

# INSPECTION REPORT

**DOGSTHORPE INFANT SCHOOL**

PETERBOROUGH

LEA area: PETERBOROUGH

Unique reference number: 110719

Headteacher: Mrs G. Mantom

Reporting inspector: Mrs S. Barnes 16249

Dates of inspection: 3<sup>rd</sup> - 4<sup>th</sup> February 2003

Inspection number: 247034

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

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## INFORMATION ABOUT THE SCHOOL

|                              |  |
|------------------------------|--|
| Type of school:              | Infant                                       |
| School category:             | Community                                    |
| Age range of pupils:         | 4-7  |
| Gender of pupils:            | mixed  |
| School address:              | Central Avenue<br>Dogsthorpe<br>Peterborough |
| Postcode:                    | PE1 4LH                                      |
| Telephone number:            | 01733 566849                                 |
| Fax number:                  |  |
| Appropriate authority:       | Governing Body                               |
| Name of chair of governors:  | Mrs Tina Pettit                              |
| Date of previous inspection: | 2 <sup>nd</sup> February 1998                |

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |                  |                      |
|--------------|------------------|----------------------|
| 16249        | Mrs S. M. Barnes | Registered inspector |
| 9056         | Mrs V. Cain      | Lay inspector        |
| 18059        | Mrs R. Harrison  | Team inspector       |

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

### **INFORMATION ABOUT THE SCHOOL**

Dogsthorpe Infant School is about the same size as other primary schools nationally. It is situated in the urban area of Dogsthorpe, on the eastern edge of Peterborough. The two hundred and forty two boys and girls who attend the school come, in the main, from homes on the surrounding and nearby housing estates and are aged between four and seven. The proportion of pupils eligible for free school meals is higher than the national average at about a third, although this is less than at the time of the previous inspection. The percentage of pupils whose mother tongue is believed not to be English is also above the national average at around fifteen per cent, which is higher than at the time of the previous report. Forty per cent of pupils have been identified as having special educational needs, which is just about double the national average and higher than at the time of the previous inspection. The percentage of pupils with statements of special educational needs is also above the national average. The previous report judged standards on entry to the Reception class to be well below the national expectations and this continues to be the case. Children in Reception are taught in three mixed ability classes. In Years 1 and 2, classes are organised according to pupils' prior attainment in English and mathematics.

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

This is a very effective school that enables pupils of all levels of prior attainment to achieve very well. The leadership and management of the school are very good and, as a result, relationships throughout the school are very good. Pupils are very well behaved and have very good attitudes to their learning as a result of the well established systems and high expectations of all staff. The quality of teaching is good in all year groups and leads to pupils in all classes making good progress in lessons. The school strives hard to work fully with parents and relationships between home and school are very good. The school provides very good value for money.

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

- Pupils make very good gains in their learning in reading, writing, mathematics and design and technology from entry to Reception to the end of Year 2. Standards are in line with those attained nationally in reading, writing and mathematics by the time pupils transfer to the Junior School. Standards are above those expected in design and technology.
- The leadership and management of the school by the head teacher and the governing body are very good.
- The provision for pupils' spiritual, moral, social and cultural development is very good overall.
- Teaching is good throughout the school.
- The school works very hard to involve parents in their children's learning and in the life of the school.
- Relationships within the school are very good. Pupils have good attitudes to school and are very well behaved.
- The quality of care provided for all children is very good and a clear strength of the school. As a result pupils are happy and secure.

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

- Pupils' skills in speaking with confidence and fluency are below average at the end of Year 2.
- There is a lack of regular opportunity for pupils in the older classes to work together in mixed ability groups in lessons.
- Attendance is below average.

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

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

There has been a very good level of improvement since the previous inspection. All of the issues of the previous report have been addressed and, in addition, there have been significant improvements in many other areas. Behaviour in and around the school has been improved and is now very good. The curriculum is good and the provision of extra curricular activities is far more than in most infant schools and is very good. There are clear schemes of work in all subjects and planning is good. The provision for

pupils' social and cultural development has been improved still further and now is very good. Procedures for pupils' care and welfare have also been still further developed and are very good. The leadership and management of the school are now very good and governors have undertaken significant training and have a very good knowledge and understanding of the school.

## STANDARDS

The table 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 |
|                 | 2000          | 2001 | 2002 | 2002            |
| reading         | C             | D    | B    | A               |
| writing         | C             | C    | B    | A               |
| mathematics     | D             | E    | B    | A               |

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

Children start school in the Reception classes with standards which, overall, are well below those expected for children of that age overall. Throughout Reception, children make good progress but standards are still below those expected by the time they start in Year 1. The school sets suitably challenging targets for each of the pupils based on their individual prior attainment. As a result of teachers' high expectations and good teaching, pupils make very good gains in their learning, particularly in learning about mathematics and how to read and write. There is some fluctuation of overall standards of individual cohorts of pupils, due in part to the very high proportion of pupils with special educational needs in some year groups. However, as can be seen from the table above, the results of the national end of key stage tests for pupils in Year 2 in 2002, were above average in reading, writing and mathematics. These results were also well above those of similar schools based on the criteria of the proportion of pupils known to be eligible for free school meals. Teachers' assessments of standards in science were that they were above average, with a far greater percentage than nationally attaining the higher level 3. The pupils currently in Year 2, including those with English as an additional language and pupils with special educational needs have also made very significant gains in their learning in reading, writing and mathematics since starting in the Reception classes and are likely to attain average standards overall by the end of the year. A comparatively large proportion of them are also likely to attain the higher level 3. These results are well above those normally attained by similar schools and represent very good levels of achievement for these pupils since the start of their school career. At the time of the previous inspection pupils' progress in information and communication technology and design and technology was judged to be unsatisfactory. Currently pupils make good progress in design and technology and attain standards above those expected for their age by the end of Year 2. Progress in information and communication technology is satisfactory overall and standards are in line with those expected by the end of Year 2.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment  |
|--|--|
| Attitudes to the school                | Pupils have very good attitudes to school. They are comfortable and happy in lessons.  |
| Behaviour, in and out of classrooms    | Behaviour is very good overall. Teachers and support staff all work consistently to remind pupils of what is expected of them and, as a result, pupils respond very well.      |
| Personal development and relationships | Pupils make very good progress in learning to work with others. They understand that their actions may have a deep effect on others and learn to respect other peoples' views. |

|            |  |
|------------|--|
| Attendance | Attendance is lower than the average compared to schools nationally. While the great majority of the absence is due to illness, too many families take occasional days away and holidays during term time. |
|------------|--|



## TEACHING AND LEARNING

|                               |                  |                    |
|-------------------------------|------------------|--------------------|
| <b>Teaching of pupils in:</b> | <b>Reception</b> | <b>Years 1 – 2</b> |
| Quality of teaching           | Good             | Good               |

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

The quality of teaching is good throughout the school. Children in Reception are given a very sound start to their education, due to the consistently good teaching they receive in all six areas of the curriculum for their age. As a result, they make a good start in learning the routines of the day, how to work and mix with others and early skills in reading, writing and mathematics. In the following two years this good start is built upon very effectively by teaching which is of a consistently good standard, leading to pupils making continued good gains in their learning, especially in reading, writing and mathematics. Literacy and numeracy skills are taught well throughout the school. Due to the organisation of classes in the Years 1 and 2, teachers are able to challenge all pupils, particularly the potentially higher attaining pupils very effectively and, as a result a good proportion (about a third) attain the higher level 3 by the end of Year 2. Pupils with special educational needs and those who find learning difficult are effectively supported in smaller classes, with extra adult attention when needed, and, as a result, these pupils also make good progress towards their targets for learning. Pupils with English as an additional language make good progress due to the good teaching they receive. Lessons throughout the school are planned very effectively and good use is made of resources and also of support staff so that lessons are interesting and proceed with good pace.

## OTHER ASPECTS OF THE SCHOOL

| <b>Aspect</b>   | <b>Comment</b>  |
|---|---|
| The quality and range of the curriculum   | The quality and range of the curriculum is good overall. However there are too few opportunities for pupils of differing abilities to work together in non-core subjects and to learn from, and with, each other.   |
| Provision for pupils with special educational needs   | The provision for pupils with special educational needs is very good and they make good progress towards their learning targets as a result.  |
| Provision for pupils with English as an additional language                                 | The provision for pupils with English as an additional language is good and they achieve well in all subjects, in line with their peers.  |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | The provision for pupils' personal, moral, social and cultural development is very good. The provision for spiritual development is good.   |
| How well the school cares for its pupils  | The school cares very effectively for all pupils. Procedures for monitoring and promoting good behaviour are very good. The school has very good procedures to monitor and promote good attendance and punctuality. |

The school works very hard to involve parents as fully as possible in their children's learning. Clear and informative newsletters let parents know what is happening in school. Very good opportunities are provided for those who are able, to come into school and work with their children to support literacy and information and communication technology.

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment   |
|--|---|
| Leadership and management by the headteacher and other key staff | The leadership and management of the school are very good. The head teacher leads the school very effectively. Curriculum co-ordinators monitor their subjects very well. |
| How well the governors fulfil their responsibilities             | Governors are fully involved in shaping the direction of the school and have a very good knowledge of the school's strengths and its areas for improvement.               |
| The school's evaluation of its performance                       | The school monitors its performance honestly and very accurately and takes effective action to raise standards still further.   |
| The strategic use of resources                                   | The strategic use of resources is very good. The principles of best value are applied very effectively.   |

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most   | What parents would like to see improved   |
|---|---|
| <ul style="list-style-type: none"> <li>• Parents feel that the school expects their children to work hard and do their best.</li> <li>• They say that behaviour is good and school helps their children to learn to become mature and responsible.</li> <li>• Teaching is good and children make good progress.</li> <li>• The school is well led and managed.</li> <li>• School works closely with parents and provides them with good information about their children and the progress they are making.</li> <li>• Parents say they would feel comfortable to come into school if they had a question or a problem.</li> </ul> | <ul style="list-style-type: none"> <li>• Some parents feel that there are not enough extra curricular activities for their children to take part in.</li> </ul> |

The inspection team agrees that teaching is good and pupils make good progress. They make very good gains in their learning from the time they start in Reception until they leave at the end of Year 2. The school does work closely with parents and strives very hard to include them fully in their children's education. The information provided for parents is very good. Parents are encouraged to come into school with any questions they may have and to resolve concerns. The leadership and management of the school are very good and there is the expectation that all pupils will work hard and do their best. The provision for extra curricular activities is very good and a far wider range of activities is provided than in most infant schools.

## **PART B: COMMENTARY**

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

**Pupils make very good gains in their learning in reading, writing, mathematics and design and technology from their entry to Reception to the end of Year 2. Standards are in line with those attained nationally in reading, writing and mathematics by the time pupils transfer to the Junior School. Standards are above those expected in design and technology.**

1. When pupils start school in the Reception class, standards are well below those expected nationally, especially in mathematics and communication, language and literacy. Due to the consistently good teaching and the carefully planned curriculum, pupils make a good start in their learning in these areas during Reception and this good start continues to be built upon well in Year 1 and 2. The early focus on learning the sounds letters make and how to form them, gives the children in Reception a firm start in learning to read and write. Number work and counting is integrated effectively into many parts of the school day, as well as in designated lessons, and this develops the children's mathematical skills well. The school organises the older pupils into set classes based upon attainment in reading, writing and mathematics, and this is very effective in providing lessons which challenge and stretch higher attaining pupils, while those pupils with special educational needs and those who lack confidence in their learning are given very good support in smaller classes with higher levels of adult intervention. As a result, pupils, including those with English as an additional language, make very good overall gains in their skills and knowledge in mathematics and reading from the time they start school until they transfer to the Junior school at the end of Year 2, when standards are broadly in line with the national average. Higher attaining pupils are able to note measurement scales to the nearest labelled division on measuring jugs in mathematics, for example. They make the correct decisions as to which strategies to use when solving number problems and can explain their methods and reasoning. In writing, pupils develop a good cursive style and the volume of their work and its presentation is good. When re-telling the story of the Three Bears, pupils were careful to include a beginning, middle and end and very good levels of detail to make the story interesting. Pupils read with enjoyment and interest. For example, a class of older pupils working with a non fiction text to find out about computers demonstrated a good awareness of different parts of a book, such as the index, glossary and contents pages and were able to skim the text efficiently for the information they were searching for.
2. Since the time of the previous inspection the school has placed a focus on developing pupils' skills in design and technology, when the subject was highlighted as having areas for improvement. A good training programme was adopted for staff and a good scheme of work developed and put in place that builds bit by bit on what pupils already knew and could do. As a result, pupils design with confidence and evaluate designs and finished models effectively to see how they can be improved still further. For example, older pupils could explain why the axle on their model of "Incey Wincey Spider" needed to be set differently to wind up the spider's web more efficiently. They have a good knowledge of materials and what is best for different purposes. They cut, manipulate and join to build well-finished models that meet their design brief well. They are suitably aware of safety issues, use scissors with appropriate skill and join materials confidently. This was particularly the case when older pupils built vehicles that could be pushed or pulled. Standards attained by the end of Year 2 are above those expected for their age.

**The leadership and management of the school by the head teacher and the governing body are very good.**

3. The leadership of the school by the head teacher is very good. She has a clear view of standards in all aspects of school life and a strong and unwavering commitment to continued improvement. She ensures that the quality of the school environment is of a very high standard, setting the tone for the expectations of respect and achievement for pupils, staff and parents. The school's

mission statement is clearly displayed around the school in all classes and provides an effective focus for all work. The governing body has undertaken a significant amount of training. It is very involved in the life and work of the school and plays a very important part in working for raising standards. It has a very good knowledge and understanding of the school and is very aware of its strengths and the areas for development. For example, it is aware of the increase in factual books in the school library to encourage more boys to take pleasure in their reading. The aims and values of the school are reflected in its daily work and the ethos of the school is very cohesive, as a result.

4. The management of the school by the head teacher, key staff and governors is very good. Efficient systems are in place to monitor the quality of teaching and learning and the standards pupils attain. Effective action is taken as a result of monitoring, for example in setting suitably challenging targets for pupils' overall attainment in national end of key stage tests and the standards they achieve in numeracy, reading and writing. Co-ordinators and key staff track pupils' progress and analyse results very well, ensuring that the information gleaned is used effectively to raise standards further. The organisation of the life of the school ensures a smoothly run day, where everyone knows what they are doing and relationships between pupils and adults are very good.

#### **The provision for pupils' spiritual, moral, social and cultural development is very good overall.**

5. The provision for pupils' spiritual and cultural development is supported effectively by lively and interactive displays in corridors and around the school. These consist of well organised and attractive examples of pupils' work and also of prints, models, books and other artefacts by artists from a range of different cultures. These stimulate pupils' interest and give them opportunities to appreciate the work of others. The high quality of the artefacts gives the message to pupils that they are deserving of the highest standards. Displays in classrooms are also of a high standard and remind pupils of their academic and social achievements and have a very positive effect on developing their feelings of self worth. For example, pupils' work in design and technology is displayed effectively to illustrate what pupils have achieved. The curriculum is well planned and there are many, appropriate opportunities when pupils learn about the daily life and beliefs of other cultures, for example, pupils learn about the Chinese New Year and displays around the school include a range of examples of written text and books in a variety of languages. Assemblies are well thought out and include suitable opportunities for pupils to listen to and appreciate music, to take part in acting out stories and to reflect on the importance of belief and the messages for the day. Each week a "celebration" assembly is held, when pupils' achievements are shared.
6. Relationships within the school are very good. All staff treat pupils and others with respect and this very good, daily example is reflected in pupils' attitudes to each other and to the adults in the school. The special events folder indicates that every opportunity is taken to incorporate the community for special occasions such as singing and dancing festivals which all have a positive impact on the community links. The school makes very good use of classroom assistants to support every aspect of school life, including pupils' personal and social development. Pupils are given good opportunities to take responsibility for their actions and to help others. For example, older pupils help Reception children at lunchtimes by carrying their trays to the table and helping them to water. A calm and gentle manner is the norm in lessons and teachers make every effort to value pupils' positive responses and not to dwell on times when things go wrong. Teachers make good use of time to discuss how we should respect the views of others. This has a beneficial impact on pupils' personal, moral and social development.

#### **Teaching is good throughout the school.**

7. The quality of teaching is good throughout the school. Lessons are planned well and follow carefully developed schemes of work. In the Reception classes, good care is taken to establish good routines. As a result, children quickly become relaxed and happy in school. They know

what is expected of them and do their best to please their teachers. The six areas of the curriculum for young children are all given appropriate emphasis. There is especially, appropriate focus on personal and social development and developing early skills in reading, writing and mathematics.

8. Teachers throughout the school make good use of the careful marking and assessment of work. They ensure that records of pupils' progress are kept accurately and that good use is made of the information gained to plan lessons that follow on from each other to build effectively on what pupils already know and can do. Teachers have suitably high expectations of pupils' response and behaviour and lessons are orderly and calm. Good use is made of support staff to ensure that all groups of pupils remain focussed on the task set. Teachers tell pupils what the learning objectives are for each lesson and, as a result they learn to start to evaluate the progress that they make. Lessons are suitably challenging and teachers make good use of resources and manage time well. The pace of lessons is good and as a result pupils make consistently good gains in their learning.

**The school works very hard to involve parents in their children's learning and in the life of the school.**

9. The school strives hard to involve parents as much as possible in their children's learning. All parents have signed a home and school agreement to work together. Newsletters are clear and informative and the school makes every effort to ensure that it presents a non-threatening face to pupils, parents and guardians. Each week parents are invited to join in the "celebration" assembly, where pupils' achievements are rewarded. Parents are kept well informed about how their children are progressing in their work and the standards they attain. They are given good notice of the events of the school calendar and notices of forthcoming events are also given out in the local church.
10. There are a large number of social and fund raising events which parents are encouraged to take part in, such as the Easter Bonnet Competition and singing and dance festivals. This has a positive impact on pupils' self esteem and their social and cultural development. Parents also make a positive contribution to school funds. In the last year £1000 was raised by parents' efforts to develop resources in classes. In addition, parents are supported effectively in finding out how to help their children academically. Homework books and sheets are sent home, including booklets to help parents prepare their children for the end of key stage tests in Year 2. Pointers on how to help with homework are sent to parents. Literacy and information and communication technology workshops are regularly held in school for parents and their children and these are well attended and have a very positive effect in raising standards. In addition, parents are encouraged to come into school to support work in classes and a significant number do so regularly.

**Relationships within the school are very good. Pupils have good attitudes to school and are very well behaved.**

11. Relationships within the school are very good. Parents confirm that their children enjoy coming to school and are keen to do their best. As a result of the very good examples set by all staff, the school is an orderly and happy community. Due to the calm and quiet reminders by teachers and the whole school emphasis on praising good behaviour, pupils try to listen carefully to their teachers and do as they are told. They are very well behaved in lessons and as they move around the school. They concentrate in lessons and are respectful of the needs of others, taking turns and sharing equipment well.
12. At lunchtime, older pupils take their extra responsibilities very seriously as they help their younger friends. They are learning to take initiative and frequently spontaneously wish their teachers a pleasant lunchtime. They take part in extra curricular activities enthusiastically, working in pairs and small groups well when dancing and singing, for example. Pupils' personal development is very good and there is very little in the way of oppressive or inappropriate behaviour. Pupils show respect for each other and for the equipment and artefacts around the school.



**The quality of care provided for all children, is very good and a clear strength of the school. As a result, pupils are happy and secure.**

13. The school has very efficient systems to ensure the good care and welfare of all pupils. Procedures for child protection and welfare are very good. There are very effective systems to record and monitor pupils' personal and social and academic developments. The information gained is used effectively to plan opportunities to raise standards still further. Procedures for monitoring progress of all pupils including those with special educational needs, potentially higher attaining pupils and those with English as an additional language are very good. The school has responded to boys attaining less well than girls in reading by reviewing and improving the range of reading material available, to include greater emphasis on non-fiction books and books to specifically appeal to boys. The school works very hard to monitor attendance and to encourage parents and pupils to come to school, punctually and regularly. Behaviour is also monitored very closely and there are good systems to reward both good behaviour and good attendance. These include certificates awarded by the chair of governors to those deserving of special mention. Health and safety issues are given appropriately high priority. Care is taken to provide a safe and clean environment, safety issues are appropriately taught in science and design and technology lessons, for example, and there are specific lessons for parents and Reception children on road safety.

## **WHAT COULD BE IMPROVED**

**Pupils' skills in speaking with confidence and fluency are below average at the end of Year 2.**

14. Children start school in the Reception classes with standards in speaking and listening which are at differing levels, but which are well below expected levels overall. During the Reception year, they make good progress in learning to listen to others to follow instructions from their teachers and to ask and answer questions. However, standards are still below those expected for their age when they start Year 1. In the youngest classes many children can say which animal they like best, for example, but cannot put into words why they made that choice.
15. Teachers in Year 1 and 2 place appropriate emphasis on developing pupils' skills in language and take care to plan suitable opportunities for pupils to learn specific vocabulary linked to mathematics and science, for example. There are many, well-planned opportunities for pupils to learn to listen to stories and respond to instructions. However, despite the good progress made in learning to pay attention and concentrate on learning to listen to what is being told to them and the good progress by a few pupils in developing speaking skills, overall pupils make only satisfactory progress in developing skills in speaking. The standards attained are below average at the end of Year 2. In lessons, many pupils give single word, or short phrase answers to their teachers' questions. They chat happily to each other in the playground and while working, about matters of immediate interest, but their vocabulary is relatively limited and they do not demonstrate a love of the richness of language. While they speak audibly, in the main, they do not have a well developed awareness of the needs of the listener. They do not talk with assurance to investigate their views and those of others. They listen carefully but they do not speak with confidence in the more formal setting of addressing the rest of the class, for example.

**There is a lack of regular opportunity for pupils in the older classes to work together in mixed ability groups in lessons.**

16. Pupils in Years 1 and 2 are taught in classes, which are set according to ability in the core areas of reading, writing and mathematics. While this is having a very obvious beneficial effect on the progress pupils make and the standards they achieve in these subjects, it does limit opportunities for them to learn from each other in mixed ability settings. For example, opportunities are limited for pupils in the lower attaining groups to hear and take part in extended discussions in non-core

subjects such as history. Pupils in higher attaining groups do not have many opportunities to see how some other of their peers excel in art and physical education, or to work beside them to support them.

**Attendance is below average.**

17. Despite the very great effort that the school makes to encourage pupils to come to school, levels of attendance remain below the national average. In the main, absence is due to illness, and during the week of inspection a great many of the pupils were away because they were unwell. However, such things as parents taking their holidays during term times also cause some avoidable absence.

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

18. In order to raise standards further the head teacher and governors should:-
- (1) Place still further emphasis on providing pupils with opportunities throughout the day to develop their vocabulary and confidence when speaking.  
(Paragraph Nos. 14. 15)
  - (2) Plan regular opportunities for pupils of all levels of attainment to work together in non-core areas of the curriculum, so that they can learn with and from each other and celebrate their individual strengths.  
(Paragraph No. 16)
  - (3) Seek for ways to further reduce avoidable absence.  
(Paragraph No. 17)



## PART C: SCHOOL DATA AND INDICATORS

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

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

### *Summary of teaching observed during the inspection*

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 0         | 4         | 11   | 3            | 0              | 0    | 0         |
| Percentage | 0         | 22        | 61   | 16           | 0              | 0    | 0         |

*The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than five 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)      | 242     |
| Number of full-time pupils known to be eligible for free school meals | 68      |

#### **Special educational needs**

|   | YR – Y2 |
|---|---------|
| Number of pupils with statements of special educational needs       | 2       |
| Number of pupils on the school's special educational needs register | 98      |

#### **English as an additional language**

|   | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 32           |

#### **Pupil mobility in the last school year**

|  | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 26           |
| Pupils who left the school other than at the usual time of leaving           | 32           |

### *Attendance*

#### **Authorised absence**

|                           | %   |
|---------------------------|-----|
| School data               | 6.9 |
| National comparative data | 5.4 |

#### **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 (Year 2)***

|  | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 2002 | 31   | 40    | 71    |

| <b>National Curriculum Test/Task Results</b> |          | <b>Reading</b> | <b>Writing</b> | <b>Mathematics</b> |
|--|----------|----------------|----------------|--------------------|
| Numbers of pupils at NC level 2 and above    | Boys     | 23             | 28             | 30                 |
|  | Girls    | 37             | 37             | 35                 |
|  | Total    | 60             | 65             | 65                 |
| Percentage of pupils at NC level 2 or above  | School   | 85 (84)        | 92 (84)        | 92 (86)            |
|  | National | 84 (84)        | 86 (86)        | 90 (91)            |

| <b>Teachers' Assessments</b>                |          | <b>English</b> | <b>Mathematics</b> | <b>Science</b> |
|---|----------|----------------|--------------------|----------------|
| Numbers of pupils at NC level 2 and above   | Boys     | 26             | 28                 | 31             |
|   | Girls    | 38             | 37                 | 38             |
|   | Total    | 64             | 65                 | 69             |
| Percentage of pupils at NC level 2 or above | School   | 90 (86)        | 92 (79)            | 97 (94)        |
|   | National | 85 (85)        | 89 (89)            | 89 (89)        |

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

*Ethnic background of pupils**Exclusions in the last school year*

| <b>Categories used in the Annual School Census</b>  | <b>No of pupils on roll</b> | <b>Number of fixed period exclusions</b> | <b>Number of permanent exclusions</b> |
|---|-----------------------------|--|---------------------------------------|
| White – British                                     | 186                         | 0  | 0                                     |
| White – Irish                                       | 0                           | 0  | 0                                     |
| White – any other White background                  | 2                           | 0  | 0                                     |
| Mixed – White and Black Caribbean                   | 9                           | 0  | 0                                     |
| Mixed – White and Black African                     | 1                           | 0  | 0                                     |
| Mixed – White and Asian                             | 5                           | 0  | 0                                     |
| Mixed – any other mixed background                  | 5                           | 0  | 0                                     |
| Asian or Asian British – Indian                     | 6                           | 0  | 0                                     |
| Asian or Asian British – Pakistani                  | 9                           | 0  | 0                                     |
| Asian or Asian British – Bangladeshi                | 1                           | 0  | 0                                     |
| Asian or Asian British – any other Asian background | 3                           | 0  | 0                                     |
| Black or Black British – Caribbean                  | 3                           | 0  | 0                                     |
| Black or Black British – African                    | 4                           | 0  | 0                                     |
| Black or Black British – any other Black background | 2                           | 0  | 0                                     |
| Chinese   | 2                           | 0  | 0                                     |
| Any other ethnic group                              | 2                           | 0  | 0                                     |
| No ethnic group recorded                            | 2                           | 0  | 0                                     |

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

### *Teachers and classes*

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

|  |    |
|--|----|
| Total number of qualified teachers (FTE) | 11 |
| Number of pupils per qualified teacher   | 22 |
| Average class size                       | 27 |

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

|   |     |
|---|-----|
| Total number of education support staff | 14  |
| Total aggregate hours worked per week   | 268 |

*FTE means full-time equivalent.*

### *Financial information*

|  |         |
|--|---------|
| Financial year                             | 2001    |
|  | £       |
| Total income                               | 542,511 |
| Total expenditure                          | 528,642 |
| Expenditure per pupil                      | 2269    |
| Balance brought forward from previous year | 3264    |
| Balance carried forward to next year       | 17,133  |

### *Recruitment of teachers*

|  |   |
|--|---|
| Number of teachers who left the school during the last two years   | 7 |
| Number of teachers appointed to the school during the last two years   | 7 |
| 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.*

*Results of the survey of parents and carers*

**Questionnaire return rate**

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 242 |
| Number of questionnaires returned | 83  |

**Percentage of responses in each category**

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 69             | 29            | 1                | 0                 | 0          |
| My child is making good progress in school.  | 66             | 33            | 1                | 0                 | 0          |
| Behaviour in the school is good.   | 49             | 47            | 0                | 0                 | 4          |
| My child gets the right amount of work to do at home.                              | 45             | 45            | 8                | 2                 | 1          |
| The teaching is good.  | 66             | 31            | 1                | 0                 | 0          |
| I am kept well informed about how my child is getting on.                          | 47             | 47            | 4                | 1                 | 1          |
| I would feel comfortable about approaching the school with questions or a problem. | 71             | 25            | 4                | 0                 | 1          |
| The school expects my child to work hard and achieve his or her best.              | 73             | 26            | 0                | 0                 | 1          |
| The school works closely with parents.   | 52             | 41            | 1                | 2                 | 4          |
| The school is well led and managed.  | 67             | 28            | 1                | 2                 | 2          |
| The school is helping my child become mature and responsible.                      | 65             | 31            | 1                | 0                 | 2          |
| The school provides an interesting range of activities outside lessons.            | 31             | 33            | 17               | 4                 | 14         |

Please note that the numbers do not always add up to 100 due to rounding of percentage points.