

INSPECTION REPORT

GREENWAY FIRST AND NURSERY SCHOOL

Berkhamsted

LEA area: Hertfordshire

Unique reference number: 117276

Headteacher: Bobby Cadwallader

Reporting inspector: Jane Wotherspoon
22199

Dates of inspection: 11 - 12 February 2002

Inspection number: 230891

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	3 to 9 years
Gender of pupils:	Mixed
School address:	Crossways Berkhamsted Herts
Postcode:	HP4 3NH
Telephone number:	01442 866249
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Appropriate authority:	The governing body
Name of chair of governors:	James Clifton
Date of previous inspection:	October 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Greenway First and Nursery school serves an area that is relatively affluent. This is reflected in the low numbers of pupils eligible for free school meals. The school is of average size, with a total of 261 boys and girls aged between 3 and 9 on roll. Pupils attend Nursery part-time for up to three terms before starting school full-time at either September or January in the year of their fifth birthday. At present there are 40 pupils attending the Nursery for either the morning or afternoon session. Many pupils already have well developed communication, number and social skills when they start school. Attainment is generally above average. Few pupils join or leave the school other than at the usual times of transfer. All pupils speak English as their first language and only rarely does the school population include pupils from ethnic minority backgrounds. The proportion of pupils identified by the school as having special educational needs is below the national average. In the last two years there has been a significant turnover of teaching staff, including the appointment of a new headteacher. Several staff are new to the school and new to the profession. During the inspection one class was taught by a supply teacher, owing to staff absence.

HOW GOOD THE SCHOOL IS

This is a good and effective school which is striving to continue improving. Standards are high, and pupils achieve well. High academic expectations of pupils are balanced by an ethos of care and support. Consistently good teaching makes appropriate demands on pupils. The school is led very well by the headteacher. Many recent changes have been managed effectively, with good support from staff and governors. The school gives good value for money.

WHAT THE SCHOOL DOES WELL

- Standards in English, mathematics and science are high.
- Teaching is good and pupils make good progress.
- The headteacher gives a strong lead to the school's developments, which are supported well by governors and staff.
- Good provision for pupils' personal development promotes good behaviour and relationships.
- A positive climate for learning fosters pupils' very good attitudes.
- Very good provision for information and communication technology (ICT) is helping to raise standards quickly.

WHAT COULD BE IMPROVED

- The use of assessment information, including the marking of pupils' work, to set individual targets for pupils.
- The systematic planning across the Foundation Curriculum (Nursery and Reception) and into Key Stage 1.

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 1997, when it was judged to be ‘caring and orderly’ with ‘high expectations of work and behaviour’. Since then, there has been a good level of improvement. The results in tests have continued to rise, and are significantly higher than those of most schools both nationally and those with similar characteristics. The issues from the previous inspection have been addressed with rigour, particularly those relating to leadership and management. The school is in a strong position to continue making improvements. In addition to the improvements, good features have been maintained.

STANDARDS

The table below shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
Reading	A	A	A*	A*
Writing	A*	A*	A*	A*
Mathematics	A	A	A*	A

Key	
<i>very high</i>	A*
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

The table shows that the school’s results are consistently high. Standards in writing are regularly in the top 5 per cent nationally. The slight dips in performance in reading and mathematics in 1999 and 2000 were redressed in 2001. Nearly all pupils attained the standards expected for their age in reading, writing and mathematics, and a significant proportion exceeded those expectations. The school has set equally high targets for 2002 and 2003, and these are likely to be achieved. Standards of work seen during inspection were similarly high. Pupils in Years 3 and 4 continue to achieve well and maintain high standards. Pupils are articulate and this helps them to explain their thinking. Their very good writing skills are used well across all areas of the curriculum. Good quality handwriting and the presentation of the oldest pupils’ work is a strength. Pupils’ number skills are also strong. Standards in ICT are rising rapidly as pupils have more regular access to good quality resources and to good teaching. Pupils’ good quality artwork adds much to the stimulating displays around the school. Pupils in the Foundation Stage achieve well and many are on course to exceed the levels expected of them by the end of the Reception Year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and are keen to take part in all that the school offers. They show curiosity as learners, especially when activities are practical. The oldest pupils take pride in their work.
Behaviour, in and out of classrooms	Good behaviour in and out of classrooms. Pupils are polite and friendly. Unsatisfactory behaviour is rare, and where it was seen during the inspection it was related to weak classroom management and unstimulating activities.
Personal development and relationships	Good. Pupils get on well together and enjoy the good opportunities afforded them to work in pairs or groups. Relationships are good throughout the school.
Attendance	Very good. Pupils attend school regularly and promptly. Attendance figures are consistently high and a source of pride to the school community.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 4
Quality of teaching	Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is good in all parts of the school. The quality of teaching in English and mathematics is good. Teachers implement to good effect the national strategies for literacy and numeracy, so that the key features of these initiatives are embedded in practice. The skills of literacy and numeracy are taught well in most classes and reinforced consistently through other subjects of the curriculum. Lessons are well planned and organised, with stimulating resources. Activities are adapted carefully so that all pupils have opportunities to succeed. In this way, the school meets the needs of its pupils well. Behaviour management is generally good except where temporary teachers do not know pupils well. Weaknesses in teaching seen during inspection were confined mainly to the lessons taught by a supply teacher. Throughout the school, teachers mark pupils' work regularly, though they rarely provide constructive comments that tell pupils, especially older ones, what to do next to improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The school forges good links between subjects to make activities relevant and interesting for pupils. A good number of visitors and visits, including a residential trip for pupils in Year 4, add further to learning opportunities. More work is needed to develop the planning for the Foundation Stage curriculum and to give Reception pupils opportunities to learn outdoors.
Provision for pupils with special educational needs	Good. Systematic procedures are implemented well. Learning support assistants are well deployed and make a good contribution to pupils' learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Good provision for pupils' social and moral development is extended through extra-curricular activities, such as opportunities to work together in teams. Teachers take full advantage of opportunities to discuss moral issues which arise during the day.
How well the school cares for its pupils	There is a warm welcoming environment in which all pupils can learn. The confidence of parents that their children are happy at school is fully justified. There is scope for further work on developing systems to monitor the pupils' progress over time and to set individual targets for learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher sets very clear expectations of the whole community which are matched in equal measure by support and guidance. There are good systems of delegation and a strong sense of a whole-team approach to school development. The new members of the senior management team have made a promising start to their roles and have given the headteacher effective support to bring about changes in the school.
How well the governors fulfil their responsibilities	Good. Governors are well informed and have a good awareness of the school's strengths and weaknesses. They are increasingly involved in the process of self-evaluation and in setting priorities for development, as well as in seeking the views of parents through questionnaires and termly surgeries every two years.
The school's evaluation of its performance	Good. The school looks carefully at its achievements and makes comparisons with other schools nationally and locally. Monitoring systems are developing well and the school is self-critical.
The strategic use of resources	Finances are targeted very well towards the school's priorities. A shining example is the development of the ICT suite, which has been well managed and is having a positive impact on raising pupils' standards. The school seeks to gain value for money when planning its spending.

Staffing issues have overshadowed the school's work during the last year and have taken much of the headteacher's' time and energy. Some creative approaches to recruitment have helped to solve shortages in the short term. It is testament to the headteacher's drive and commitment, and to the support of all staff and governors, that the quality of education has been maintained and that the good features of the school have been sustained despite the huge turnover of staff.

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 are happy at school. • The teaching is good. • The school has high expectations of pupils to work hard. • Pupils are making good progress. • Staff are approachable if parents have concerns. • Pupils' behaviour is good. • The school is led and managed well. • The school works closely with parents. 	<ul style="list-style-type: none"> • The quantity and quality of the homework. • The information on how well children are progressing. • The after-school clubs and activities. • The consistency of teaching if staff are ill.

The team endorses the very favourable views about the school and its achievements, which were expressed by more than 90 per cent of those who responded to the questionnaire. Homework is at least satisfactory in quality and quantity. There is a good range of clubs and activities outside lessons for a school of this size, although nearly a third of parents who responded do not think so. Parents are given good opportunities to look regularly at their children's work but the annual reports on pupils' progress, while meeting statutory requirements, are inconsistent in quality and not always as informative as they might be. The team shares the concern of parents, as does the school, about the quality and consistency of pupils' learning during staff absences. Individual grievances held by parents are beyond the scope of the inspection, but there are good opportunities for parents to raise concerns or grievances with the school and with governors.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science are high

1. Pupils make good progress year on year to attain highly in National Curriculum tests at the end of Year 2. Good progress continues into Key Stage 2 and pupils maintain high standards. There are no national tests at the point when pupils leave the school at the end of Year 4, but optional tests used by the school show that standards are well above expectations. In all years, nearly all pupils work at the level expected for their age and a significant proportion, typically around half, exceed expectations.

2. The school's strong emphasis on regular reading practice and on using reading skills in other subjects enhances pupils' skills. By the end of Year 2, pupils read fluently and accurately, often with expression. They are confident to find information from non-fiction books, using the contents, glossary and index pages to help. By year 4, pupils identify features of poems, for example, and can make comparisons between two poems noting how the poet uses expressive language.

3. The quality of pupils' writing is consistently very good. Teachers pay good attention to teaching pupils about the structure and range of styles of writing. By Year 4, pupils use correct grammar and punctuation. Spelling is accurate, and their handwriting is fluent, consistent and well formed. The best examples of extended pieces of writing are lively, interesting, and use adventurous language that engages the reader. Pupils are beginning to organise their writing into paragraphs. The quality of the vocabulary pupils use in their written work mirrors their very good speaking skills. Pupils are articulate, and this ability makes a significant contribution to their learning across a range of subjects. Not only are they able to express clearly what they know and understand, but they also learn effectively from one another through well-planned opportunities for discussion and collaborative group work.

4. Literacy skills are used effectively to support pupils' learning in other areas of the curriculum. Their work includes a range of writing that encompasses formal reports in science, and extended factual writing in history. In Year 3, for example, pupils were observed finding historical information successfully by using books, CD ROM facilities and the Internet. Pupils in Year 1 and 2 used their well developed historical knowledge of the Fire of London to emulate Samuel Pepys in writing a diary of the event.

5. In mathematics, standards are similarly high. Again, pupils' well-developed vocabulary contributes much to learning and is a key feature of the teaching of mathematics. Pupils are learning a good range of strategies for mental calculations and are being introduced to paper and pencil methods when appropriate, but often in advance of expectations for their age. Such introductions to challenging concepts are well judged by teachers. Pupils' ability to recall number facts quickly and accurately helps them to make mental calculations and they have plenty of opportunities to apply their skills when working out everyday problems. By the end of Year 4, pupils' high quality presentation helps the accuracy of their work.

6. Pupils' scientific knowledge and skills develop very well from a young age, as they are encouraged to investigate and experiment for themselves. Careful questioning by teachers, and a very good focus on reinforcing specific terminology helps pupils to rapidly gain confidence in using correct vocabulary to explain what they have observed. Pupils learn to set out their work neatly, and to gather evidence in the form of diagrams, tables, charts and graphs. By Year 4, pupils are writing structured reports of investigations, using correct vocabulary, and are learning to draw conclusions from their observations and measurements. They are developing a good understanding of how to make tests fair.

Teaching is good and pupils make good progress

7. Throughout the school, planning is thorough and detailed. Lessons are well prepared, with stimulating resources. They are structured in a way that develops pupils' skills and knowledge over time, building effectively on what pupils have learnt previously. Good organisation and management help the activities to proceed at a good pace. Tasks are explained clearly because teachers have a secure knowledge of the subject and so no time is lost, because pupils know exactly what they have to do. In the best examples during the inspection, teachers shared with pupils what they were going to learn so that pupils knew what was expected of them. At the end of the lesson, they were encouraged to review what they had learnt.

8. New skills are introduced in a step-by-step approach. Two very good examples were seen in mathematics in Year 2 and Year 4. In both cases, the teachers' high expectations and thorough, systematic approach to teaching the pupils a new skill were effective. Pupils relished the challenge and were inspired to work hard. In both these lessons pupils made rapid gains in learning and worked at levels well above expectations for their age.

9. Teachers take every opportunity to capitalise on pupils' natural curiosity and this accounts in part for the high standards seen in science. For example, during the inspection a child in the Nursery found a ladybird. Immediately, the adults found a container and a magnifier so that he and his friend could look at it more closely. Such spontaneity to his response fostered and reinforced his interest and curiosity in the natural world.

10. Literacy and numeracy skills are taught well, using the guidance in the national strategies. Well-planned links between subjects reinforce common skills and give ample opportunity for pupils to apply literacy, numeracy and ICT skills to other subjects. Whole class teaching is well balanced with group work, to give pupils a coherent learning experience. Teachers know their pupils well and generally adapt tasks to match their abilities, providing support for lower attaining pupils and challenge for more able pupils. This level of challenge was an inconsistent feature at the time of the last inspection, and is much improved.

11. In all the science lessons seen, there was a good emphasis on practical learning through experimentation. Open-ended tasks encouraged pupils to develop ideas for themselves as they worked collaboratively in pairs and groups. This method of organising pupils is based on a conscious decision to promote discussion, reinforce good relationships, and enable pupils to learn from each other. The level of participation in discussion was high, and this extended pupils' speaking and listening skills as well as their mastery of specific subject vocabulary.

12. In most lessons, behaviour is good because pupils are kept on task with stimulating and challenging activities. The majority of pupils conform to the school's expectations, and a good level of pride and care for their work is instilled from an early age. The careful way that pupils' work is displayed around the school gives a strong message of expectations of presentation. Teachers use praise well to motivate pupils and to boost their self-esteem.

13. Homework is used regularly to reinforce the skills learned during lessons and to promote independence. Samples seen were well marked and in some cases had an accompanying explanation for parents, giving clear guidance and expectations.

The headteacher gives a strong lead to the school's developments, which are supported well by governors and staff

14. The headteacher has a clear view of how she wants the school to develop and has successfully conveyed this to the community as a whole. She has worked hard, with considerable levels of drive and enthusiasm, in a short space of time to build a cohesive team despite a large number of staffing changes. The parents are confident that the school is well led. All documentation clearly reinforces her high expectations of staff and the drive for consistency of practice that was not apparent at the previous inspection. She is a good motivator who is demanding but supportive.

15. Subject co-ordinators now have clear roles and responsibilities and a systematic approach to managing their subjects and to monitoring standards through collecting samples of pupils' work. There are plans to extend the co-ordinators' monitoring role through lesson observation once staff have received training in these skills. Members of the senior management team have been given good guidance in their new roles, and training is equipping them with the skills they need to carry them out effectively. As a result, the team is beginning to function efficiently.

16. A whole-school approach to identifying priorities in the improvement plan ensures that all staff and governors have the opportunity to contribute. As a result, everyone knows what the school is trying to achieve. In addition, comments from parents made through the biannual questionnaire or at governors' regular surgeries are incorporated into the plan where appropriate. The format of the plan, which is central to school development, has improved markedly since the previous inspection. Together with the timetable for monitoring and evaluating the school's work, it gives the school a clear framework for improvement. Annual action plans are costed carefully so that funding is targeted towards the key priorities. In this way the school has been able to finance initiatives such as the information and communication technology suite. The large surplus of funds criticised in the last inspection has been spent wisely. The plan now identifies an outline programme of development beyond the current year.

17. Governors support the school well. Their enthusiasm is exemplified by the commitment and time given to the school. They are regular visitors both formally and informally, observing lessons, meeting with co-ordinators and holding parents' surgeries. This gives them a good level of first-hand knowledge of the school. Governors recently undertook a review of their practice and procedures which has, reportedly, led to better communication between committees and a clearer understanding of their corporate role.

18. Good systems for monitoring and evaluating the school's work give an overall picture of strengths, weaknesses and areas to develop next. Monitoring of teaching and learning has developed well since the previous inspection. The headteacher's thorough monitoring, which is matched closely with priorities in the improvement plan, has highlighted areas within classroom practice that could be improved, and these are addressed in staff meetings and through training. The school's focus last year on improving reading standards was successful by means of this approach. The school is becoming increasingly self critical and evaluative of its own achievements. There is no complacency about the high standards achieved, and the determination to continue improving is matched by a good capacity to do so.

Good provision for pupils' personal development promote good behaviour and relationships

19. Pupils themselves consider that behaviour is good, and those spoken to during inspection were confident that there is no bullying and no problems in the playground. Parents, too, are confident that behaviour is good and that the school fosters good relationships. Everyone gets on well together and this supports good learning. By and large, pupils do respond to the school's expectations and are well behaved in lessons and at play. Only when teaching is not successful in motivating pupils with activities at an appropriate level does their behaviour slip. Lunchtime is a sociable occasion, and pupils are polite and courteous to visitors.

20. Adults are consistent in their approach to pupils and take all opportunities available to them to reinforce expectations of behaviour and to promote good relationships. This practice starts in Nursery, where supportive relationships help pupils to settle easily to school life. Routines are well established and consistent so pupils know what is expected and quickly learn what is acceptable and unacceptable behaviour. Pupils are aware that some individuals who have special needs find it difficult to behave in the way that most pupils do. Others learn to accept this as part of school life but do not try to copy them.

21. Staff promote good relationships in the way that they work together. This was especially evident in ICT when class teachers and the co-ordinator taught as a team, and in lessons where teachers openly appreciated the contribution of support staff and parents. Such examples serve as a good model to pupils in how to behave towards each other. Throughout the school, many activities are organised specifically to allow pupils to work together and to promote different friendships. For example, in ICT, more and less confident pupils were paired to offer mutual support. A well-established reward system operates to praise and celebrate good work, effort and behaviour in many aspects of school life. These are celebrated publicly at the 'star of the week' assembly so that pupils learn to value each other for their achievements. Pupils are encouraged to be aware of the needs of others within and beyond their community. Assemblies reinforce the idea that the school is a community and that each person has responsibility to others, providing the ingredients such as 'friendship' and 'happiness' to make the school a good place to be.

A positive climate for learning fosters pupils' very good attitudes

22. The very high attendance rates are testament to pupils' eagerness and enjoyment in being at school. Parents are 100 per cent confident that their children like school. Pupils say Greenway is a 'fun' place to be! They are keen to get involved in the activities the school has to offer, and many take part in the after-school clubs run by parents. The oldest pupils in Year 4 are excited about the forthcoming residential trip to Norfolk. Other visits to places of interest, such as Verulamium, and activities such as dressing as Romans for the day have inspired pupils in Year 3. Their fascination with work on the Romans led them to do extra homework without prompting, to bring in books from home or from the library, and to make their own posters to add to those put up by the teacher in the classroom.

23. Pupils have very good attitudes to their work. In most lessons, they respond to tasks with enthusiasm and a good level of interest. This is especially so when pupils have practical activities which harness their natural sense of curiosity. For example, pupils in Year 1, who were exploring and investigating different objects to see which were magnetic, were able to explain that two magnets 'won't always stick together and one magnet always spins round'. Good concentration and motivation are common, and are consistent features of lessons in the classes of the oldest pupils, who work together in groups in a mature and supportive way. They listen to one another's ideas when, for example, carrying out experiments in science.

Very good provision for ICT (information and communication technology) is helping to raise standards quickly

24. The new ICT suite was developed towards the end of the last academic year. A lot of thought went into planning this very good facility. The space has been used creatively to house the very good resources. Training for teachers was well planned and managed in such a way as to coincide with the availability of the resources. The governors' decision to fund a co-ordinator to train staff and support their teaching has proved most beneficial. The team teaching of the co-ordinator and class teachers is of a consistently high standard. The tutor machine is an excellent tool for demonstrating skills to pupils. Teachers have mastered its use to give very good explanations and demonstrations so that pupils know exactly what they have to do and how to do it. As a result, time is used efficiently.

25. Very good use of ICT across the curriculum is having a significant impact on raising attainment across a number of subjects. Staff are confident and this inspires the pupils, who not only gain skills and knowledge but much enjoyment from their learning in the suite. In many of the lessons seen, pupils were working at a level above expectations for their age and this is reflected in some of the work on display around the school. Not only are classes timetabled each week for a lesson in specific ICT skills but also pupils have literacy and numeracy lessons in the suite on a rota basis. In this way, the application of their ICT skills is developed to a good level, and their skills, knowledge and confidence are increasing rapidly. For example, pupils in Years 3 and 4 were using a hyperlink to the website to select the relevant information to use in a presentation. Other work on display around the school shows pupils' ability to combine text and graphics from an art package to make a presentation.

WHAT COULD BE IMPROVED

The use of assessment information, including the marking of pupils' work, to set individual targets for pupils

26. Much good work has been done since the last inspection to revise and improve assessment practices and to gain consistency in recording information about pupils' progress over time. The school has wide ranging systems in place to assess pupils' attainment in reading, writing, mathematics and science at various stages of their school life. New systems are being developed for assessing pupils' skills in ICT. In addition, teachers make assessment notes on all subjects to match the content of the schemes of work, and co-ordinators collect samples of work as evidence of the standards expected and achieved. This is good practice.

27. The school has devised a new computerised system to track pupils' achievement over time, using the results of statutory assessment and other optional tests. The potential of the system is just being realised. The senior management team has already begun to use this information to measure how much pupils have progressed from Reception to the end of Key Stage 1. However, there is scope to extend the analysis of the information to set targets for pupils in Years 3 and 4 and to monitor any difference between targets set and actual achievement in tests. Comparisons between teachers' assessments and actual results in end of key stage tests have, in the past, shown an underestimation by teachers of pupils' potential to reach higher levels. Staff have discussed this disparity and set more challenging long-term targets for 2002 and 2003, based on their knowledge of pupils' current attainment and progress and using baseline assessment as a starting point. It is a good feature that targets are reviewed, and reset if necessary, and that pupils who may need more support or challenge are identified. However at present, it is not clear how these numerical targets are realised and translated into everyday teaching.

28. The new assessment policy is clear about expectations of marking but these are not always met. Teachers mark pupils' work regularly to acknowledge and praise their efforts and to encourage good presentation. However, there is only limited evidence of teachers indicating what pupils need to do to improve their work in future. This is a missing link between marking and short-term target setting which could be strengthened. When asked, pupils said they have targets for writing but were not always sure what they were. Parents, too, suggested they would like a clearer picture of how they can help their child improve. Although targets are included on pupils' annual reports these are sometimes too general. Further clarification and information for parents about targets for improvement would strengthen the school's efforts to involve them in their children's learning.

The systematic planning across the Foundation Curriculum (Nursery and Reception) and into Key Stage 1

29. The early years development plan identifies the proposed changes to this area of the school's work and rightly acknowledges the need for Nursery and Reception classes to work more closely together as a unit. The school is keen to establish early years practice which emphasises and incorporates plenty of opportunities for pupils to learn through practical activities in line with recommendations. There is much scope to extend opportunities for pupils to learn through outdoor play. At present, Reception pupils do not have ready access to a dedicated outdoor space. The current planning satisfactorily reflects the Early Learning Goals with appropriate elements from the literacy and numeracy strategies. However, there is a lack of focus in some of the activities offered for pupils to choose. As yet, staff are not using the stepping stones towards the Early Learning Goals as a means of assessing pupils' attainment and what they need to learn next, although a review of assessment procedures is also planned for the near future. There is a need to ensure that the planning not only reflects the recommended practice but also meets the learning needs of the school's pupils, some of whom are ready to be challenged beyond the levels expected for their age. While ensuring that the curriculum remains broad and reflects the areas of learning for pupils in the Foundation Stage, the school needs to strengthen links with Key Stage 1 where appropriate.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

30. This is a good school which is becoming increasingly self critical and evaluative of its own work. Good strategies are in place to identify what needs to be improved, to take action and to evaluate the impact of the action on pupils' achievement. The school is pursuing the correct priorities and should give emphasis to the following:

- Strengthen the use of assessment information, including the marking of pupils' work, to set short-term targets which are shared with the pupils and their parents.
- Develop further the systems for planning the Foundation Stage curriculum to improve the links between Nursery, Reception and Key Stage 1 and to ensure a consistently high level of challenge.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
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
Number	0	5	14	7	2	0	0
Percentage	0	18	50	25	7	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR–Y4
Number of pupils on the school's roll (FTE for part-time pupils)	20	221
Number of full-time pupils known to be eligible for free school meals		6

FTE means full-time equivalent.

Special educational needs	Nursery	YR–Y4
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		27

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	8
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence	%
School data	2.0
National comparative data	5.6

Unauthorised absence	%
School data	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	18	27	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	18	18	18
	Girls	26	27	27
	Total	44	45	45
Percentage of pupils at NC Level 2 or above	School	98 (98)	100 (95)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	18	18	18
	Girls	27	27	27
	Total	45	45	45
Percentage of pupils at NC Level 2 or above	School	100 (98)	100 (100)	100 (95)
	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	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	220
Any other minority ethnic group	0

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

There have been no exclusions

Teachers and classes

Qualified teachers and classes:

YR – Y4

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	31
Average class size	27

Education support staff:

YR – Y4

Total number of education support staff	7
Total aggregate hours worked per week	141

Qualified teachers and support staff:

Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	21
Total number of education support staff	2
Total aggregate hours worked per week	37
Number of pupils per FTE adult	7

FTE means full-time equivalent.

Financial information

Financial year	2000/01
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	£
Total income	458051.00
Total expenditure	466451.00
Expenditure per pupil	2091.00
Balance brought forward from previous year	31005.00
Balance carried forward to next year	22605.00

Recruitment of teachers

Number of teachers who left the school during the last two years	11
Number of teachers appointed to the school during the last two years	10

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)	1

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out
Number of questionnaires returned

194
86

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	33	0	0	0
My child is making good progress in school.	52	48	0	0	0
Behaviour in the school is good.	53	44	2	0	0
My child gets the right amount of work to do at home.	37	40	14	1	7
The teaching is good.	64	35	1	0	0
I am kept well informed about how my child is getting on.	36	48	14	2	0
I would feel comfortable about approaching the school with questions or a problem.	69	24	6	1	0
The school expects my child to work hard and achieve his or her best.	71	29	0	0	0
The school works closely with parents.	28	66	5	1	0
The school is well led and managed.	45	48	5	1	1
The school is helping my child become mature and responsible.	51	46	1	1	1
The school provides an interesting range of activities outside lessons.	28	41	14	2	16

Other issues raised by parents

Parents are concerned about the number of recent staff changes and the quality of supply staff.