

INSPECTION REPORT

**HUNTINGTON COMMUNITY PRIMARY
SCHOOL**

Chester

LEA area: Cheshire

Unique reference number: 111093

Headteacher: John Blythyn

Reporting inspector: George Derby
25349

Dates of inspection: 4th – 5th June 2001

Inspection number: 170238

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Butterbache Road Huntington Chester
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Appropriate authority:	The Governing Body
Name of chair of governors:	Karen Topliffe
Date of previous inspection:	April 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Huntington Community Primary School is situated in Huntington, Chester. The school serves a well-established community. It was built in the 1950s and extended in the 1960s. Although the school admitted pupils from a local army camp at the time of the previous inspection, this is no longer the case as this has now been re-located. The school is of an average size compared to other primary schools. It has 199 pupils and 26 children who attend the nursery every morning. The percentage of pupils who are in receipt of free school meals, at 1.6 per cent, is well below the national average. The number of pupils on the school's register of special educational needs is similar to that of other schools. There are no pupils with a statement of special educational needs. The school has seven pupils who are learning English as an additional language; these pupils' first languages include German, Swedish, Iranian and Japanese. Two of these pupils are at an early stage of language acquisition. There is a wide range of attainment on entry to the nursery; at present, their attainment is above that expected for the children's age group. Attainment varies from year-to-year and, last year, many aspects of their attainment were similar to that expected for their age. The school has had a relatively stable staff for many years, but has faced considerable difficulties this academic year. The school has been without a deputy headteacher and has found it difficult to recruit a replacement of the required calibre. Temporary staff have been teaching some classes due to absence through illness or for other reasons.

HOW GOOD THE SCHOOL IS

Huntington is a good and effective school and has some very good features. Overall, it provides a good quality of education for its pupils. Pupils achieve well and, by the time they leave the school, their standards of attainment are well above the national average in English, mathematics and science. The headteacher, governors and staff work together as a very effective team to maintain high standards, as well as promoting pupils' personal development. As a result, pupils leave the school as well-adjusted individuals, well prepared for the next stage of their education. The pupils have very positive attitudes to their work and, as they progress through the school, they become increasingly more mature, taking their studies seriously. The pupils make good progress as a result of good and very good teaching. Overall, the school provides good value for money.

What the school does well

- There is a strong commitment to providing a stimulating learning environment where pupils' achievements are highly valued and praised and their personal development is well promoted; parents take an active part in supporting pupils' learning in school.
- The standards the pupils attain increase as they progress through the school and are well above average by the time they leave the school.
- The leadership by the headteacher is particularly strong and management is effective.
- The quality of teaching is very good overall; the headteacher has insisted on high quality teaching, despite the staffing difficulties over the past year.
- The quality of display and standards in art are exceptional.

What could be improved

- There are no key issues. The points for improvement are relatively minor and have mostly been already recognised by the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since its last inspection in 1997. It has built upon its strengths and improved where there were areas of weakness. The quality of teaching has considerably improved and is very good. The pupils' results achieved in the National Curriculum tests at the age of 11 have been well above the national average or very high for the last three years and improved markedly since the last inspection. The school's results have improved at a higher rate than the national trend. The issues from the last inspection have been effectively addressed through the clear leadership of the headteacher. Schemes of work for the foundation subjects, identifying clearly what pupils are to learn, have been based on national guidance and the school has produced an effective long-term plan to show how all aspects of the curriculum fit together. Its good planning meets the

needs of the range of pupils in each year group and continues to be strong in helping to make pupils' learning relevant, interesting and motivating. The previously unsatisfactory procedures have improved and are now good. The school collects a good range of assessment information through a wide range of tests and teacher assessments and teachers know their pupils well. The analysis of test results by the headteacher and the previous deputy headteacher produces good value added data and realistic and challenging targets are set. However, the range of formats used to present the information does not make for easy access and the assessment and subject co-ordinators need to be more involved in the end of key stage analyses. The school recognises that it could use this data even better to predict pupils' achievements and ensures that planning supports areas identified for improvement.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	B	A	A
mathematics	A*	A*	A*	A
science	A	A	A	B

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Pupils' performance in the 2000 National Curriculum tests at the end of Key Stage 2 in English and science was well above the national average. Their performance in mathematics was very high (in the top five per cent of schools nationally). In comparison with schools with a similar intake, performance in the 2000 tests was well above average in English and mathematics and above average in science. The test results between 1996 and 2000 have improved at a higher rate than the national trend. In relation to the results achieved at Key Stage 1 in 1997, compared to the 2000 results at the end of Key Stage 2, the school's performance over that time has been very strong. The pupils achieve well and inspection evidence shows their attainment is well above national expectations by the time they leave the school. Children in the foundation stage make good progress. By the end of their reception year, the children's attainment is above national expectations. Pupils' performance in the 2000 end of Key Stage 1 National Curriculum tests was well above the national average in reading and mathematics and above average in writing. In comparison with similar schools, the results were well above average in mathematics, above average in reading and in line with the average in writing. Evidence from inspection indicates that the standards in writing have risen and attainment in all these areas of learning is above average. The school monitors and analyses pupils' progress and has set realistic and challenging targets to be achieved at the end of Key Stage 2, reflecting staff's clear understanding of their pupils' strengths and weaknesses. Inspection evidence suggests that targets for 2001 are likely to be met.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school and work. They are keen to come to school. They settle quickly and concentrate well throughout lessons. They are productive workers, taking a great pride in the presentation of their work.
Behaviour, in and out of classrooms	Pupils' behaviour is very good overall. The pupils' behaviour in Key Stage 2 is particularly good, both in lessons and around the school. Pupils in Key Stage 1 are livelier, but respond well to the skilful management from teachers.
Personal development and relationships	Relationships between pupils and with their teachers are very good indeed. The headteacher has a wonderful rapport with pupils. Pupils' personal development is very good. They develop from being rather lively and, sometimes, quite demanding pupils into mature and sensible young people well prepared for their next school. They willingly take on responsibility in classrooms and around the school.
Attendance	Attendance is very good and is well above the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	very good	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 overall and it effectively promotes the progress and attainment of all pupils. The small number of pupils with special educational needs are well supported and they make good progress. During the inspection, the quality of the teaching was good or better in 96 per cent of lessons and was very good or better in 52 per cent. This is a very good improvement since the last inspection. No teaching was less than satisfactory, unlike the previous inspection. This very good quality of teaching is based on very good and close relationships between pupils and teachers and on the considerable care and concern all staff have for their pupils. Teachers' management of their pupils is skilful, especially in relation to the more active pupils in Key Stage 1. Lessons are well planned. Teachers take account of pupils' differing needs and abilities with work well matched to these. English, including literacy, and mathematics, including numeracy skills, are taught very well overall. Towards the end of Key Stage 2, and prior to National Curriculum tests, pupils work in ability groups for English and mathematics. The quality of work indicates that this is having a beneficial effect and the organisation is helping to meet the needs of pupils. Pupils respond very well and they learn very well. They are keen to learn and work hard, showing good levels of concentration, developing their knowledge, skills and understanding well. The youngest pupils, in Key Stage 1, are lively, but well managed; their self-expression, through the activities they undertake to help them learn, is particularly well promoted and is part of the school's Key Stage 1 approach to learning. On the rare occasion when class management is less strong, and work lacks sufficient challenge, a small minority of pupils lose interest and become restless.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and provides a good range of interesting and relevant activities, well matched to the needs and abilities of all pupils. It is significantly enhanced by the visits out of school and the range of extra-curricular activities, including residential experiences.
Provision for pupils with special educational needs	Good. Pupils are well supported and, as a result, make good progress. Work is well matched to their needs. Although individual education plans are generally well written and detailed, it is sometimes difficult for the school to determine how much progress pupils are making in relation to their targets; what pupils are expected to achieve is not always clearly stated.
Provision for pupils with English as an additional language	There is effective support for the very small number of pupils currently taught. They have made good progress as a result of this. Links between individual support, class-based work and home could be strengthened to make the provision even more effective.
Provision for pupils' personal, spiritual, moral, social and cultural development	The school provides well for the pupils' spiritual, moral, social and cultural development. Teachers and other members of staff present very good role models for pupils to respect and learn from. Themes in collective worship are used well to encourage pupils to think about their moral responsibilities and to appreciate the wonders of God's world.
How well the school cares for its pupils	There are good child protection procedures, particularly the system for recording concerns so that any patterns can be identified quickly. Staff know pupils very well and know their strengths and weaknesses. Staff take a keen interest in their pupils and build very good relationships with them. Pupils are well supervised at all times and staff demonstrate real care and concern for them. The headteacher is particularly successful here. As a result, pupils feel secure to come to school and they confidently play a full part in lessons and school life.

The school works hard to forge positive links with its parents and its partnership with them is very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and has established a very positive climate for learning in the school. Throughout the period in which the school experienced staffing difficulties, he has always insisted on the highest quality of teaching. The school is effectively managed.
How well the governors fulfil their responsibilities	Good. Governors are very supportive and take an active interest in the life of the school. They have a well-established role as 'critical friends'. The relatively new chair of governors, in particular, has an impressive understanding of the strengths and weaknesses of the school.
The school's evaluation of its performance	This is informal but effective. Assessment results are analysed and whole-school targets set. The school improvement plan is regularly reviewed. Formal monitoring of teaching has been limited because of staff absence, although a programme was in place and this is planned to resume next year. The headteacher has a good understanding of the school's strengths and weaknesses. More formal systems would help make this area even better.
The strategic use of resources	Good. Effective use is made of the school budget and additional grants to benefit pupils' learning. Financial planning is good and resources used well to support educational priorities.

The school makes good use of best value principles for its financial resources and sound use elsewhere.

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 progress their children make. • The pupils' good behaviour; there are standards of discipline. • The headteacher leads the school well and takes an active interest in all the pupils. • Staff are approachable. • How the school helps their children become mature and responsible. • Children like coming to school. 	<ul style="list-style-type: none"> • The amount of homework. • The information they get about their children's progress. • Links with parents. • The range of activities outside lessons for younger pupils.

Parents have very positive views of the school and inspectors agree with what pleases them. Inspectors also feel that the current number and variety of after-school clubs is good and that, on age grounds, it is reasonable that these are only offered to the junior pupils. The school is considering the future provision of parent funded after-school activities. The school provides satisfactory general information for parents, but limited information on what is being taught in lessons. The quality of end of year progress reports varies considerably from those giving limited information to those that are very good, clear and detailed. The best reports clearly inform parents of what their child has learned, and can now do, in all subjects. Reports do not, however, set individual targets for future learning. There is very good parental involvement in the life of the school, both in the number of parents who provide regular and reliable help in lessons and in the large sums of money the parents raise for equipment for the school. Homework is adequate, but could be more consistently set.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

There is a strong commitment to providing a stimulating learning environment where pupils' achievements are highly valued and praised and their personal development is well promoted; parents take an active part in supporting pupils' learning in school.

1. This is a caring school which makes good provision for pupils' personal development as well as their welfare. Staff know their pupils very well and have very good relationships with them. The headteacher's highly visible presence and considerable awareness of pupils' circumstances means he has a thorough knowledge of their academic and personal needs. All staff take an active interest in pupils' welfare and have a real concern for all aspects of their development. Good procedures are established for child protection and there are good systems for identifying any trends or patterns.
2. Pupils are always encouraged to relate positively to each other, to be considerate, courteous and to play well together. Relationships are strong and pupils have a genuine care for each other. For example, pupils quickly hurried to an infant pupil's aid and comforted her when she was distressed because the 'buttercup chain' she had been making broke during lunchtime play. All adults in the school set a good example and are positive role models. In class, there are many opportunities for the pupils to work and share together, to value and respect others' contributions, to act responsibly and share resources fairly. Pupils also learn to work effectively as a team through participation in sporting and musical events, such as the school choir. Residential visits are a strong feature of the school's life and play an important part in shaping pupils' personal development, as well as giving a rich and wide variety of activities beyond school. Older pupils have specific responsibilities and take these seriously, such as a Year 6 pupil who acts as an ICT 'technician' and is responsible for keeping the school's computers in order.
3. The school's philosophy of catering for the 'whole child' is well exemplified in the pupils who leave at the end of Year 6. These are mature, sensible, well-adjusted pupils, working to their potential. They are very well prepared for their secondary education. Reports from the high schools they attend indicate they have very positive views of the work by Huntington in getting the pupils ready for transfer. The school encourages pupils' individuality and self-expression from a very early age and does this very well. The organisation in the foundation stage classes promotes children's increasing application to work but also their exploration, experimentation, investigation and creativity so that they learn to become enthusiastic and active learners.
4. The pupils' work is celebrated through praise assemblies, where they receive certificates and other awards, and in the exceptionally high-quality displays in the entrance to the school and corridors. Pupils' work mounted on walls in classrooms shows how they value what they do and also the staff's high regard for it. Work is exceptionally well presented and the use of ICT plays a major role in supporting learning and in producing written and pictorial information. For instance, Year 6 pupils produced an exciting display on a work of Shakespeare that they had been studying, creating scrolls about Romeo's banishment and character accounts about Tybalt and Juliet. Well-laid-out, eye-catching text and graphics with shields and facemasks made this display informative and highly interesting. ICT is also very well used for pupils' in *Netball News* and *Football Focus* reports and accounts of their trips and achievements, such as *A star for a morning*.
5. Parents report that their children are happy and enjoy coming to school. This has a beneficial influence on pupils' attitudes to their work. It helps develop their self-esteem and supports their progress. Parents provide considerable support to the school. They work in classrooms and provide much needed help for pupils. Parents' contributions are always well organised and highly valued by the school. They also help parents to gain an insight into the school's ways of working and have been particularly useful for the current chair of governors, who for many years was a parent helper. The school's relationships with its parents are forged well through these arrangements.

The standards the pupils attain increase as they progress through the school are well above average by the time they leave the school.

6. The children's standards of attainment are wide-ranging when they enter the school and their overall attainment varies from year-to-year. Currently, the children's attainment is above that expected for their age. Last academic year their attainment was more in line with expectations. Pupils make good progress throughout the school. Their progress is particularly strengthened at Key Stage 2 by the very good teaching, as well as in the foundation stage classes where the teaching is also very strong. The pupils' attainment in English, mathematics and science at the end of Key Stage 2 is well above expectations and has been at least well above the national average for the past four years. Standards of literacy and numeracy are very good and the school has successfully introduced the National Literacy and Numeracy Strategies; this ensures that these skills are not taught in isolation.
7. Overall, the standards seen in English in the last inspection have been largely maintained and some areas, such as writing, have been improved upon. Pupils' attainment over the past four years, as indicated through National Curriculum tests at the end of Key Stage 2, has ranged from above average to well above average. From the pupils' work seen on inspection, it is currently well above average and pupils make good progress throughout the school. Pupils continue to listen very well, read fluently and writing standards are improving by the end of both key stages. At Key Stage 1, for instance, standards seen on inspection are now above average. However, the handwriting policy requires reviewing to ensure all pupils have access to higher levels of attainment at Key Stage 1. More able pupils can spell difficult words and have a good grasp of how to relate their acquired phonics skills to what they are writing and spelling.
8. Teachers provide a good range of opportunities that help develop pupils' speaking and listening skills in a variety of settings. From the earliest age, pupils communicate freely and confidently. Teachers are sensitive to building each pupil's self-esteem and by the end of Key Stage 1 pupils are articulate and confident. By the end of Key Stage 2 they demonstrate the ability to listen intently to a class discussion or presentation. In a Year 6 English lesson, for example, one pupil demonstrated very good reading skills and enthusiasm for the subject. He read with good intonation and clarity from a prepared script about the Globe Theatre in London. He recounted several facts to do with this theatre that interested his peers and led to lively question and answer discussions of a mature nature.
9. Great importance is attached to reading and to the enjoyment of books and pupils' standards in reading are very good. In the nursery children enjoy a variety of independent and shared reading experiences. More able children can read the title of a nursery rhyme like '*I'm a little teapot*' and all pupils use picture clues to infer meaning from the text. They know what comes next in the joint singing activity and some are able to sequence clearly the stages in making a cup of tea. Year 1 and 2 pupils learn about different authors and compare the works of one author like Martin Waddell. They learn that books have themes and that there are similarities in the way a writer presents key features like 'setting' and 'characters.' By the end of Key Stage 2, pupils read for pleasure and information and have developed very good research skills.
10. Pupils' work in writing shows clear progression and they make good progress. Standards are now above expectations by the end of Key Stage 1 and well above these by the end of Key Stage 2. By the end of Key Stage 1 they write in clear, complete, punctuated sentences. Towards the end of Key Stage 2 they use punctuation with increasing accuracy. In Year 5 pupils work in pairs and independently to develop their sentence writing skills by learning what a preposition is and when to use it. They know that words like *on*, *under* and *above* are directional words and can be used to link two parts of a sentence together. Pupils test out their learning in game activities which involve them asking their peers to guess which prepositions are missed out of made up sentences. Teachers expect high standards of presentation and pupils respond well. Their work is very neat, very well presented and they write clearly and legibly in a joined script.
11. Pupils' standards in mathematics at Key Stage 1 have varied over recent years, reflecting the makeup of the needs and abilities of the different year groups. By the end of Key Stage 1 their attainment is above average and well above average by the end of Key Stage 2. Pupils make good gains in knowledge and understanding of mathematical skills. Mathematical

vocabulary is well promoted and emphasised through carefully-planned experiences. By the end of Key Stage 1 pupils can carry out simple calculations accurately and have number facts at their 'finger tips'. By the end of Key Stage 2, pupils of all abilities have a secure understanding of number and can carry out calculations involving long multiplication and division. They use their knowledge to interpret data from graphs of different types and use a variety of mental skills to work out calculations.

12. Pupils make good progress in science. Standards are well above average at both key stages. Practical work is well developed and pupils are asked probing questions to explore and develop their scientific knowledge and understanding. Older pupils, in Key Stage 2, are adept at working out how to carry out investigations, making hypotheses and testing these out. They are confident in conducting a fair test and know the variables involved. They present their results in a clear methodical way, making use of research from reference books and the Internet. The quality of the work reflects the very positive attitudes to science throughout the school. The presentation at the end of Key Stage 2 is of a consistently very high standard.

The leadership by the headteacher is particularly strong and management is effective.

13. The headteacher's very positive leadership provides clear educational direction for the school. The management of the school is effective. Although some of the school's work could be more rigorously documented and analysed, the headteacher's commitment to high standards of achievement and the quality of the provision play a very important part in ensuring that high standards are attained. The present senior management team also provides effective support. Governors, teachers and support staff have clearly defined roles and responsibilities and work well together with the headteacher to promote the school's aims. The very positive and supportive atmosphere, and the sense of commitment displayed by all who work in the school, reflect the effectiveness of the leadership.
14. The school's governing body plays an effective and supportive role. It has developed its role as a 'critical friend' well. Governors are aware of their responsibilities and monitor the work of the school well. This includes direct observation of work within lessons and many governors are regular visitors to the school. The chair has an impressive understanding of the school's strengths and the areas in which it needs to develop. Although relatively new, she is making a positive impact on the work of the school and its development. There are clear committee structures and efficiency in strategic thinking and decision-making. The school development plan is produced through consultation between staff and governors and subject co-ordinators also make their own contributions in relation to the development of their subjects. This is a useful document in guiding the school's long-, medium-and short-term development. It could benefit from having clearer criteria for success, however, so that the school's performance can be evaluated more effectively. The school has established a good climate for continuous improvement and reflects carefully on everything it does. Prudent use of the school budget and additional, unexpected grant aid, has enabled governors to allocate monies for planned projects which they are now able to start earlier than expected.
15. Subject co-ordinators' roles are reasonably well developed, although their work has not been as effective as it could be, because of the changes of staffing over the year. However, in the circumstances, they have done all that they can to monitor pupils' work, curriculum planning and pupils' assessments and progress. The headteacher has contributed greatly to these aspects of the school's work. Classroom observations have been limited for the same reason, although the headteacher has a very good understanding of the strengths and weaknesses in teaching through his highly visible presence in classrooms and through informal monitoring around the school. His insistence on high quality teaching and standards of work has resulted in his seeking the best candidates for posts, whether permanent or temporary.
16. The day-to-day management of the school is efficient and unobtrusive. It is well supported by the school's administrative officer who plays an active part in the life of the school.
17. Parents value the work of the school and are supportive of the aims and values it promotes. The school has high academic expectations of pupils and is very effective at promoting their personal development. The focus on developing the 'whole' child is evident and the school is highly successful in producing well-rounded individuals who are well prepared for their next stage of education. There is a clear sense of shared values and a unity of purpose. The school is well placed to make further progress.

The quality of teaching is very good overall; the headteacher has insisted on high quality teaching, despite the staffing difficulties over the past year.

18. The quality of teaching has significantly improved since the last inspection. It is strongest in Key Stage 2, where it is very good. The teaching for the youngest pupils in the foundation stage classes (which includes the nursery) is also very good and staff have a considerable understanding of their needs and how to promote children's personal, as well as academic, progress. The teaching in Key Stage 1 is good overall. The staffing difficulties over the past year have meant that the headteacher has been considerably more involved than usual in seeking and supporting temporary staff. The many changes to the staffing situation have been managed as well as possible, although some parents have been concerned over the temporary arrangements. However, the headteacher's high standards and insistence that high quality teachers are employed, have meant that pupils have been taught very well.
19. Teachers identify clearly what pupils are to learn in lessons and always share these with them at the beginning of the lesson. Teachers and pupils evaluate how well pupils have performed in the plenary sessions, at the end of lessons and also carry out an appraisal of the quality of their work. An example of this was seen in a science lesson in Year 3, when the teacher made a thorough assessment of pupils' understanding. Pupils were asked to explain what they had found from materials they had investigated. Pupils listened to others' contributions intently and explored the different ideas very effectively. However, on a few occasions, some teachers do not always leave enough time for this and some extend their lessons into the break time to ensure this element of the lessons has been covered.
20. Teachers manage pupils very well and discipline is very strong. All staff promote pupils' personal skills well and for older pupils place a strong emphasis on the development of study skills such as the use of reference materials and the Internet. Lessons proceed at a good pace and group work is always skilfully organised so that pupils usually explore, practise, learn and evaluate. Teachers create highly stimulating learning environments with some exceptional displays of their pupils' high quality work. Display could be further developed by introducing interactive display to promote pupils' problem-solving skills.
21. Classroom support, parent and student help is used very effectively and make a significant contribution to pupils' learning. For instance, in a reception / Year 1 English lesson, helpers were very well prepared and had organised their learning areas very competently. Pupils immediately started work, discussing features of their 'portrait of a dragon' and worked productively throughout the practical work.
22. The main strength of the teaching in the foundation stage classes is the very good relationships between adults and children. Adults have a very good understanding of the foundation curriculum and how the youngest pupils learn. Pupils with special educational needs and those with English as an additional language are provided with effective support and work is well planned to take account of their individual needs. Activities are carefully planned to enable children of all abilities to build upon their previous knowledge. Children are provided with many interesting practical activities and they respond positively, making good progress. Children work in an attractive and happy environment where support staff are well deployed during practical activities. They also make a useful record of pupils' responses during the lesson. Teamwork in the foundation and Key Stage 1 (infant) classes is very good and includes good parental support. This contributes to effective planning and pupils' good achievements.
23. In the infant department there is a strong emphasis on developing pupils as individuals and promoting their self-expression. Pupils can be lively at times and sometimes their exuberance in trying to contribute means that noise levels can rise; occasionally, too many talk at once. However, teachers' discipline is generally strong and pupils are given only limited leeway before being successfully managed in a kind, firm but caring way.
24. In Key Stage 2, high standards continue to be expected by teachers and pupils respond by working hard and trying their best. Pupils of all abilities do this and in a mathematics lesson in Year 3 some lower attaining pupils working on simple number activities persevered well, wanting to get all their work correct. A student ably encouraged them and, even though the work challenged them, they were clear on what they were to do and what they were expected to learn. Teachers' knowledge of the pupils and what they teach is very strong. In a Year 6

lesson on the Globe Theatre, where the teaching was judged to be excellent, the teacher facilitated pupils' learning exceptionally well. Her own considerable knowledge of Shakespeare and enthusiasm for the subject enthused pupils' own interests. Her precise guidance relating to how pupils should present their talks and how pupils should respond to what they heard, resulted in them giving high-quality researched presentations. The 'audience' demonstrated good listening skills and a tremendous capacity to ask pertinent, well-thought-out questions and seek explanations.

The quality of display and standards in art are exceptional.

25. The artwork seen in the school's display is a considerable strength of the school. The standard of work is very high and the presentation in many cases is outstanding. Pupils across the school work with a variety of media including quick drying clay, papier mâché, textiles, water paint and wood. They learn specific techniques like printmaking and tie dying, which they use to produce some very attractive repeated patterns that explore form and colour. First hand observations play a great part in helping all pupils observe natural and man-made forms in great detail. For example, in reception, pupils paint in the style of Henri Matisse; they have studied his 'Goldfish in a jar' and produce carefully balanced paintings showing a considerable degree of observational skill. In Year 3 pupils study the work of Andrew Goldworthy and, in particular, his work entitled 'Early Morning Calm'. They go on trips to observe different natural forms and from this have made a group abstract sculpture that bears a close resemblance to the artist's original work, looking like a shimmering sun. They did this by carefully weaving flexible cane lengths and tying the canes together when they felt it was appropriate. Older pupils use a variety of reference sources and visits to galleries as a basis for creative three-dimensional work. They make and decorate stylised papier mâché facemasks. Pupils paint their life-like masks in bright colours using metallic paint to add lustre where appropriate. The exceptionally high-quality observational drawings and paintings of flowers, such as daffodils and roses, demonstrate very good skills in both young and older pupils throughout the junior department. These compositions, often in water paint, show sensitivity for the subject and good artistic abilities in more than basic paint mixing. The school entrance is a showpiece for the school's high quality artwork and creates a very positive artistic, spiritual and cultural image that greets all visitors as they enter the school's main entrance.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

26. There are no key issues, only relatively minor points for improvement. These are identified within the text of the report.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	48	44	4	0	0	0

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 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	16	199
Number of full-time pupils known to be eligible for free school meals		5

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	37

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	11
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence	%
School data	3.3
National comparative data	5.2

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.

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	18	12	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	15	18
	Girls	11	11	11
	Total	28	26	29
Percentage of pupils at NC level 2 or above	School	93 (87)	87 (87)	97 (87)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	17	18
	Girls	11	11	11
	Total	29	28	29
Percentage of pupils at NC level 2 or above	School	97 (87)	93 (91)	97 (100)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	18	16	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	18	18
	Girls	15	15	16
	Total	32	33	34
Percentage of pupils at NC level 4 or above	School	94 (84)	97 (91)	100 (94)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	18	18
	Girls	15	15	16
	Total	33	33	34
Percentage of pupils at NC level 4 or above	School	97 (84)	97 (91)	100 (97)
	National	70 (68)	72 (69)	79 (75)

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	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	157
Any other minority ethnic group	5

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	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.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	25
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	60

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	26

Total number of education support staff	0.5
Total aggregate hours worked per week	15

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	2000-2001
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	£
Total income	414005
Total expenditure	402301
Expenditure per pupil	2043
Balance brought forward from previous year	37455
Balance carried forward to next year	49159

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	215
Number of questionnaires returned	85

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	35	4	1	0
My child is making good progress in school.	57	35	7	0	1
Behaviour in the school is good.	51	46	1	0	2
My child gets the right amount of work to do at home.	37	42	15	5	1
The teaching is good.	57	33	5	2	2
I am kept well informed about how my child is getting on.	36	45	12	7	0
I would feel comfortable about approaching the school with questions or a problem.	66	24	7	2	1
The school expects my child to work hard and achieve his or her best.	55	38	4	0	4
The school works closely with parents.	37	48	12	2	1
The school is well led and managed.	58	33	5	2	2
The school is helping my child become mature and responsible.	51	47	1	0	1
The school provides an interesting range of activities outside lessons.	46	26	10	8	10