These pupils know the names of three-dimensional geometric shapes; they create block graphs and extract information from the data displayed. Lower-attaining pupils add in groups of 2s, 5s

and 10s and apply this knowledge when using money. A few pupils find difficulties in completing

tasks of this level. In a lesson in a Year 2 class, pupils divided numbers up to 20 into equal groups using lollipops to help them with their calculations.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

33. The school has made very good progress since the previous inspection but in order to further improve the quality of education in the school, the headteacher, governing body and staff should:

(1) Raise standards in writing by :

- improve the quality of teaching to the level of the best through continuing to monitor and evaluate and share the very good practice with all teachers,
- continue to provide opportunities for pupils to undertake extended writing tasks,
- extending the range of opportunities for pupils to develop and use a wider vocabulary.

(2) Raise standards in mathematics by:

- emphasising the development of mental and problem solving skills,
- improve the quality of teaching to the level of the best through continuing to monitor and evaluate and share the very good practice with all teachers,
- developing a partnership with parents through a home school numeracy project.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	29	65	0	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	0	135
Number of full-time pupils eligible for free school meals	0	17

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y2
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	42

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence	%
School data	5.0
National comparative data	5.2

Unauthorised absence	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	34	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	30	29	32
	Girls	28	29	28
	Total	58	58	60
Percentage of pupils at NC level 2 or above	School	87 (86)	89 (97)	93 (98)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	30	29	29
	Girls	28	29	28
	Total	58	58	57
Percentage of pupils at NC level 2 or above	School	89 (88)	89 (91)	88 (98)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

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

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	7.2
Number of pupils per qualified teacher	18.8:1
Average class size	22.5

Education support staff: YR – Y2

Total number of education support staff	7
Total aggregate hours worked per week	149

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
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	£
Total income	353084
Total expenditure	327092
Expenditure per pupil	1925
Balance brought forward from previous year	8297
Balance carried forward to next year	34289

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	148
Number of questionnaires returned	57

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	39	0	0	0
My child is making good progress in school.	70	26	2	0	2
Behaviour in the school is good.	60	39	0	0	2
My child gets the right amount of work to do at home.	48	41	7	0	4
The teaching is good.	79	18	0	0	4
I am kept well informed about how my child is getting on.	68	26	4	0	2
I would feel comfortable about approaching the school with questions or a problem.	88	11	2	0	0
The school expects my child to work hard and achieve his or her best.	75	21	2	0	2
The school works closely with parents.	83	12	2	0	4
The school is well led and managed.	86	12	0	0	2
The school is helping my child become mature and responsible.	73	23	0	0	4
The school provides an interesting range of activities outside lessons.	24	43	16	4	14