

INSPECTION REPORT

MARSTON GREEN INFANT SCHOOL

Marston Green

LEA area: Solihull

Unique reference number: 104073

Headteacher: Mrs. M. Parfitt

Reporting inspector: Mr. P. Belfield
21661

Dates of inspection: 5 – 6 December 2000

Inspection number: 225116

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:	3 - 7
Gender of pupils:	Mixed
School address:	Elm Park Avenue Marston Green Birmingham
Postcode:	B37 7AA
Telephone number:	0121 779 5667
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Appropriate authority:	Governors
Name of chair of governors:	Mr. P. Seazell
Date of previous inspection:	December 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the village of Marston Green on the outskirts of Birmingham. There are 250 pupils on roll, the majority of whom live in the village. Since the last inspection a nursery unit has been opened and forty children attend on a part-time basis. The unit is not large enough to accommodate all of the pupils who enter the Reception class. Seven per cent of the pupils are entitled to free school meals and six per cent of the pupils have identified special educational needs; these figures are below those found in most schools. Two pupils have a Statement of Special Educational Needs, which is in line with the national figures. Four pupils have English as an additional language which is a little higher than average. The school is growing and there is considerable new building in the village. The pupils' attainment on entry to the school is broadly average.

HOW GOOD THE SCHOOL IS

Marston Green Infants is a very effective school. The pupils enjoy school and achieve high standards. The teaching is very good and the leadership and management of the school is very good. The school gives very good value for money.

What the school does well

- The headteacher provides excellent leadership and, together with the staff and governors, creates an ethos that strongly supports achievement and learning.
- The pupils achieve high standards because of the very good quality of the teaching. The teachers plan well and have high expectations of the pupils.
- The pupils develop a high level of confidence in using computers because the teachers plan very good opportunities for them to use computers in lessons.
- Assessment procedures are excellent. Pupils of all abilities make very good progress because the teachers are clear about what the pupils have learned and what they want them to do next.
- The partnership with parents is very strong and the support they provide makes a very positive contribution to the pupils' achievements.
- The curriculum is broad and stimulating. It meets the needs of all of the pupils and they enjoy learning.

What could be improved

- The pupils have too few opportunities to improve their problem solving skills through practical investigation work in mathematics and science.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvement since the last inspection in 1996. The standards in reading, writing, mathematics and information and communication technology have improved. All of the key issues identified in the report from that inspection have been addressed very successfully and the work of the governing body and subject co-ordinators, the pupils' personal and social development and the use of computers are now significant strengths.

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
	1998	1999	2000	2000
Reading	A	A	A	A
Writing	A	A	A	A
Mathematics	C	B	A	A

Key

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

These results relate to the pupils who took the tests in 2000. They show that the pupils' performance in reading, writing and mathematics was well above the national average and well above average in relation to similar schools. Pupils of all abilities achieve well and the percentage of pupils achieving the higher level 3 was well above average when compared with all schools and similar schools.

The work that the pupils were doing during the inspection confirms this picture of high standards. The pupils achieve very good standards in reading, writing and mathematics. The improvement in the pupils' performance in mathematics is largely due to the school's analysis of previous performance and adaptations to teaching to improve standards in the subject.

The pupils develop as very competent readers; they enjoy reading for pleasure and have a very good understanding of what they read. The standards of writing are very good and the pupils are able to write for a variety of purposes. The pupils have a very good understanding of numbers and calculate mentally both quickly and accurately. They have a very good breadth and depth of scientific knowledge but their ability to devise investigations and experiments is underdeveloped. The children in the Foundation stage make very good progress and are on course to exceed the early learning goals in all of the areas of learning.

Over the previous three years 1997 – 1999 the trends in performance have been well above average in reading and writing compared to all schools. Mathematics has been more variable but improving steadily being average in 1998, above average in 1999 and well above average in 2000. When compared to similar schools in 2000 mathematics was well above average. Teacher assessments in science indicate that the standards are well above average in all of the attainment targets.

The school sets targets that are challenging and they have been exceeded each year since 1998.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils enjoy their work and are very keen to improve. They concentrate well and take pride in their achievements.
Behaviour, in and out of classrooms	Very good. The pupils are polite, kind and considerate.
Personal development and relationships	Very good. The pupils grow in confidence and they work and play together very well and enjoy taking responsibility.
Attendance	In line with the national figures. The pupils are keen to come to school and they are punctual.

The pupils' attitudes to school, their personal development and their behaviour are significant strengths. They are eager to come to school and are keen to help each other. They willingly take on responsibility. They are sensible, polite, helpful and mature for their age. The pupils are interested in their lessons and concentrate well. They get on well together and there are warm relationships with the adults in the school. The pupils' absence is closely monitored.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
Lessons seen overall	Very good	Very 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 very good. Eighty-nine per cent of lessons seen were good or better. In fifty-six per cent of the lessons the teaching was very good and in thirty-three per cent it was good. There was no unsatisfactory teaching. The teachers have high expectations of the pupils' work and behaviour. They plan interesting lessons, with work that is appropriate for pupils of all abilities. There is a very good working atmosphere in the classrooms. The teachers make very good use of their assessments to plan work that builds very well on what the pupils already know and can do. All pupils achieve well. Both the teacher and the pupils are well aware of the targets for learning and the work is challenging. The teachers use questions that promote the pupils' thinking and accelerate their rate of learning. The pupils are interested in their work and keen to do well. They make very good progress in their learning in lessons and over time. The teaching of reading, writing and mathematics, including literacy and numeracy is very effective. Overall, however, there are too few planned opportunities for the pupils to use their knowledge to solve problems through investigations in science and mathematics.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Excellent. The curriculum promotes high achievement and provides a full range of learning experiences that are rich and stimulating.
Provision for pupils with special educational needs	Very Good. The pupils are very well supported.
Provision for pupils with English as an additional language	Very good. The pupils make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Many opportunities are provided for the pupils to learn how to become caring, effective members of the community.
How well the school cares for its pupils	The school places a very high priority on the pupils' well being. They receive excellent guidance and support.

The quality and range of the curriculum is excellent. Literacy and numeracy are given a high priority and the curriculum is enriched by interesting work in art, music, history, geography and information and communication technology. Residential visits and visitors to the school enhance the curriculum provision. The school's extra-curricular activities make a significant contribution to the pupils' personal, social and cultural development. The assessment of the pupil's achievement is excellent.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership. She provides a high level of support for all staff. The monitoring of teaching and learning by the headteacher and key staff has a very positive impact on standards.
How well the governors fulfil their responsibilities	The governors are very involved in the life of the school and strongly committed to its improvement. They fulfil all of their responsibilities.
The school's evaluation of its performance	Very good in analysing the overall strengths and areas for development in the school.
The strategic use of resources	Excellent. The time, money, people and specific grants are used well and the school gives very good value for money.

The leadership and management is a significant strength of the school. The headteacher and governors are very skilled in ensuring that the pupils' achieve their best. The analysis of the performance of the school and its comparison with similar schools is very effective. It results in appropriate action being taken to raise standards and to improve the quality of education provided. The significant funds that were carried forward have largely been spent on the new buildings. The school applies the principles of best value to all areas of expenditure.

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 high standards attained by their children. • Their children enjoy school. • The standards of behaviour. • The good teaching. • The school expects children to work hard and try their best. • The school helps their children to become mature and responsible. • The parents feel that the school works very closely with them, is approachable and provides good information. • They are happy with the homework provided for their children. • They believe the school to be well led and managed. 	

The inspection team agrees with the strengths identified by the parents. The school has very good links with parents and carers and these links contribute very effectively to the pupils' learning at school and at home.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The headteacher provides excellent leadership and, together with the staff and governors, creates an ethos that strongly supports achievement and learning.

1. The headteacher works very successfully towards common goals with staff, parents and governors. This clear vision pervades all aspects of the school. With the support of the governors and staff, she creates an ethos that strongly supports achievement and learning. The school slogan of *leaping into a bright future!* is an apt one. The headteacher has high expectations of staff and pupils and also of the parents in the way that they can support their children's education. This ensures that the pupils' achieve their best.
2. The governors' role has been very significantly enhanced since the last inspection. They share the headteacher's vision of what sort of school Marston Green should be and they are very involved in its development. There is very good delegation of responsibility and all of the staff ensure that curriculum changes are managed effectively. This is particularly evident in the way that the school responded to the key issues in the last inspection to develop a planned programme for the pupils' personal and social development and to ensure that computers are used effectively throughout the school. The pupils' personal and social development is promoted vigorously. The provision and use of computers is now a major strength.
3. The school improvement plan is comprehensive and is used very effectively by the headteacher, the staff and the governors to evaluate and monitor the work of the school. It is in constant use as a working document to review what has been achieved, to set priorities and to monitor progress against the targets that have been agreed by the governing body. All of the staff work as a team and are clear about the school's priorities. The work of the school is fully and thoroughly monitored and the governors have a very good understanding of its strengths and weaknesses. The senior management team meets weekly and reviews the progress made in implementing the school improvement plan. The monitoring of teaching and learning is extensive and very effective and has been a regular feature of the school's work for a number of years. It has contributed to the improvement in the quality of teaching since the last inspection and the year-on-year rise in pupils' achievements. The range of monitoring is comprehensive with all co-ordinators undertaking lesson observations. The headteacher observes each of the teachers twice a term and she evaluates their lesson planning on a weekly basis. Staff action plans are also carefully evaluated by the headteacher. The monitoring process is seen as supportive and developmental and leads to appropriate in-service training for all staff. The three newly qualified teachers who joined the school in September are very appreciative of the high level of support and help that they receive from the headteacher and other staff.
4. The management skills of co-ordinators have improved significantly since the last inspection. The partnership between governors and subject co-ordinators is a significant strength. The co-ordinators provide governors with progress reports for their subjects. Key governors observe lessons in all areas of the curriculum with their partner co-ordinators and report back their findings to the full governing body. All

staff have targets for improvement and the governors also set themselves targets for their own work in the school and the governing body has its own action plan. The school analyses data from national tests and other sources very effectively and the information provided is used carefully to target the pupils' learning. The classrooms reflect the rich and varied curriculum that is provided and what the pupils are learning.

The pupils achieve high standards because of the very good quality of the teaching. The teachers plan well and have high expectations of the pupils.

5. The teachers have high expectations of what the pupils can achieve. This results in high standards of work and behaviour and the standards achieved in the school have been getting better year-on-year. In the national tests in 2000 in reading, writing and mathematics the pupils' performance was well above the national average and well above average in relation to similar schools. Taking the three years 1998 – 2000 together, the performance of the Marston Green pupils is equivalent to an advantage of almost two term's progress in their work compared to the national picture. The school attributes these high standards to the very clear emphasis that is given to the teaching of reading, writing and mathematics within a broad and balanced curriculum. This is so. The basic skills are taught very effectively. There is a very good working atmosphere in the classrooms. The work is challenging and the teachers make very good use of their assessments when planning future work.
6. Almost all of the lessons observed during the inspection were good or very good and the teachers' planning reflected the careful use of assessment and pupils' targets for learning. In a mathematics lesson in reception, the teacher had very clear targets for the pupils to improve their understanding of repeating patterns. She made very good use of what had been learned in a previous lesson to teach repeating patterns using three-dimensional shapes of different colours. The lesson moved along at a brisk pace and the teacher's enthusiasm and good humour kept the pupils interested and motivated. After the very successful whole class session, the pupils worked on a wide range of practical activities that consolidated their earlier learning. In an English lesson in Year 2, the teacher dramatised the reading of the shared text in the literacy hour. This engaged the children and helped them to think very carefully about the writing activity that followed. The pupils have their individual writing targets recorded on a *bookmark* alongside their work and the teacher referred to these targets when she taught individual pupils in small groups. A common feature of much of the teaching is the very good lesson planning that identifies clearly what the pupils are to learn. This is linked directly to assessments of the pupils' previous learning and their personal targets. This very good practice is also evident in the nursery where the teacher's good knowledge of each child enables her to match activities to the children's abilities and to intervene appropriately to extend their learning.
7. The structure of the Literacy and Numeracy Hour is used well in the teaching of English and mathematics, beginning with some whole class teaching followed by group tasks. All of the whole class teaching observed had good pace; relationships with the pupils were very good and the texts used in the Literacy Hour captured the pupils' interest. In a lesson in Year 1 the pupils were very confident in reading aloud to the whole class and the teacher's skilful use of a puppet excited the pupils' interest. The word and sentence level work was very good indeed. In this part of the lesson the pupils had plenty of opportunities to pay attention to the combination of letters and the sounds they make. In all classes the teachers make good use of word lists, dictionaries

and other aids to spelling and the pupils use these independently. The teachers are adept at combining seeing and hearing with reading and writing. In Year 1 the learning targets for the half term are displayed on the wall and the mathematics lesson observed was challenging and had a very good pace. The pupils all had a clock face and were expected to identify hours on it. As in so many of the lessons observed, the high expectations of the teacher resulted in the pupils achieving well and making very good progress.

8. The pupils are well aware of their own targets and are able to talk about how successful they are in meeting them. Opportunities to extend and reinforce literacy and numeracy are not overlooked in the other subjects, with the pupils writing letters to authors, recording vivid accounts of life in Victorian times and compiling information from traffic surveys.

The pupils develop a high level of confidence in using computers because the teachers plan very good opportunities for them to use computers in lessons.

9. Computers were judged to be under-used during the last inspection and the resources for information technology in need of improvement. The school has responded admirably to these shortcomings. A classroom has been converted into a computer suite and equipped with sixteen computers that are connected to the internet. There are also computers in every class and an additional computer area with six machines is located in a space outside the library. A new co-ordinator has been appointed and a key governor, with a particular interest in ICT, has been actively involved in devising an action plan for the subject.
10. A new policy and scheme of work has been written and careful consideration has been given to how best the computer suite can be used during the two lessons that are allocated to each class. A very effective programme of work has been devised. The teachers plan a weekly lesson that supports the work in English or mathematics, and one that targets specifically an improvement in the pupils' basic skills. The approach is working very well. The pupils are developing high levels of confidence in using computers. In a lesson in a reception class the teacher made very good use of a computer program to increase the children's understanding of shape and the language associated with it. The children demonstrated good skills in using the *mouse*; they are able to *click* on and *drag* shapes across the screen and use the *tab* key to move words up or down. In Year 2 many of the pupils are able to load and save their work, convert a Christmas message that they have written into a different font and attach a picture to their work using *Textease* and to enlarge or reduce it. Many of them know how to access their work when it is *stored* in a *folder*.
11. The opportunities provided for ICT are now very good and the pupils are achieving standards that are above average for their age. The teachers' lesson planning ensures that the pupils systematically develop their skills. The school improvement plan identifies developments in the subject and the staff training that is planned in the coming year. A member of the support staff has been allocated to support the teaching of ICT and is timetabled to work alongside teachers each afternoon. She is skilled in the use of computers and provides invaluable support to class teachers in these lessons. The school has ensured that the three newly appointed teachers have appropriate ICT skills. The provision and teaching of the subject is now a significant strength.

Assessment procedures are excellent. Pupils of all abilities make very good progress because the teachers are clear about what the pupils have learned and what they need to do next.

12. The school has excellent assessment procedures that are applied consistently by all teachers in all subjects. They are the key to the high standards of teaching and learning and the very good progress that the pupils make. All the teachers make day-to-day assessments of the pupils' learning which are noted in a class assessment folder. The teachers make excellent use of these assessments to guide curricular planning and to target the work of groups and individual pupils through their detailed curriculum and lesson planning. At the beginning and towards the end of the reception year, the children are assessed using standardised tests. Information from these tests, together with an analysis of the end-of-key-stage test results is used to identify areas for development with future classes and to set whole school targets. Teachers' planning files contain on-going assessments of the pupils' performance and from these the teachers identify personal learning targets for each pupil for each term. All pupils in Year 1 and Year 2 are clear from their targets what aspect of their work needs to improve. Mathematics homework packs, for example, contain revised termly targets for every child. These targets are regularly shared with parents at the four consultation evenings held during the year.
13. From the time the pupils enter the school, their recorded assessments help to keep track of the progress that they make. These assessments help to build up a record of achievement for each pupil. An assessment of the children's personal, social and language development is made shortly after they start in the nursery. This assessment is used to identify children who may have specific learning needs and the teachers then plan to meet these needs appropriately. The children's progress against the Early Learning Goals is recorded systematically and regularly. Additionally, on-going assessments of the children's academic and social development during directed activities are recorded as 'jottings' and these provide useful information about the children when they transfer to the reception class. These results are also used very effectively to measure the progress of different groups of children and to set individual targets for improvement.
14. The headteacher monitors pupils' progress in a consistent and very successful way. She personally tests pupils' reading each term and has a very clear picture of the progress made by every pupil. Any pupil who is under-performing is then targeted with additional support. The pupils' individual reading records are also closely monitored by teachers and if the support from home is inconsistent, and results in slower progress than might be expected, the headteacher meets with parents and alerts them to the problem and seeks their help. All teachers' assessment files are seen regularly by the headteacher. She has set up a system that easily identifies those pupils that are making very good progress and in need of more demanding work as well as those that are struggling and who need to revise aspects of their work. This is a very effective system, and allied with the very good teaching, ensures that all pupils, including those with special educational needs, achieve the standards of which they are capable. This is reflected in the most recent national tests results when all of the pupils attained Level 2 or above in reading and writing.

The curriculum is broad and stimulating. It meets the needs of all of the pupils and they enjoy learning.

15. The curriculum promotes high achievement and provides a full range of learning experiences that are rich and stimulating. It includes very good provision for the pupils' spiritual, moral and personal and social development.
16. The rich and varied experiences offered to all of the pupils provide a solid foundation on which the pupils develop a love of learning and gain insights into the wider world. The school achieves a very effective balance between the teaching of literacy and numeracy and the development of the pupils' personal, social and intellectual skills through other subjects. The topics are carefully planned so that, wherever possible, links are made between subjects and the subject requirements are covered in sufficient depth. Additionally, the school has successfully introduced 'subject weeks', where once a term for one week, all the activities are planned around a particular subject. Special events take place, visitors are invited to perform or to talk to the pupils and parents are also involved. For example, during the 'Village Maths Week', pupils, parents and teachers followed a mathematics trail around the local area. This helped to raise the pupils' awareness of mathematics in every day situations and made their learning more interesting and meaningful. A recent 'Art Week' provided the pupils with additional opportunities to experiment with a variety of media and to work in the styles of different artists.
17. This is a vibrant and purposeful school where the development of the pupils' personal and social skills is given a high priority. From their entry into the school the children are expected to be kind and courteous to one another, to learn to share and to abide by the rules of the class and school community. The strong moral lead and the example of constructive, working relationships set by the staff help the pupils to see how communities can work together for the good of everyone. The pupils in a Year 2 class identified what is required to work successfully as a group. They spoke of, 'listening to each other', 'joining in', 'sharing and taking turns'. One pupil who answered with, 'contributing' explained what this meant as 'giving some ideas'. The pupils are encouraged to be independent and to act as monitors and helpers; for example, in collecting the morning snack from the kitchen.
18. The school's extra-curricular activities make a significant contribution to the pupils' personal, social and cultural development. Almost all of the Year 2 pupils take part in a wide selection of after school clubs, including art, cookery, computing, gymnastics and gardening. A residential visit allows the pupils to participate in a range of musical activities from a variety of cultures.

The partnership with parents is very strong and the support they provide makes a very positive contribution to the pupils' achievements.

19. The school has a very good range of links with parents and carers that contribute very effectively to the pupils' learning at school and at home. There is a very strong parental satisfaction with the work of the school that is evident from their comments at the pre-inspection meeting and their views in the questionnaires. The school makes clear to parents that a strong home-school partnership will have a significant impact on the achievements of their children. The response by parents to this initial approach is very positive. There are regular parent helpers in school who support the pupils' learning in reading, writing, art and design work, and in making resources. They accompany visits out of school and provide help at school events such as Sports Day

and Book Club. A very useful *parent helpers' handbook* has been written to provide parents with information and support when they help in school. At home, parents are diligent in supporting their children with their homework in reading, spelling and mathematics and all parents have signed up to the home-school agreement. The pupils' learning targets are regularly shared with parents and they are asked to comment on their view of their child's progress in reading and mathematics.

20. The systems for exchanging information between home and the school work very well. Regular questionnaires to parents have resulted in, for example, changes to the arrangements for parent consultation evenings. Written information is of high quality. The parents are kept well-informed of developments, school events and key dates through regular newsletters. The school provides the parents with a *Home School File* in the form of a ring binder so that all communications from school can be easily stored for future reference. Annual reports to parents on their children's progress are very clear and provide detailed information about the children's achievements. The parents appreciate this. Parents and carers are made welcome in the school and consultations are held four times a year. The school arranges curriculum evenings in reading, writing and mathematics that are very well attended by parents. Curriculum focus weeks involve parents in aspects of the pupils' work such as art, music, health and technology. The Parent-Teacher Association is very active and it raises significant funds for learning resources.

WHAT COULD BE IMPROVED

The pupils have too few opportunities improve their problem solving skills through practical investigation work in mathematics and science.

21. The school is very successful in teaching the National Numeracy Strategy and standards in science are also high. However, at present, the planned development of investigative skills is not consistent across the school. There are few planned opportunities for the pupils to use their knowledge to solve problems through investigations, to try different approaches to problem solving, or to follow their own lines of enquiry. For example, in a mathematics lesson where data was to be organised in the form of a graph, the task was structured in such a way that opportunities for the higher attaining pupils to plan and devise their own graphs were missed. Similarly in science, opportunities for the pupils to explore their own ideas, to experiment and record their observations independently are not developed progressively. For example, in a science lesson on the flexibility of materials, the pupils' limited investigative skills made it difficult for many of them to understand the concept of a fair test. The scrutiny of the teachers' planning and the analysis of pupils' work indicate that there is a lack of emphasis on pupils carrying out their own experiments and investigating for themselves.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Provide more opportunities for the pupils to improve their problem solving skills through practical investigation work in mathematics and science by:

ensuring that teachers plan opportunities for the pupils to use their knowledge to solve problems through investigations in mathematics and science;

enabling pupils to use their initiative and to follow their own lines of enquiry when solving problems;

developing teachers' skills and confidence so that they can provide a range of work that improves the pupils' ability to solve problems.

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	17

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	56	33	11			

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	20	230
Number of full-time pupils eligible for free school meals	N/A	18

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	2	16

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence	%
School data	5.4
National comparative data	5.2

Unauthorised absence	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	38	43	81

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	38	38	38
	Girls	43	43	43
	Total	81	81	81
Percentage of pupils at NC level 2 or above	School	100 (94)	100 (98)	99 (96)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	38	37	38
	Girls	43	43	43
	Total	81	80	81
Percentage of pupils at NC level 2 or above	School	100 (98)	99 (98)	100 (98)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	7
Black – other	
Indian	
Pakistani	1
Bangladeshi	2
Chinese	
White	137
Any other minority ethnic group	

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)	8.2
Number of pupils per qualified teacher	28.01
Average class size	25.6

Education support staff: YR – Y2

Total number of education support staff	7
Total aggregate hours worked per week	157.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20 (FTE)

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	10(FTE)
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FTE means full-time equivalent.

Exclusions in the last school year

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

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	1999/2000
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	£
Total income	504,920
Total expenditure	474,904
Expenditure per pupil	1885
Balance brought forward from previous year	54,331
Balance carried forward to next year	84,347

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	250
Number of questionnaires returned	129

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	25			1
My child is making good progress in school.	65	34	1		
Behaviour in the school is good.	58	41			1
My child gets the right amount of work to do at home.	53	39	6		2
The teaching is good.	75	24	1		
I am kept well informed about how my child is getting on.	64	32	3		1
I would feel comfortable about approaching the school with questions or a problem.	80	17	1		2
The school expects my child to work hard and achieve his or her best.	77	23			1
The school works closely with parents.	68	28	3		1
The school is well led and managed.	81	17			2
The school is helping my child become mature and responsible.	68	31	1		
The school provides an interesting range of activities outside lessons.	37	36	9	2	16