

INSPECTION REPORT

NORTON PRIMARY SCHOOL

Norton
Stockton on Tees

LEA area: Stockton on Tees

Unique reference number: 111623

Headteacher: Mr E. M. Reeves

Reporting inspector: Mrs M. R. Shepherd
11328

Dates of inspection: 28 – 29 May 2002

Inspection number: 195091

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 junior
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Berkshire Road Norton Stockton on Tees
Postcode:	TS20 2RD
Telephone number:	01642 356091
Fax number:	01642 356090
Appropriate authority:	The governing body
Name of chair of governors:	Mrs M. Griksaitis
Date of previous inspection:	2 nd June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
11328	Mrs M. R. Shepherd	Registered inspector
9986	Mr W. Twiss	Lay inspector
17556	Mr M. Miller	Team inspector
25802	Mrs A. Patterson	Team inspector

The inspection contractor was:

TWA Inspections Ltd
5 Lakeside
Werrington
Peterborough
Cambs
PE4 6QZ

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Norton Primary School has 423 pupils on roll, which is much bigger than the average for primary schools. There are 35 more boys than girls. In addition, there are 78 children attending the nursery on a part-time basis. Some of these nursery children attend for three terms and others for five terms according to their age. Nearly all these nursery children continue to attend the school in reception. Twenty-three per cent of pupils moved in or out of the school during the year, which is much higher than usual. The school serves a mixture of council and private housing with some pupils coming from challenging social circumstances. Twenty-one per cent of pupils are entitled to free school meals, which is average. A quarter of one per cent of pupils are Korean and in the early stages of acquiring the English language and the same proportion of pupils are Indian who have English as a first language. Fifteen per cent of pupils are on the register of special educational needs, which is below average. A quarter of one per cent of pupils have a Statement of Special Educational Need, which is below average. The school's assessment shows attainment on entry to the nursery is below average, with particularly low attainment in communication, language and literacy.

HOW GOOD THE SCHOOL IS

This is a very good school. Overall, pupils make good progress through the school and leave with standards that are above average. Pupils are polite and interested in their work. The headteacher sets a very clear educational direction for the work of the school. Teachers work well with classroom assistants. The school provides very good value for money.

What the school does well

- In Year 6, standards in mathematics are well above average, standards in English and science are above average; the progress of nursery children is very good.
- Attitudes, behaviour, relationships and personal development are very good.
- Leadership and management of the headteacher are excellent; he works very effectively across the whole-school community.
- Teaching is good; partnership with classroom assistants is good.
- The school takes good care of its pupils.
- Partnership with parents is very good.
- The school uses the benefits of the Education Action Zone¹ very effectively to enrich the curriculum of all pupils, particularly more-able pupils.

What could be improved

- Progress of children in reception.
- Rates of attendance.

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 June 1997. The school has made good improvement since then. The previous key issues have all been addressed. Standards in English and science are higher and they are considerably higher in mathematics. Attitudes and behaviour are better. There are now excellent features in teaching and the proportion of very good or excellent teaching has increased. The quality of the new headteacher's leadership and management are better than in the last inspection. Accommodation has been improved with a new computer suite, better arrangements for Year 6 pupils' classrooms and improved security. There is a good capacity for future developments.

¹ The Education Action Zone is a government initiative that provides additional funding for schools in order to improve the curriculum and raise standards.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	B	D	C
Mathematics	D	C	C	B
Science	C	A	C	B

Key

well above average A

above average B

average C

below average D

well below average E

Inspectors judge standards as well above average in mathematics and above average in English and science. This improvement is due to the current Year 6 pupils having a higher proportion of more able pupils than the previous year. The school has made considerable efforts to raise standards through encouraging boys to achieve more and providing extra support for more-able pupils through the Education Action Zone. The school also works well in supporting less able pupils to achieve their potential. Over the past four years, the trend in standards has been average. The school sets itself demanding targets and then strives to meet them.

The 2001 national tests for pupils in Year 2 show standards as average in reading, writing and mathematics. Compared with similar schools, standards were well above average in reading and above average in writing and mathematics. Inspectors confirm these standards.

Children make very good progress in the nursery, but this progress slows to satisfactory in reception. The rate of progress increases in Year 1 and remains good throughout the school. More-able pupils make good progress because teachers have high expectations of these pupils. Pupils from ethnic minorities, pupils who have English as an additional language and pupils with statements of special educational needs make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes towards school. They try hard to produce their best work.
Behaviour, in and out of classrooms	Behaviour is very good in lessons, at lunchtime and at playtimes. Pupils move around the building very sensibly. They are courteous to adults.
Personal development and relationships	Pupils respond well to one another and respect each other's views. They develop very good relationships with other pupils in their class and in the extra-curricular activities. They handle resources with care.
Attendance	Attendance is below average, but rates are improving.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

There are excellent features in English in Year 6, in mathematics in Years 6 and 4 and in the nursery. Teaching is excellent in the nursery and satisfactory in reception. Teaching is good in English and mathematics. Teachers develop numeracy and literacy skills well, particularly in projects in design and technology. They work effectively in partnership with classroom assistants, particularly in the nursery. Teachers manage pupils' behaviour very well. They carefully identify the main focus for the learning through lessons. Teachers use homework and marking very well in Year 6. Planning is very thorough except in reception where it is inconsistent. There are very high expectations for more-able children in the nursery and high expectations from Years 1 to 6. Teachers effectively support pupils with special educational needs, pupils from ethnic minorities and pupils with English as an additional language.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school organises the curriculum carefully and it supports pupils' learning systematically across the different subjects. Planning is thorough and ensures that pupils of the same age in different classes receive similar experiences. The school uses the computer suite well to provide regular opportunities for pupils to develop skills.
Provision for pupils with special educational needs	Provision is very good. Individual education plans are reviewed regularly and match pupils' needs well. Classroom assistants, outside experts and additional adults provide valuable individual and small group support to extend these pupils' basic skills. Pupils with a Statement of Special Educational Need are carefully monitored.
Provision for pupils with English as an additional language	Provision for these pupils is good. Sensitive support is in place to ensure that pupils understand the tasks and develop basic language skills.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for spiritual, moral and social development is very good. Provision for cultural development is good. Adults greatly value individuals and provide very good role models for pupils. There are many varied opportunities for pupils to develop social skills in lessons, in extra-curricular clubs and in activities outside the school. Circle time ² is used very effectively to explore different personal issues.
How well the school cares for its pupils	There are very good assessment systems to monitor pupils' academic and personal development. There are very effective behaviour management systems in place. There are good systems for monitoring attendance and plans for further improving this provision.
Partnership with parents	This is very good. The school keeps parents well informed about their children's targets in English and mathematics each term. There is a very good range of activities for parents. Information for parents is very good quality.

The nursery curriculum is excellent. Parents play a valuable role in organising the Friends of Norton Primary School Association and in supporting the school in practical ways around the school.

² Circle time is a lesson where pupils sit in a circle and take turns to offer their views or feelings.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher are excellent. The senior management team is very effective. The deputy headteacher is supportive. Co-ordinators are very enthusiastic. They have a very clear view of their subjects or responsibilities and how they intend to develop these areas.
How well the governors fulfil their responsibilities	The governing body are committed to the development of the school. There is a good balance of expertise across different governors, who represent the local community well. The chair of governors works closely with the headteacher and has a very good understanding of the work of the school and of the work of the adjacent secondary school.
The school's evaluation of its performance	The school evaluates its performance very carefully and sets out very well defined priorities for development. School development planning is systematic and well organised and is used well across the staff and governors to initiate and monitor progress.
The strategic use of resources	The school considers its resources carefully and makes best use of both finance and staff's expertise. It takes full advantage of the opportunities of the Education Action Zone to extend the quality and range of its curriculum.
Staffing and accommodation.	Staff development is considered carefully and there are good systems in place to extend teacher's and non-teaching staff's individual expertise. Accommodation is spacious and is being developed effectively to make better use of the open plan organisation.

The headteacher sets a very clear educational direction for the school. There is a high level of shared commitment for improvement and capacity to succeed. The school applies the principles of best value very well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Twenty-one per cent of parents returned the questionnaire. Twenty parents attended the parents' meeting.

What pleases parents most	What parents would like to see improved
• They are comfortable in approaching the school with questions or problems. • The school has high expectations. • Their children make good progress. • Their children like school. • Teaching is good. • Their children become mature and responsible.	• The range of activities outside lessons.

The inspectors agree with what pleases parents. They disagree that the range of activities outside of lessons needs to be improved and judge that the present range of opportunities is good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

In Year 6, standards in mathematics are well above average, standards in English and science are above average; progress of nursery children is very good.

Mathematics

1. Pupils make consistently good progress from Year 1 through to the end of Year 6. This is due to the following features:
 - pupils are organised in sets in every year group according to their rate of learning;
 - there is consistent challenge of more-able pupils by teachers;
 - teachers and classroom assistants effectively support less-able pupils in lessons;
 - there is a focus on raising the self esteem and attainment of boys;
 - there is careful joint planning each week in the teaching teams in each year group, which ensures a range of tasks are provided to match different pupils' needs;
 - there is a thorough coverage of the full mathematics curriculum;
 - mathematics is used well in other subjects to extend understanding of how to use numeracy skills in real contexts, such as measuring ingredients in food technology;
 - there are effective assessment systems, which assess individual progress and are used carefully to match future teaching to pupils' learning rates;
 - there is thorough monitoring by the subject co-ordinator and headteacher;
 - teachers use the numeracy strategy well;
 - termly targets are agreed with parents.
2. By the end of Year 2, pupils have moved from below expectations at the end of reception to average standards. Pupils enjoy their mathematics and expect to work hard in lessons. They are keen to explain their thinking and have a good understanding of the value of numbers and add and subtract at the expected level. More-able pupils confidently handle larger numbers than expected for their age. Pupils take mathematics games home regularly in these classes, which reinforces their learning well.
3. The good foundations laid in Years 1 and 2 are continued through the junior classes. In the best lessons, teachers work at a fast pace, giving pupils time to explain their answers. They use the end of lessons very effectively to reinforce the learning from the lesson. Teachers use homework very effectively in Year 6 to extend pupils' skills and understanding on a regular basis. By the end of Year 6, a high proportion of pupils are working at Level 5³, which is higher than expected for their age. Pupils work confidently in number work. For example, they accurately multiply and divide fractions or decimals to three places. Pupils have a good understanding of shape, space and measures. They work confidently on computers to produce data because they have regular opportunities to do this in the computer suite.

³ Pupils are expected to reach Level 4 by the end of Year 6. Level 5 is usually reached in Year 8 in the secondary school. However, more able pupils work through the levels more quickly than average and reach Level 5 before they move onto their secondary education.

English

4. The systems set up in mathematics are the same in English and also produce good progress through the school from Year 1. The standards reached in Year 6 are lower because a high proportion of children enter the school with very low attainment in communication, language and literacy. Teachers use the literacy strategy confidently and organise pupils carefully to ensure that they read regularly.
5. In Years 1 and 2 when pupils are learning basic reading skills, they are given good-quality individual support from a range of different adults from classroom assistants to visiting parents. This gives them confidence to tackle new words and the opportunity to talk about the stories, which they do with enthusiasm. Teachers encourage pupils to think of their own ideas as preparation for their writing in both poetry and prose. This ensures that much written work has imaginative features. For example, a pupil wrote, *'The sky filled with forked lightning and crashing thunder'*. The school uses outside expertise and additional classroom assistants well to support less-able pupils. It provides regular good-quality sessions in basic skills to provide pupils with a thorough grounding in letter and sound recognition, which allows them to tackle unknown words with confidence and write their own sentences. For example, a pupil wrote, *'I crashed on a desert island. I had some coconuts'*. By the end of Year 2, standards are at the expected levels in speaking and listening, reading and writing.
6. This firm foundation is extended in the junior classes. By the end of Year 6, a larger proportion of pupils than expected reach the higher Level 5. They discuss different authors confidently because teachers focus on a few main authors such as Michael Morpurgo and Jacqueline Wilson and provide regular opportunities for pupils to express their own opinions about their reading. The Year 6 teachers have very high expectations of all their pupils and expect pupils to use sophisticated language in lessons. For example, pupils analysed the use of the term *'shattered'* with reference to a character's feelings. Year 6 teachers provide very good models of writing for pupils to use in lessons and use praise very effectively when pupils contribute their ideas. For example, a pupil wrote in a poem *'My emotions are eating me from inside'*. Teachers provide pupils with clear models of how to write in different styles or different parts of a story. For example, a pupil wrote the end of a story with great skill, *'Theo and Drake smiled at each other. Who knows what their lives would be like – together!'* Pupils understand how to use non-fiction and the Internet for research because they use the library and computers regularly to develop these skills.

Science

7. Pupils make good progress in science because the school covers all aspects of the science curriculum thoroughly. Teachers use their weekly planning meetings to ensure that they cover the same learning in each year group across different classes. Teachers use assessment books well to record the key learning of each pupil. These books provide a clear record of what has been covered in previous years and ensure that each teacher builds on previous learning. This produces systematic development of skills through the school across the full science curriculum.
8. By the end of Year 2, pupils' standards are at the expected level. In the junior classes, teachers develop pupils' understanding of scientific processes well because they carry out experiments regularly. Teachers go through the investigation process carefully with pupils and reinforce their learning by breaking down the lesson into the different parts of the process. For example, in the Year 5 classes, pupils wrote down their predictions of whether sound would travel through a wooden desk. Then they carried out the investigation and recorded the outcomes. After good-quality class discussion they then wrote the relationship between their predictions and the outcomes. They proceeded to

carry out other investigations related to the transmission of sound using the same model. Pupils enjoy science because teachers make these lessons fun by carrying out a high proportion of practical work. In Year 6, the same very good homework systems are in place as in English and mathematics, which reinforces pupils' learning because it is linked to the work carried out in lessons. By the end of Year 6, more pupils than expected reach the higher Level 5.

Progress in the nursery

9. Children in the nursery make very good progress because the teaching and curriculum is outstanding. The teaching team work extremely well together and have very high expectations for each child. Work is carefully organised to ensure that less-able children have work that develops their confidence. More-able children make particularly good progress because they are offered tasks that extend their learning, based very carefully on previous experiences. For example, in an introductory session, more-able children produced simple letters to Noah in response to a letter telling the children that the animals on the ark were not behaving properly. Less-able children concentrated on the story of Noah's Ark and identified the movements that the large or small animals would make as they walked onto the ark. The curriculum is based on stimulating themes, such as pirates, which extends children's experiences across all the areas of learning⁴ through very carefully structured planning. The independent tasks are extremely well organised to support children's learning. For example, within the theme of 'Noah's Ark' there were many opportunities to play with pairs of animals across the nursery in places, such as the water, the sand or outside. Children independently painted rainbows in the correct colour sequence because there were bottles of coloured water in this order on display as well as pictures of rainbows, which they used for reference.

Attitudes, behaviour, relationships and personal development are very good.

10. Pupils have very positive attitudes towards their work because teachers make lessons interesting. The pupils expect to settle quickly to tasks and to do their best because teachers explain the work carefully and set clear targets. Pupils are confident in taking part in whole class, group or paired discussions and respond well when teachers praise their efforts. For example, in literacy in Year 2, pupils sensibly discussed with a partner their favourite part of the story from the 'Big Book' and then offered their suggestions to the whole class. Pupils work confidently with a range of different adults in varying parts of the school, concentrating well on their tasks and handling resources with care. They enjoy taking part in the good range of extra-curricular activities.
11. Pupils' behaviour is very good, which is a reflection of the hard work the school has carried out to improve this aspect of their work. Teachers consistently use reward systems and pupils are thrilled to earn an 'Alby'⁵ or even a 'Superalby.' Pupils move very sensibly around the building and are sensitive to other classes who are working. They behave well in lessons and concentrate on their work despite activities being carried out in adjacent spaces of the open-plan accommodation. Pupils with behaviour disabilities respond well to the reporting systems set up to help them to improve. For example, a pupil was proud to show the Key Stage 2 co-ordinator⁶ his good work. Pupils have a good understanding of right and wrong because adults give them clear guidance. Pupils are sensible at lunchtimes and midday supervisors are consistent in their behaviour management because they have received good-quality training.
12. Pupils value each other's efforts and are courteous to adults. They respect other pupils' views because they have good-quality opportunities to discuss them in lessons based on

⁴ The areas of learning is the curriculum recommended by the government for children in the nursery and reception.

⁵ The school's name for the reward slips that teachers give pupils for good work, effort or care of each other.

⁶ The school uses this title for the co-ordinator who is responsible for developing the education of pupils between Years 3 and 6.

personal and social development. For example, a pupil wrote, *'We think that old people should be treated with love, care, respect and kindness'*. Adults provide very good role models for pupils, speaking sensitively to each other and co-operating effectively. For example, a Year 2 teacher responded very sympathetically to a mother reporting an accident of one of the pupils in her class.

Leadership and management of the headteacher are excellent; he works very effectively across the whole school community.

13. The headteacher sets a very clear educational direction for the work of the school. He identifies strengths and systematically builds on them, sharing the expertise of staff and celebrating pupils' successes. For example, in assembly, he used pupils' own words from a classroom display to reinforce appreciation of pupils' efforts. He identifies priorities for development very skilfully and then sets up a range of strategies to ensure improvement. For example, he identified the amount of disruption caused by the open-plan design of the building and has begun a building programme to use the space of the accommodation more effectively. He sustains a very positive ethos throughout the school because he cares about each individual and encourages them to do their best. For example, in passing a class working, he gave a pupil specific praise for his work and set him a target for continued improvement. He sets up very effective monitoring systems to track pupils' progress and improve the quality of teaching. He has a clear commitment to staff development across all the school's personnel. He analyses data thoroughly in order to make comparisons with other school's performance. His leadership ensures that there is a high commitment for improvement and a shared capacity to succeed.
14. The headteacher delegates very effectively and ensures that staff understand their responsibilities. The senior management team work very well together to support key developments throughout the school. The deputy headteacher and co-ordinators all have a clear understanding of their roles and the action they expect to take in order to improve their subject or area of responsibility. The governors work closely with the headteacher to monitor the work of the school and to support the changes being carried out. For example, they worked with staff in a meeting to discuss the new behaviour management systems. The headteacher works well with the secondary headteacher in order to improve the transition between the two schools. For example, the Year 6 pupils are now working on an English project that will be completed when the pupils join the secondary school.

Teaching is good; partnership with classroom assistants is good.

15. Teachers work well with classroom assistants. They organise their time effectively in group work in order to support the less-able pupils or to extend the more-able pupils. In the best lessons, the classroom assistants work in close partnership with the teacher in the whole-class sessions, offering additional support to specific pupils in order to encourage them to contribute to the discussion. For example, in Year 2 in literacy the classroom assistant supported pupils with special educational needs to identify the main action in a story about a bear.
16. Teachers manage pupils' behaviour very well, which provides a calm context for learning, despite some challenging behaviour from individuals. At the beginning of lessons, teachers clearly outline the learning to be covered and refer to it during the lesson. This increases the pupils' knowledge of their own progress. Teachers' planning is very good except in reception where it is good in one class but lacking detail in the other class. The very good planning provides a very effective basis for teachers to cover work systematically each week. It also ensures that pupils with special educational needs and pupils with English as an additional language receive work that matches their needs.

The school takes good care of its pupils.

17. Teachers work hard to ensure that individuals develop self-esteem through very good quality relationships. Teachers have a very good understanding of the personal contexts of the pupils. There are very good assessment systems in place that track both pupils' academic and personal progress. The behaviour management systems are very good and provide a consistent basis for staff and pupils to follow the school rules. There are good systems to monitor attendance and to ensure child protection and health and safety are regularly checked.

Partnership with parents is very good.

18. The school works very hard to provide clear communication systems for parents to understand the work of the school and their children's progress. For example, each term parents and pupils sign to show that they understand and agree to the English and mathematics targets for the term. Parents with pupils on the register of special educational needs are regularly consulted about their children's progress, which supports these pupils in understanding what they need to do to improve their work or behaviour. There are regular meetings for parents to explain developments in the curriculum or school systems. The quality of the information that goes home to parents is very good. There is an effective parents' association and parents are regularly invited into school to support pupils or to prepare resources. For example, there is a weekly sewing group of parents who produce high-quality resources for mathematics, such as teddy bears filled with different materials to help pupils learn about the terms heavier and lighter.

The school uses the benefits of the Education Action Zone very effectively to enrich the curriculum of all pupils, particularly more able pupils.

19. The school makes very good use of the opportunities of the Education Action Zone in order to improve the opportunities for learning throughout the school. The use of advanced skills teachers and other outside expertise ensures that pupils receive valuable additional teaching and that the school's teachers have the opportunity to extend their own skills. The school takes full advantage of stimulating projects, such as the laptop computer course, where parents and some grandparents work with their children in lessons to develop skills on laptop computers and then take them home in order to practise the skills learnt in school. Through the Education Action Zone funding the school effectively increases the range of their resources to extend the learning experiences for pupils. For example, the interactive whiteboard in the computer suite allows teachers to demonstrate computer skills clearly to a whole class and so increases the rate of pupils' understanding of the new skills.

WHAT COULD BE IMPROVED

Progress of children in reception.

20. Since taking up her post the new Foundation Stage co-ordinator⁷ has been very effective in improving the teaching and curriculum in the nursery in order to provide a high-quality model for the reception classes. She has had some time to work with reception teachers, one of whom is relatively new to the age group, to extend the curriculum for the older pupils. However, she has not had enough time to monitor the two classes to ensure consistency between the two teachers. Though the quality of teaching is satisfactory overall, there are considerable differences between the quality of the teaching of the two classes. Planning is good in one class, but lacks enough detail in the other. In one class, the teacher uses the outdoor provision effectively, whereas the other teacher does not. In both classes, there is not the same emphasis on providing challenging tasks for the more-able children as there is in the nursery. Teachers' expectations of these more-able children or of the level of independent learning are too low. There is not an effective balance between the tasks led by adults and the independent tasks for children. The particularly successful strategy of basing all tasks around a stimulating theme in the nursery is not continued as effectively in the reception classes. Nor is the range of independent tasks as interesting in reception classes as it is in the nursery, with some low-level activities used in one of the teacher's lessons.

Rates of attendance.

21. The headteacher has introduced a good range of strategies to monitor and improve attendance. These are already having a positive effect and parents have a good understanding of the requirements such as checking in with the secretary if their children are late. However, the headteacher has recently introduced good quality additional monitoring systems and is actively seeking ways to continue to improve attendance. These new strategies have not been in place long enough for the school to evaluate their impact on the rates of attendance.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the work of the school further, governors, the headteacher and staff should:

- (1) increase the rate of progress in reception to match the very good progress in the nursery by:
 - raising teachers' expectations of children, particularly the more-able children;
 - improving the consistency in planning;
 - ensuring more-able children receive challenging work;
 - relating the different tasks more effectively to the main theme;
 - planning more stimulating independent tasks and balancing them more effectively with adult led tasks;
 - using outdoor play more consistently to extend learning;
 - extending the role of the co-ordinator in reception;
- (2) improve the rate of attendance by:
 - fully implementing the planned improvements.

PART C: SCHOOL DATA AND INDICATORS

⁷ The school uses this title for the co-ordinator who responsible for developing the education of children in the nursery and reception classes.

Summary of the sources of evidence for the inspection

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	4	7	14	6	0	0	0
Percentage	13	22	46	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 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	39	423
Number of full-time pupils known to be eligible for free school meals	N/A	95

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	68

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	68
Pupils who left the school other than at the usual time of leaving	31

Attendance

Authorised absence

	%
School data	6.8 ⁸
National comparative data	5.6

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

⁸ The school has improved ~~their~~ its rates of attendance since last 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	36	34	70

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	30	29	33
	Girls	32	33	33
	Total	62	62	66
Percentage of pupils at NC Level 2 or above	School	89 (82)	89 (86)	94 (92)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	31	27	35
	Girls	32	28	33
	Total	63	55	68
Percentage of pupils at NC Level 2 or above	School	90 (82)	79 (87)	97 (90)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	32	39	71

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	20	25	30
	Girls	29	28	32
	Total	49	53	62
Percentage of pupils at NC Level 4 or above	School	69 (83)	75 (77)	87 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	23	26	26
	Girls	29	30	32
	Total	52	56	58
Percentage of pupils at NC Level 4 or above	School	73 (74)	79 (74)	82 (96)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	422
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	10	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.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	18
Number of pupils per qualified teacher	26.4
Average class size	28.2

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	209

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39
Total number of education support staff	2
Total aggregate hours worked per week	64
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
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	£
Total income	930,340
Total expenditure	953,944
Expenditure per pupil	1,908
Balance brought forward from previous year	78,490
Balance carried forward to next year	54,895

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.2
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 21%

Number of questionnaires sent out

462

Number of questionnaires returned

97

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	37	2	1	1
My child is making good progress in school.	62	33	3	1	1
Behaviour in the school is good.	39	49	7	1	4
My child gets the right amount of work to do at home.	35	51	9	3	2
The teaching is good.	57	38	4	0	1
I am kept well informed about how my child is getting on.	55	33	10	1	1
I would feel comfortable about approaching the school with questions or a problem.	74	24	2	0	0
The school expects my child to work hard and achieve his or her best.	66	33	1	0	0
The school works closely with parents.	47	41	8	2	2
The school is well led and managed.	35	52	6	1	6
The school is helping my child become mature and responsible.	46	44	4	0	6
The school provides an interesting range of activities outside lessons.	22	35	28	2	13