

INSPECTION REPORT

MEADOW LANE INFANT SCHOOL

Nottingham

LEA area: Nottinghamshire

Unique reference number: 122544

Headteacher: Mrs Joan Fox

Reporting inspector: Dr Brian Male
14906

Dates of inspection: 16 - 17 May 2002

Inspection number: 245255

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:	5 to 7
Gender of pupils:	Mixed
School address:	Meadow Land Chilwell Beeston Nottingham
Postcode:	NG9 5AA
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Andrew Barker
Date of previous inspection:	27/04/1998

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This popular infant school takes pupils from 4 to 7 years old, is maintained by the Nottinghamshire Education Authority, and serves the Chilwell area of Nottingham. The original 1850's buildings have been recently significantly improved and extended. At the time of the inspection there were 219 full time pupils in 8 classes. Many pupils start school with standards of attainment above those usually found. The percentage of pupils known to be eligible for free school meals is well below the national average. The percentage of pupils identified as having special educational needs is also below the national average. There are very few pupils from ethnic minorities and none receiving extra support for English as an additional language. These proportions are much lower than in most schools.

HOW GOOD THE SCHOOL IS

This is a very good school where pupils attain high standards. The headteacher sets an excellent tone for the school, and has created a very positive and caring ethos where pupils are valued as individuals. Standards of attainment in reading, writing and mathematics are well above the national average. Pupils' attitudes to school and standards of behaviour are very good. These are underpinned by the excellent quality of the relationships across the school. The high standards are promoted by the good quality of the teaching, the pupils' very positive attitudes and the support given by parents. The school gives very good value for money.

What the school does well

- Standards of attainment are well above average in reading, writing and mathematics
- The outstanding provision for personal development has promoted excellent relationships and pupils' very good attitudes and behaviour
- The quality of teaching is good overall with a significant amount of very good teaching
- The school has an excellent partnership with parents
- The recent significant improvements to the school building have increased learning opportunities
- The headteacher provides a particularly good quality of leadership for the school

What could be improved

- The school needs to continue the development of learning through play at the Foundation Stage as envisaged in its development plan

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 April 1998, and has made very good progress since then. Standards of attainment have risen in the three core aspects of reading, writing and mathematics. The quality of teaching is still good overall, and there is now a significant amount of very good teaching. Pupils' attitudes and behaviour are now very good, and relationships are excellent. The headteacher has successfully overseen significant improvements to the school building and has enhanced the school's monitoring and evaluation procedures. The school has a very good shared commitment to maintain its high standards. The school has successfully addressed the key issues raised by the previous inspection: the apparent danger from local fauna has disappeared, and the only 'Fox' left is the headteacher herself!

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

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

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

The school's scores in national tests for seven year olds in 2001 were well above national average in all three subjects. These standards were above those of similar schools. Scores have been consistently well above the national average for the last four years. Inspection evidence suggests that this year's standards are slightly lower because of the presence in the year group of a higher than usual proportion of pupils with special educational needs. Evidence across the school indicates that this is an unusual year and that standards are generally well above average. These standards are likely to be above similar schools, and represent good achievement for the pupils. The school is particularly successful in ensuring that a high number of pupils reach the higher level of attainment (Level 3).

Pupils make good progress through the reception classes, and at the end of the Foundation Stage, many pupils exceed the expected levels in all of the areas of learning. The school sets appropriate targets for its pupils and has been generally successful in attaining them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school. They are confident learners and keen to engage in their tasks. They take a very good interest in their work and sustain their concentration well. They are already proud of their school and have a good sense of ownership.
Behaviour, in and out of classrooms	There are generally very good standards of behaviour in classrooms and around the school. Pupils are open and friendly in their approach. They are very polite and courteous, and are very thoughtful of others.
Personal development and relationships	The quality of relationships is excellent across the school. Adults set particularly good examples for these relationships in the valuing approach they take to their pupils. The quality of relationships underpins the school's strong ethos and the pupils' very good attitudes to school.
Attendance	The rate of attendance is generally well above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 - 2
Quality of teaching	Good	Good

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

The quality of teaching is good across the school, with a significant amount of very good teaching. Teachers are hardworking and very positive and valuing in their approach to the pupils. This approach is very successful in promoting pupils' self confidence and their positive attitudes to school. Teachers have done particularly well to maintain the school's ethos through the many upheavals of the past year when building works were underway. The school is very successful in meeting the needs of all its pupils, and the skills of literacy and numeracy are well taught. The quality of teaching is greatly enhanced by the support of teaching assistants.

Where teaching is most effective, expectations are high and there is a quick pace to learning. Pupils are engaged in a good range of practical, first-hand experiences where they are given some independence to find things out. There is a good focus on learning objectives for the activities, and some good involvement of pupils in an evaluation of their work that helps them understand what they need to do to improve. Many teachers have a good range of specific strategies that promote learning well.

The school intends to continue the development of learning through play at the Foundation Stage, and the inspection agrees that this is the next step to take.

The quality of learning is good across the school. Pupils apply themselves well to their tasks and show great interest, sustaining their concentration particularly well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Pupils are involved in a good range of activities across the school. There is a good balance between provision for the basic skills and the wider curriculum. The school is successful in meeting the needs of all its pupils. The curriculum is enhanced by a very good programme of visits and visitors, and by a good range of extra-curricular activities.
Provision for pupils with special educational needs	The school makes good provision for these pupils. It is already adapting to the new national code of practice and ensures that pupils are assessed and provided for effectively. The targets of some individual education plans could be sharper. There is some very good support from teaching assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes outstanding provision for pupils' personal development. Its programme for personal and social education has been very well planned and is particularly effective. There is very good provision for spiritual, moral, social and cultural development.
How well the school cares for its pupils	This is a very caring school that provides a very secure and positive environment. There is a very wide range of assessment procedures that are well used to set targets and track pupils' progress.

The school has an excellent partnership with parents. There are particularly good systems for consulting parents and keeping them informed about the school and their children's progress. These help parents make a significant contribution to the school and to pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher sets an excellent tone for the school. She sets a very clear educational direction, and has created a very positive ethos where high standards are expected and achieved. Other senior staff manage their subjects and areas well. The strength of the management is the way in which staff work so well together as a team.
How well the governors fulfil their responsibilities	The governors are very supportive of the school, and have a very good overview of its work. They are in a very good position to set a strategic direction for the school.
The school's evaluation of its performance	The school is very successful in evaluating its performance. A very wide range of data is analysed rigorously and procedures are evaluated thoroughly. This is a reflective institution with a very good shared commitment to maintain high standards.
The strategic use of resources	The school's budget and allocation of staffing and resources is complicated by the local arrangements for three term entry of reception pupils. This often means that two new classes are created in a year, and that pupils change class part way through a year. Such arrangements are inevitably disruptive, and the school does well to cope with the changes and minimise the disruption.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is well led and managed • The school helps children become mature and responsible • The school is very approachable • The school expects children to work hard and achieve their best • The teaching is good • Behaviour in the school is good • Children like going to school 	<ul style="list-style-type: none"> • There is no area where a significant number of parents wish to see improvement

Parents are extremely supportive of the school and very pleased indeed with its work. The inspection agrees with all their favourable comments.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards of attainment are well above average in reading, writing and mathematics

1. The school's scores in national tests for seven year olds have been well above the national average in reading, writing and mathematics over the last four years. These scores are above those of similar schools and represent good achievement for the pupils. The school has been particularly successful in ensuring that a well above average number of pupils reach the higher level of attainment (Level 3).
2. Inspection evidence suggests that this year's standards in all three subjects are slightly lower than usual because of the presence in the year group of an unusually high proportion of pupils with special educational needs. However, evidence across the school from other year groups indicates that standards are generally well above average.
3. Standards of reading are well above average across the school. By the end of Year 2, many pupils have attained the higher level where they read a range of texts fluently and accurately and can talk about their reading with understanding. The good teaching across the school ensures that pupils understand how to use books to find information, and almost all use the contents and index with confidence. There is a great deal of support for reading, with pupils being heard reading individually by a wide range of adults as well as reading in groups in class. All this support promotes the high standards.
4. There are examples of very good writing across the school. Some of the youngest reception pupils are already able to write simple words and phrases; for example, writing "Thursday" to go with their picture of what the Very Hungry Caterpillar ate on that day. By the end of Year 1, some pupils have already attained the level expected for older children, being able to write a sequence of sentences with appropriate punctuation; for example, some Year 1 pupils were able to write a sequence of sentences describing the habitats in which snails live. By the end of Year 2, many pupils attain the higher level (Level 3) where writing is organised, imaginative and clear, and words are used for effect. For example, in a story about a lost teddy bear, a pupil wrote, "An owl swooped through the night and snatched up the bear with a mighty grab". Another Year 2 pupil attempted to capture the contrasts and surprise in, "from the dark red chasm there was a flash of golden light as the fairy stood in front of her". There is some particularly good teaching of writing where pupils are involved in an evaluation of what they have written in terms of the objectives set, and are encouraged to improve on their first draft in terms of clarity, style and interest. This is high challenge for young children, but one they respond to well.
5. Standards of speaking and listening are also high, with many older pupils particularly articulate in their speech. The school provides many very good opportunities for pupils to discuss things in pairs and in groups, and to explain things to the whole class. These opportunities are very effective in promoting both confidence and skills. Pupils are able to listen well to what others have said and respond accordingly. For example, when discussing their dance sequences, Year 1 pupils were already able to build on other's suggestions in very polite ways, and with sophisticated negotiating skills, "Yes, we could have a bridge, but wouldn't it be better if we just had high buildings?" The school's very successful programme for personal development has emphasised thought for others and a valuing of each other's contributions, and this can be heard in pupils' speech.

- Standards in mathematics are also well above average by the end of Year 2. Children are involved in a good range of practical work in the reception classes and this gives them the first hand experiences necessary for building later skills and concepts. Through Key Stage 1, there is a good programme covering all the elements of the subject, and good use of other subjects to promote mathematical understanding. For example, pupils record the results of science experiments in charts and graphs. By the end of Year 2, many pupils attain the higher level where they have a good understanding of place value in number and have good recall of some basic multiplication tables. This is underpinned by good understanding of the basic concepts and the ability to work out unfamiliar calculations from first principles. Most older pupils are confident in using a range of measures for length, weight and time, and have good knowledge of shapes. Fewer pupils attain the higher levels in data handling, because although most are confident in presenting information in block graphs, few interpret bar charts and pictograms which is the higher expectation.

The outstanding provision for personal development has promoted excellent relationships and pupils' very good attitudes and behaviour.

- The school has a range of methods to promote pupils' personal development, from informal interactions with teachers and other adults to a formal programme of personal and social education. There are also other very good opportunities, such as the School Council, for pupils to take responsibilities and show initiative. All of these help pupils to develop confidence and independence, and to learn how to get on well with others. A significant element of the provision is the very good model for valuing and caring for others set by the adults in the school. This underpins the excellent relationships that prevail across the school, and the pupils' very good attitudes and behaviour. What makes the approach so successful is that it is so consistent across the school.
- The school's formal programme for personal and social education, delivered mainly through the "circle time" activities where pupils discuss matters of personal importance, is very well structured and has very high expectations. For example, in a very good circle time lesson, younger pupils discussed ways in which playground disputes can be resolved by the children themselves. A very direct strategy was practised of raising an open palm and saying, "Stop. Let's not fall out; let's talk." This gave pupils a very concrete strategy to use in difficult situations, but also extended their understanding of the situations themselves. In another very good lesson, the teacher introduced language such as "resolving conflict" and encouraged the pupils to think deeply about their own motives and other people's feelings in these situations.
- The School Council is a good example of the way in which pupils' opinions are valued by the school, and they are given opportunities for taking some responsibilities. Council members are given opportunities during assemblies to report back to the whole school on issues of concern, such as the state of the school toilets, which is always an issue for small children. The added confidence that this has given to pupils was illustrated by the Council Member who, on his own initiative, approached an inspector in a corridor and said, "Excuse me, would you like to tell you something about the School Council".
- School assemblies also contribute to the valuing approach to children. This is handled particularly effectively by children who are being recognised for their good work or choosing a friend to make the award. This again emphasises the importance of the children themselves and their centrality to the school. All of this results in the very good standards of behaviour of the children and their very good attitudes to school. They are open and friendly in their approach. They are very polite and courteous, and are very thoughtful of others. The valuing approach has encouraged them to be

confident learners and keen to engage in their tasks. As a result, they take a very good interest in their work and sustain their concentration well.

The quality of teaching is good overall with a significant amount of very good teaching

11. The good quality of the teaching across the school underpins the progress that the pupils make and their very good attitudes to learning. Teachers are hardworking and committed to providing the highest quality of care for their pupils. They have done particularly well to maintain the school's ethos through the many upheavals of the past year when building works were underway. A significant amount of the teaching is very good, and some excellent.
12. A key feature of the teaching across the school is the excellent quality of the relationships teachers have with their pupils. They have a very positive and valuing approach to the pupils. This approach is very successful in promoting pupils' self confidence and their positive attitudes to school. It is also very effective in creating a sense of excitement in lessons and holding pupils' interest. For example, in an excellent dance lesson, the teacher's own enthusiasm and very lively approach, together with the exciting music and range of activities, inspired the pupils' enjoyment and commitment to the lesson. They participated with confidence and enthusiasm, and also a particularly good degree of serious commitment.
13. Where teaching is most effective, there is a high level of challenge and a quick pace to learning. For example, in a very good Year 2 science lesson, pupils were expected to work at the higher level (Level 3) in sorting materials into natural and artificial and considering the processes involved in their manufacture. A very good Year 2 mathematics lesson challenged pupils to use their knowledge of simple number bonds in the more difficult context of tens and units calculations. A very good outdoor activities session for reception children, involved them in interviewing role-play where they had to extemporise conversation. This involved very high expectations of their speech and ability to react to what someone else had said. A particularly good array of props such as a camera and microphone created the atmosphere of a television studio and greatly assisted the pupils to assume the roles. Very effective intervention from a teaching assistant kept pupils focused on the task and extended their language very well indeed.
14. A significant feature of the teaching is the involvement of pupils in evaluating what they have achieved. The setting of clear learning objectives, and the sharing of these with the pupils enables evaluations to be carried out in terms these objectives. For example, a very good Year 1-2 art lesson in which pupils made three-dimensional models with wire, there was a particularly good closing activity in which all the class went round the room looking at everyone else's work before coming together to discuss it. The tour of the work also gave one pupil the opportunity to demonstrate her sense of humour when she looked at a tangle of unused wire and remarked, "Oh, I really like that one."
15. A very good Year 2 music lesson, linked high expectations, quick pace and a strong evaluative element, with pupils using a range of instruments to represent elements of the "Iron Man" story. This evaluation is very effective in enabling pupils to understand their own achievements and what they need to do to improve.
16. Teachers have some very good strategies to promote learning. For example, there is some very good use of paired discussion in many subjects for pupils to share ideas and explain themselves to others. This promotes both understanding and language skills. In one reception class, the teacher has promoted a very effective "listening position" that encourages the very young children to focus their attention well. In a Year 2 class, the teacher has a good range of strategies for teaching

punctuation through a series of movements around the room. These sort of strategies are effective in maintaining interest and concentration, as well as being effective methods of learning.

17. Across the school, lessons are well planned with a good focus on learning objectives. Pupils are involved in a good range of activities that stimulates their interest and promotes their good progress.

The school has an excellent partnership with parents

18. Parents hold the school in very high esteem. In their replies to the inspection questionnaire and in discussion at the meeting with inspectors, parents were very supportive indeed of the school. The school is very popular, and is oversubscribed every year, with many pupils coming from outside the local area. The high esteem is amply justified by the quality of the school's provision and the standards it achieves.
19. The school works very closely with parents in a wide variety of ways. There are formal consultations and questionnaires on elements of the school's policy so that parents' views can be taken into account. Parents are consulted, and kept well informed, about matters such as parking outside the school, and the state of the toilets. There are very good quality newsletters and other information to ensure that they are very well informed about the curriculum and other aspects of the school's life.
20. There is also very good information about pupils' progress. Reports are helpful and informative, and parents evenings are very well attended.
21. The school is open and welcoming to parents, and they feel happy to come into school at any time to talk to the headteacher and members of staff. The headteacher's very warm and welcoming approach has been very important in setting this tone.
22. Many parents help voluntarily with school activities, both on visits and in class. These give very valuable support. The school's close partnership enables parents to work with their children at home because they have the knowledge of the school's curriculum and approach that enables them to give effective support.

The recent significant improvements to the school building have increased learning opportunities

23. The school building has been extended and improved significantly over the last two years. A large hall suitable for assemblies and physical education has been added, together with a three room extension which enabled the school to dispense with the old 'mobile' classrooms. Other classrooms have been extended, and the entrance, office and staffroom improved. All of this has been done in sympathy with the school's original 1850s building, many of whose features have been preserved. This all adds up to a very good standard of accommodation.
24. The most unusual feature for a school is the wooden decking that provides the outside areas for the new block, and the cedar cladding to the exterior walls. The decking area has been joined very well indeed to a new outdoor area providing a very good range of opportunities for the younger children. The fact that many of these opportunities would also be valuable and enjoyable for older children has not been missed by Year 2 pupils who are keenly aware that they did not enjoy such facilities when younger!

25. The extra room in classrooms, the ending of the requirement to use outside classrooms, the hall and the outside areas all combine to increase significantly the educational opportunities available. The school is now working, through its development plan, to maximise these opportunities and adjust its approach to the different opportunities available. The development of learning through play at the Foundation Stage is one element of this.
26. The two years of building work have not been easy for pupils or staff. The school has done well to minimise disruption during this period. The school was unfortunate that the completion of the building work coincided with an usually large intake of pupils at Easter so that the library area had to be used for a class. The school hopes that such a situation will not have to be repeated next year. The local arrangements for a termly intake of pupils, together with a planned admission level that is predicated on seven classes of exactly thirty pupils each gives the school no room at all to manoeuvre should there be an unusual intake, or should some pupils gain admission on appeal. Now that the building work is completed, the inevitable disruption that attends all such work can be seen to have been worthwhile in order to attain the greatly enhanced facilities and improved opportunities for learning.

The headteacher provides a particularly good quality of leadership for the school

27. The headteacher sets an excellent tone for the school. She is very professional in her approach, but her warm and friendly manner ensures that the school is welcoming and approachable. Her own excellent relationships set a particularly good example for everyone in the school. It is these that have created the very positive ethos and the very supportive and valuing approach to children. She sets a very clear educational direction and has created a very consistent approach where high standards are expected and achieved.
28. She is very well supported by her deputy head and by her staff. They work together well as a team. She is also very well supported by a very effective governing body that has a good overview of the school. All this constitutes a very strong team.
29. The headteacher has been very successful in developing systems for evaluating the school's performance. A very wide range of data is analysed rigorously and procedures are evaluated thoroughly. This is a reflective institution with a very good shared commitment to maintain high standards.

WHAT COULD BE IMPROVED

The school needs to continue the development of learning through play at the Foundation Stage as envisaged in its development plan

30. In order to take best advantage of the extra space in classrooms and the new outdoor facilities, the school intends to develop further learning through play at the Foundation Stage. This approach, in which children are engaged in more open-ended and investigative activities that take advantage of their natural curiosity, underpins the new Foundation Stage Curriculum. The national guidance suggests that effective learning involves “children initiating activities that promote learning” and “having time to explore ideas and interests in depth” whilst engaging in “creative and imaginative play activities that promote the development and use of language”. This does not envisage an entirely laissez-faire situation in which children do as they please, because the national guidance also suggests that “well planned, purposeful activity and appropriate intervention by practitioners will engaged children in the learning process” and that “to be effective, the early years curriculum should be carefully structured.”
31. The challenge for the school is to combine the two elements of carefully structured activities and creative play to promote learning. In some lessons at present, there is a direct teaching approach that is part of a careful structure, but which does not always engage the pupils in the “creative and imaginative play” or give pupils sufficient opportunity to initiate their own activities. This restricts opportunities for independence in learning, and means that learning is insufficiently practical and investigative. However, there are already many occasions on which such a combination is already effective. Mention has already been made of the outdoor activity in which children interviewed each other. This was clearly a play activity as pupils took the role of policemen and injured cyclists, but was also well planned by the teacher with interview tables, microphones and cameras, and had very effective interventions from the teaching assistant. This was part of a careful structure of activities across the week, and so had all the elements envisaged by the national guidance.
32. The school has already given much thought to the best ways of using the new outside areas to promote learning, and has already been successful in many aspects. To complete the development, thought will also need to be given to the use of the classrooms, the ways in which they are set out and the range of equipment that is most effective. Thought also needs to be given to the balance of teacher and pupil initiated activities so that learning can be as far as possible practical and investigative.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

33. In order to build on its already very good level of provision, the school needs to:
 - 1.) Continue the development of learning through play at the Foundation Stage as envisaged in its development plan so that:
 - pupils have increased opportunities for independence in learning
 - learning is as far as possible practical and investigative
 - the school continues to build on the opportunities provided by the recent building improvements
(para 31)

The school has already recognised this area in its development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

31

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

8

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	8	16	6	0	0	0
Percentage	3	26	52	19	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 three 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)	-	219
Number of full-time pupils known to be eligible for free school meals	-	8

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	-	0
Number of pupils on the school's special educational needs register	-	33

English as an additional language

	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.5

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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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	2001	37	33	70

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	32	34	36
	Girls	31	32	32
	Total	63	66	68
Percentage of pupils at NC level 2 or above	School	90 (95)	94 (93)	97 (96)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	32	35	35
	Girls	32	30	29
	Total	64	65	64
Percentage of pupils at NC level 2 or above	School	91 (93)	93 (93)	91 (93)
	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	2
Black – African heritage	1
Black – other	0
Indian	2
Pakistani	2
Bangladeshi	0
Chinese	1
White	138
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	24
Average class size	27

Education support staff: YR – Y2

Total number of education support staff	4
Total aggregate hours worked per week	95

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
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

Exclusions in the last school year

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

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

Financial information

Financial year	2001
	£
Total income	421090
Total expenditure	441180
Expenditure per pupil	2275
Balance brought forward from previous year	40474
Balance carried forward to next year	20384

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	219
Number of questionnaires returned	81

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	21	1	1	1
My child is making good progress in school.	65	25	2	1	6
Behaviour in the school is good.	74	19	4	0	4
My child gets the right amount of work to do at home.	43	40	10	1	6
The teaching is good.	78	19	0	0	4
I am kept well informed about how my child is getting on.	58	37	0	0	4
I would feel comfortable about approaching the school with questions or a problem.	86	14	0	0	4
The school expects my child to work hard and achieve his or her best.	77	21	1	0	1
The school works closely with parents.	65	33	0	0	1
The school is well led and managed.	85	14	0	1	0
The school is helping my child become mature and responsible.	77	19	1	0	4
The school provides an interesting range of activities outside lessons.	38	26	15	0	21

Summary of parents' and carers' responses

Parents are extremely supportive of the school and very pleased indeed with its work.