

# INSPECTION REPORT

**LAWFORD MEAD INFANT AND NURSERY  
SCHOOL**

Chelmsford

LEA area: Essex

Unique reference number: 114997

Headteacher: Mrs J E Gates

Reporting inspector: Mrs M Fitzpatrick  
24326

Dates of inspection: 10 – 11 February 2003

Inspection number: 247524

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 and Nursery
School category:	Community
Age range of pupils:	3 to 7 years
Gender of pupils:	Mixed
School address:	Trent Road Chelmsford Essex
Postcode:	CM1 2JH
Telephone number:	01245 256086
Fax number:	01245 256086
Appropriate authority:	The governing body
Name of Chair of Governors:	Mrs A E Payne
Date of previous inspection:	2 March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
24326	Mrs M Fitzpatrick	Registered inspector
9010	Ms G Ellisdon	Lay inspector
22958	Mr T Bailess	Team inspector

The inspection contractor was:

Cambridge Education Associates

Demeter House,  
Station Road,  
Cambridge.  
CB1 2RS

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33 Kingsway  
London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

Lawford Mead is a two form entry infant school with 136 pupils on roll. There is a Nursery with 52 part-time places which children attend before joining the Reception class. The ethnic background of pupils is mainly white European with a few pupils from Asian British and Black British backgrounds. There are five pupils who have English as an additional language and two are at an early stage of learning English. The percentage of pupils who are eligible for free school meals is about average. The percentage of pupils on the school's register of special educational needs is about average and there is one pupil who has a Statement of Special Educational Needs. The majority of special educational needs are for language and speech difficulties. The attainment of pupils when they enter the school is below average. There has been a high turn-over in staff in the last two years. The headteacher, deputy headteacher and three of the teachers have joined the school in the last two years.

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

Lawford Mead is a good school with many strengths. The school performs well compared with similar schools and standards in all subjects are at least in line with what is expected of children by the time they are seven. In science and mathematics they are above the expected standard. Pupils' learning is good and they behave well because teaching is good. Under the very good leadership of the new headteacher, the school is moving forward quickly in a number of areas. Facilities for information and communication technology in the school are very good. There are strong and growing links with parents to support their children's learning. The opportunities for pupils to develop independence and take the initiative are expanding. The school gives good value for money.

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

- Standards are high in science and mathematics and pupils achieve well in all of their learning.
- Teaching and learning are good.
- The leadership of the headteacher is very good. She is well supported by the expertise of the senior management team.
- Provision in the Foundation Stage gives children a very good start to their education.
- Pupils' attitudes to learning and their behaviour are very good.
- The school makes very useful links with parents and partner schools for the benefit of pupils' learning.

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

- The opportunities that all pupils have for writing across the curriculum.

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

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

The school has made good improvement since it was inspected in March 1998. All of the issues raised then have been successfully tackled and the school has continued to develop many of the strengths that were noted then. The school has made significant improvements to the quality of its provision, especially in information and communication technology (ICT) where teachers' expertise and the standards pupils achieve are rising quickly. Standards in national tests have kept pace with the national trend of improvement and results in these tests have exceeded the national average over the last three years. The quality of leadership in the school has improved and the impact of this is seen in much stronger links with parents and highly productive links with partner schools. The strong teamwork now developing in the school is a growing strength, the impact of which is seen in the good planning for teaching and learning. Given this, together with the vision and expertise of the headteacher and the senior management team together with the good support given by the governing body, the school is well placed to continue to improve.

## 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	B	D	C
Writing	A	A	D	C
Mathematics	C	C	D	C

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

The school's performance in the national tests in 2002 was the same as that of similar schools.<sup>1</sup> In reading, the percentage of pupils who reached the higher level was above the national average and in writing the percentage reaching the higher level was well above the national average. In the Teacher Assessments in science, the percentage of pupils who reached the expected level was well above the national average, and so was the percentage of pupils who reached the higher level. While these results represent a decline in performance compared with the previous two years, they reflect the high proportion of pupils who had special educational needs in this year group as well as some weaknesses in teaching which have been resolved by changes in staffing. Taking into account pupils' attainment when they entered the school these results represent good progress. Since the previous inspection results have improved at the same rate as the national trend and overall test scores have exceeded the national average in that time. Pupils in Year 2 now, are achieving standards above the expectation in science and mathematics and at the expected level in reading and writing. Pupils reach good standards because of the quality of teachers' planning and the effective way they provide for different groups in the class. The result is that pupils work at a good rate and achieve well in all subjects. Children in the Foundation Stage make good progress in their learning because of the high quality of teachers' planning, which is based on very good assessment of children's needs. Some children need considerable support to develop their communication skills both in speaking and listening and in writing. Children make very good progress in their personal, social and emotional development and this creates a strong foundation for all further learning. The school has set appropriate targets for Year 2 pupils in the national tests in 2003, based on good assessment of what they are currently attaining.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic about learning and they work hard.
Behaviour, in and out of classrooms	Very good in class and around the school; excellent in assemblies. Pupils show respect for each other and their school.
Personal development and relationships	Pupils are encouraged to be independent from the earliest age. They are confident and form very good relationships with each other and adults.
Attendance	Satisfactory. At the national average, though a few families reduce the overall figure by taking holidays in term time.

<sup>1</sup> This refers to schools with a similar percentage of pupils who are eligible for free school meals.

## TEACHING AND LEARNING

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

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

The quality of teaching is good overall in English, mathematics and science, with very good teaching seen in each of these subjects. Teachers have secure subject knowledge and they make effective use of the National Literacy and Numeracy Strategies to structure lessons in English and mathematics. In mathematics lessons they ensure that pupils progress at a good pace by setting work which is interesting and allows pupils to work independently. In the lessons seen this approach was very successful in promoting pupils' thinking and in making them secure in what they learnt. In English lessons teachers place good emphasis on teaching the basic skills of reading by teaching letter sounds thoroughly and by giving pupils opportunities to read together and independently. Science teaching is a strength in the school. Pupils are provided with many opportunities to investigate the natural world. Teachers are skilled at developing pupils' curiosity through searching questions, which test their thinking and make learning memorable. A further strength of teaching is the way teachers plan activities, which show pupils the links between subjects. Good work in art brings alive what the pupils have learned about the Great Fire of London, while their work in English reminds them of the great diarist Samuel Pepys from the same era. Children in the Nursery and Reception classes are well taught because teachers plan very carefully to meet their needs. The teachers make very good assessment of children's progress and use this to plan the things that children will learn next. Children's personal and social development is very well supported through a wide range of carefully planned activities. By the time they leave the Reception class, children have made the best gains in this area of learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good throughout the school. Extra-curricular activities and visits make a significant contribution to pupils' learning.
Provision for pupils with special educational needs	Good. Pupils are well supported to make the same progress as others in their class. Support for children with emotional and behavioural needs is particularly strong.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Pupils' spiritual development is well served by the exciting learning opportunities they enjoy as well as the uplifting assemblies they share. Social and moral development are secured through good expectations and effective systems for promoting pupils' independence and tolerance.
How well the school cares for its pupils	Good. Thorough systems ensure pupils' welfare and daily care. Teachers make good use of assessment and know their pupils' needs well.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good leadership by the headteacher sets a clear direction for the work of the school. The senior management team is skilled and gives good support for the school's development.
How well the governors fulfil their responsibilities	Good. Governors have a thorough knowledge of the school and the challenges it faces. They ensure that all statutory requirements are met. Together with the headteacher, they are careful to seek and obtain good value in what they buy and in how they use resources.
The school's evaluation of its performance	Very good. Monitoring and evaluating the impact of its work is well established. The headteacher and senior managers have a good grasp of standards and how well the school is doing compared with similar schools.
The strategic use of resources	Good. Teaching staff are well deployed to make best use of their expertise. The development of the accommodation to provide a computer suite has been well thought out and is having a significant impact on standards.

## 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>• That their children like school, and are expected to work hard and that they make good progress.</li> <li>• That the teaching is good and that teachers are approachable.</li> <li>• That the school is well led and managed; that it works closely with parents and keeps them well informed about their children's progress.</li> <li>• That behaviour in the school is good.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities that the school provides for children.</li> <li>• The amount of homework their children have.</li> </ul>

The vast majority of parents are very supportive of the school and are pleased that their children attend. The inspection team wholeheartedly agrees with parents' positive views of the school. A very few parents think the amount of homework set is wrong and that the school does not provide enough activities outside of lessons. Inspectors do not agree with either of these views. The school makes very good provision for after school clubs and visits for the children and the amount of homework set is appropriate for children of this age.

## **PART B: COMMENTARY**

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

#### **Pupils make good progress and they achieve high standards in science and mathematics, and they achieve well in all of their learning**

1. Many children enter the Nursery with levels of attainment, which are below those expected for their age. They have particularly low levels of attainment in communication, language and literacy and a number have speech defects, for which they receive additional support. All children make good progress in the Foundation Stage. Though the majority do not reach the nationally expected levels in communication, language and literacy or in mathematical development, by the time they are five, they do reach the expected standard in all other areas of their learning. Standards achieved by Year 2 pupils in the national test in 2002, in reading, writing and mathematics were below the national average but about the same as those in similar schools. The school's performance was noteworthy at the higher level, where pupils achieved above the national average in reading and well above the national average in writing and mathematics. Teachers' Assessment in science in 2002 showed that almost all pupils in Year 2 reached the expected standard, while almost half reached the higher level.
2. In the current Year 2, the vast majority of pupils are on course to reach the expected standards in reading, writing, mathematics and science. A significant number will exceed the expected level in mathematics and science. This is because of the good teaching in these subjects, which is tightly planned to meet the needs of different groups of pupils. In science, pupils reach high standards because of the well-planned curriculum and the emphasis that teachers place on learning through investigation. In all areas of science, pupils have the opportunity to plan experiments, make suggestions about the outcomes and discuss what they observe. In a good Year 1 lesson the teacher skilfully led pupils through a discussion which helped them draw clear conclusions from their observations on magnetism. In mathematics lessons, pupils' learning is very well consolidated because they have so much practical activity to help them understand the concepts they are learning. In Year 2, pupils learning about two-dimensional shapes were able to identify them quickly through handling a number of them in different sizes and colours. They were very secure in their knowledge after this activity and the higher-attaining pupils moved rapidly to look for lines of symmetry in the regular shapes. Pupils who moved more slowly were still able to make symmetrical patterns through another well-planned activity so that by the end of the lesson, all pupils had a good understanding of symmetry. Standards in reading are sound. Most pupils have a range of strategies for sounding out new words and they read with expression in shared reading activities. Pupils' writing develops well, though the school could use more varied strategies for promoting writing, especially for average and lower-attaining pupils across the curriculum. These pupils do not make the gains in skills as rapidly as higher attainers do, and they need many more opportunities to see the value and purpose of writing as a means of communication. Higher-attaining pupils write well and their spelling is above average. Both girls and boys make adventurous choices in the words they select for their writing to make it more vivid.
3. In other subjects pupils make good progress because they are keen learners and the school provides a rich curriculum. Achievements in art and design and in design and technology are noteworthy. Pupils enjoy these subjects because they are linked to other learning and the skills they learn in one subject are applied in others. For example, Year 1 pupils designed and made rain hats as a follow on to their learning about the properties of materials in science. In art and design pupils are taught skills progressively and the impact of this is clear in the good colour and line that they achieve by the time they are in Year 2.

#### **Teaching and learning are good**

4. The quality of teaching was good or better in two out of three lessons seen. Teachers plan very well for pupils' learning. They ensure that the curriculum they provide is well integrated so that pupils develop an understanding of how learning in one subject can help with understanding in another. For example, the teacher in a very good Year 2 science lesson ensured that pupils

understood the importance of accurate measurement when assessing which car travelled furthest. Because pupils have well-developed mathematical skills they were able to carry out their investigations effectively and be sure that what they recorded was an accurate base from which to draw conclusions. Teachers' daily planning shows a good knowledge of their pupils' needs so that tasks that are set for different groups match what pupils need to learn next to make good progress. In Year 2, where three teaching groups for English are formed from two classes, pupils' progress was very good. In each group the skills being taught were the same, but tasks and the pace of teaching were adjusted to enable all pupils to learn effectively. In the set for the higher attainers the teacher's very good subject knowledge allowed her to set high standards for pupils' writing when she demonstrated descriptive writing on the board. In the lower-attaining group the teacher made very good use of drama and role-play to stimulate pupils' imaginations to help them generate interesting descriptions in their writing. Average pupils were able to choose appropriate adjectives which they knew would improve their descriptive writing because the teacher had given them many opportunities to explore these during her direct teaching.

5. Teachers have a good understanding of how young children learn and they provide many opportunities for pupils to discover for themselves through practical activity. These activities are well planned to ensure that pupils are presented with demanding tasks that are motivating and achievable. In a Year 1 mathematics lesson pupils had very good opportunities to find out about shapes by working with solid two-dimensional rectangles, squares and triangles. Pupils of all abilities were able to give clear definitions of these shapes because they could count the number of sides and corners and compare one with another. As a result, pupils' learning was very secure and they moved quickly from simple definitions to comparisons using appropriate mathematical terms confidently. Higher-attaining pupils were able to describe and compare pentagons, hexagons and octagons by the end of the lesson, thus meeting the higher challenges that the teacher had set for them. In mathematics and English lessons teachers make good use of regular activities in number and letter sounds to reinforce pupils' knowledge and understanding with the result that pupils have good knowledge of number facts and of how letters blend to make new sounds.
6. Teachers recognise the importance of developing independence in their pupils and create opportunities for pupils to make choices about their work and for them to work without adult support. Because of this pupils have confidence to find out for themselves when working on the computer or in science investigations. When they have worked in this way, it is clear from their discussion at the end of lessons that pupils' learning has been good. Reception children were very confident when explaining how they designed and created a house on the computer. They were delighted to describe how much they knew and to give reasons for why they had made certain choices. Teachers manage pupils' behaviour very well and in the calm atmosphere that prevails, very good relationships are able to develop. These make a very good contribution to learning so that even when a pupil with severe behaviour problems is disruptive, classmates are able to concentrate on the teacher as in a Year 1 music lesson. In these circumstances the skilful teamwork of the teacher and the learning support assistant enabled all pupils to continue to learn, including the disruptive one.
7. Learning support assistants make a good contribution to pupils' learning. They work closely with class teachers in assessing pupils' progress and identifying what they need to learn next. Those who have had training and have worked in the school for some time are skilled at building strong relationships which give good support to pupils' learning.

**The leadership of the headteacher is very good; she is well supported by the expertise of the senior management team**

8. The headteacher provides very good leadership for the work of the school. She has a very clear educational vision, which is well communicated to all who work in the school. This is based on achieving high standards in teaching and learning through very thorough knowledge of what pupils' can do, through careful planning to extend pupils' learning and through high expectations of effort and behaviour on the part of pupils. Since taking up post at the start of the last school year, she has improved planning across the curriculum and has begun to expand the curriculum provision for

personal, social and health education. She has been successful in developing a new team of teachers in the past year by making clear her ambitions for the pupils and her professional expectations of staff. All members of staff show a strong commitment to the school and they work hard to meet the headteacher's expectations of them. The headteacher has also succeeded in making very good provision for information and communication technology (ICT) since she joined the school. By working closely with the headteacher of the neighbouring junior school to share canteen facilities, the headteacher has gained a valuable space for a suite of computers. This has led to a significant improvement in standards in the subject, as well as in teachers' expertise, because they use the facilities frequently. The headteacher has also been quick to respond to the needs of parents in supporting their children's learning. She has arranged open days to familiarise parents with the curriculum and has held several workshops for parents to learn how to help their children with reading and number. These activities reflect her guiding philosophy of building effective partnerships to raise standards for pupils.

9. The headteacher has been well supported by the deputy headteacher and the senior management team. The deputy headteacher has been very effective in establishing good planning for the ICT curriculum. This ensures that the pupils are taught the necessary skills and then have a good range of opportunities in different subjects to apply and reinforce them. Standards in the subject are rising fast as a result of the quality of resources and planning. The English co-ordinator provides very good leadership for the subject. She has very good subject knowledge and makes good use of monitoring to gain a clear picture of standards and the quality of teaching in the subject. Pupils achieve well in the subject from a low level of literacy when they join the school. In the last three years standards in reading and writing have exceeded the national average. This is because of the good provision for the subject and the thoughtful response the co-ordinator makes of her analysis of assessments and tests. The Foundation Stage co-ordinator, who also co-ordinates mathematics, has successfully established the curriculum for children under five and developed very strong and supportive relationships with parents. Her work here and in promoting good standards in mathematics through careful monitoring and analysis, makes a good contribution to the development of the school. All members of the senior management team work closely with colleagues to give support and advice and are well on the way to creating a strong team to continue to improve the school.

### **Provision in the Foundation Stage gives children a good start to their education**

10. Children join the school after their third birthday and attend for a half session until they enter the Reception class in the term that they are five. Their attainment when they join is below that expected of children this age. Their speaking and listening are underdeveloped and many have weak personal and social skills. Provision in the Nursery is well geared to improving these aspects of children's development. There are many planned opportunities for children to engage in adult-led activities where they are expected to listen and respond. This quickly improves their listening skills and quite soon children become confident speakers. Though they do not develop their thoughts fully through talk, they are able to give pertinent answers while still in the Nursery. In the Reception class, children are beginning to develop ideas through talk when they are guided by the teacher, as when they look at different coins and describe how they are alike and what is different. Children are given frequent opportunities to develop their personal skills through being encouraged to be independent in changing their clothes and visiting the toilet then remembering to wash their hands. The teacher and the Nursery nurse are alert to children demonstrating independence and are quick to praise them for this. This naturally prompts children to repeat this kind of activity in order to please their teachers. Children's social development is very well promoted. From the time they arrive at the Nursery children are encouraged to join in activities with others. This is skilfully done through very thorough planning. Either resources are set out in such a way as to promote paired or group activity, as in the home corner or on the building site, or adults lead an activity where children learn to take turns such as playing a number game. By the time they are in the Reception class, children show good levels of independence when they look after their own resources or set themselves off on the computer. They have learned to share resources and know the importance of taking turns and giving way when someone else is speaking.

11. Planning for the Foundation Stage is good. The Nursery and Reception teachers work closely to ensure continuity of the curriculum. They make good use of resources to give children many opportunities to select their own activities while carefully monitoring what each child does each session. The assessment of children's learning is another strong feature of the provision. Teachers make careful notes of what children can do and know and use this information to plan further learning and to direct children to specific activities. The provision for children's physical and creative development is good. The outdoor learning environment is very well planned and there are enough activities for pupils to spend extended amounts of time outdoors using musical instruments, climbing and balancing or building up their stamina by using the wheeled toys. The outdoor resources have been well planned to ensure that pupils learn independently as well as with the guidance of an adult. During their time in the Foundation Stage children learn a good deal about the world around them. For example, they joined in the celebrations for Chinese New Year by making dragon masks and taking part in a procession to scare away the evil spirits. Teachers in the Nursery and Reception classes plan a wide range of visits and visitors for the children to extend their knowledge of the world and to develop their confidence in different environments. Both the Nursery nurse, and the learning assistant in the Reception class give very good support to children's learning through their interactions with the children and through their assessment of their learning. Throughout their time in the Foundation Stage, children are well challenged in their learning and well supported to develop good personal and social skills in order to help them achieve good standards.

### **Pupils' attitudes to learning and their behaviour are very good**

12. All pupils show an enthusiasm for learning and a willingness to be involved in activities. From the time they join the Nursery, children enter classrooms eager to know what they will do next. They listen very closely to teachers and show that they have followed explanations by starting promptly on tasks that they are set. Examples of pupils quickly organising themselves for work were seen again and again during the inspection. Pupils in Year 1 change quickly for their physical education lesson and take part with great enthusiasm. They are pleased to show their work to others in the class and to comment on what kind of balances they have created. In these situations, pupils' good listening skills add to the learning as they learn from each other as well as the teacher. In mathematics and science lessons, where there are frequently large numbers of resources being used, pupils use them sensibly are able to share and support each other in their work then clear up very briskly at the end. These very good attitudes mean that the best use is made of time and not a moment is wasted as pupils change from one activity to another. In a Year 2 ICT lesson, pupils displayed very good tolerance and patience when the computers would not load their programs. Half the class accepted, with very good grace, that they should return to their classroom and work there instead. Such attitudes are fostered by the very good relationships that teachers have with their pupils.
13. Pupils' behaviour is very good, both in the classroom and around the school. There are a number of reasons for this. One is that teachers consistently adopt a positive approach to their pupils and make very good use of praise to let them know what kind of behaviour pleases them. Another is that pupils' self-esteem is high because they achieve well in lessons and are taught to think well of themselves for the efforts they make. Finally, the school has a good behaviour policy, which is well implemented by all staff, which has clear expectations of behaviour and a good range of rewards and sanctions to support appropriate behaviour. Year 2 pupils, who were interviewed, thought that these were fair and made sure that everyone was treated the same. The use of rewards by lunchtime supervisors and the desire to be one of the "Fab Four" chosen for being kind to others, are powerful strategies which support very good behaviour in the dining room and in the playground at lunchtime.

### **Links with parents and partner schools are very good**

14. The headteacher has a strong commitment to developing effective partnerships to support the pupils' learning and improve the quality of the work that the school does. When she joined the school, she took the step of joining a consortium of local primary schools, whose aim is to provide mutual support and share good practice in order to raise pupils' attainment. These schools all

accept children from the same area of Chelmsford and the headteacher recognised that they were attempting to overcome the same barriers to learning as she experienced in her school. As part of this initiative the school has become involved in a number of projects such as family learning, healthy schools, pupil counselling and the shared use of a Family Support Co-ordinator. All of these projects are aimed at assisting parents to gain a better understanding of the part they can play in their children's learning. Many of the projects have the management of behaviour and the building of self-esteem as their primary aims. The work of the Family Care co-ordinator has been particularly effective in helping parents extend their parenting skills, so that they can support the school in successfully managing their children's behaviour. The result is that the school is has been able to improve its inclusion practices by establishing a greater consistency of approach between home and school so that all children are able to remain in the classroom and benefit from the teaching.

15. Alongside this initiative the school has also been effective in developing adult learning for parents. Through a number of meetings and workshops the school has been able to draw in parents who hitherto have had little contact with the school. Now that the ICT suite is functioning, the plan to run adult course for parents is about to take effect. Parents speak highly of the school's commitment to helping them help their children and feel that they are welcomed in the school as partners who have something to offer for the good of the school. The impact of the initiatives on the work of the school is apparent in the consistently good and well-managed behaviour that is seen in the school. Parents are now giving more support in school and a number speak highly of the support they have been given in helping them manage their children's behaviour.

## **WHAT COULD BE IMPROVED**

### **The opportunities that all pupils have for writing across the curriculum**

16. The school's performance in writing in the national tests in 2002 was in line with that of similar schools. However, the results mask differences in attainment between different groups of pupils. Despite a high proportion of pupils reaching the higher level, only two-thirds of all the pupils who sat the tests reached the minimum expected level. This picture of low attainment in writing for a significant group of the pupils is reflected in standards seen during the inspection and demonstrates the long-lasting impact of the low literacy skills that children have when they enter the school. Pupils learn the correct grammar for writing through well taught literacy lessons; they are given opportunities to improve their spelling and redraft their writing on computers as further reinforcement of their writing skills and they learn to model story writing by reading traditional stories, then considering how they are structured. Despite these opportunities, many pupils do not see writing as a vital means of communication and many are reluctant writers who view writing as something done within the confines of their English lessons. In order to overcome this attitude, the school needs to develop its policy for writing to embrace all areas of the curriculum, beginning when children join the Nursery.
17. Currently, the good planning in the Nursery does not place a strong emphasis on writing for a range of purposes, nor is the Nursery a language rich environment. Here and in other classes there is scope for more display of pupils' emergent writing, more labelling and more questions being posed which will challenge children's thinking and let them see the importance of writing to their whole learning process. While children in all classes have many exciting opportunities to learn through discovery, they are not encouraged enough to write about these activities and what they have learned from them. More detailed planning for writing linking it to the work pupils do in other subjects would help them recognise and consolidate their learning. The school has raising standards in writing as one of its priorities for this year.

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

18. In order to raise standards and improve the school further, the headteacher, staff and governors should:

- (1) Improve the opportunities that pupils have for writing by:
- creating a writing environment in the school which encourages all children to think of themselves as writers;
  - encouraging and developing emergent writing as a way of promoting pupils' confidence as writers;
  - planning opportunities for pupils to write for a wide range of purposes in all subjects \*.  
(Paragraphs 2, 16, 17)

\* This is part of the school's current development plan.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	15

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	8	6	0	0	0
Percentage	0	26	42	32	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 about five percentage points.

### 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)	26	110
Number of full-time pupils known to be eligible for free school meals	0	24

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	2	19

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	14

### Attendance

#### Authorised absence

	%
School data	7.1

#### Unauthorised absence

	%
School data	0.0



National comparative data	5.4
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National comparative data	0.5
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*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	21	17	38

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	13	20
	Girls	13	11	13
	Total	29	24	33
Percentage of pupils at NC level 2 or above	School	76 (93)	63 (98)	87 (96)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	20	21
	Girls	12	14	15
	Total	26	34	36
Percentage of pupils at NC level 2 or above	School	68 (93)	89 (96)	95 (98)
	National	85 (85)	89 (89)	89 (89)

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

### Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group

### Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
89	0	0
2	0	0
5	0	0
0	0	0
2	0	0
0	0	0
1	0	0
0	0	0
0	0	0
1	0	0
1	0	0
1	0	0
0	0	0
1	0	0
1	0	0
0	0	0

No ethnic group recorded
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6
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0
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0
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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)	6.8
Number of pupils per qualified teacher	16.2
Average class size	22.0

#### Education support staff: YR – Y2

Total number of education support staff	6.0
Total aggregate hours worked per week	135

#### Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	26.1
Total number of education support staff	1.0
Total aggregate hours worked per week	35
Number of pupils per FTE adult	11.5

FTE means full-time equivalent.

### Financial information

Financial year	2001-2002
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	£
Total income	407836
Total expenditure	424477
Expenditure per pupil	2426
Balance brought forward from previous year	64118
Balance carried forward to next year	47477

### Recruitment of teachers

Number of teachers who left the school during the last two years	7.6
Number of teachers appointed to the school during the last two years	6.2

Total number of vacant teaching posts (FTE)	0.8
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.8
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	135
Number of questionnaires returned	38

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	18	0	0	5
My child is making good progress in school.	55	39	0	0	5
Behaviour in the school is good.	50	42	0	0	8
My child gets the right amount of work to do at home.	21	34	11	3	32
The teaching is good.	61	34	0	0	5
I am kept well informed about how my child is getting on.	47	45	3	3	3
I would feel comfortable about approaching the school with questions or a problem.	74	24	0	0	3
The school expects my child to work hard and achieve his or her best.	68	26	0	0	5
The school works closely with parents.	45	39	5	0	11
The school is well led and managed.	37	50	3	0	11
The school is helping my child become mature and responsible.	58	34	0	0	8
The school provides an interesting range of activities outside lessons.	26	24	16	3	32