

INSPECTION REPORT

HOCKLEY HEATH PRIMARY SCHOOL

Hockley Heath, Solihull

LEA area: Solihull

Unique reference number: 104064

Headteacher: Mr S R Gowan

Reporting inspector: Mr Graham R Sims
28899

Dates of inspection: 17th – 19th January 2000

Inspection number: 181854

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:	4 - 11
Gender of pupils:	Mixed
School address:	Hockley Heath Primary School School Road Hockley Heath SOLIHULL West Midlands
Postcode:	B94 6RA
Telephone number:	01564 783161
Fax number:	01564 784918
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs R Holmes
Date of previous inspection:	9 th - 12 th October 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mr G R Sims	Registered inspector
Mr M Romano	Lay inspector
Mr M Best	Team inspector

The inspection contractor was:

J & M Inspection and Education Services
31 Innage Road
Northfield
BIRMINGHAM
B31 2DU
Telephone No: 0121 475 7737

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The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
Standards are well above average in English, mathematics and science.	
The school's arrangements for teaching mathematics are particularly effective.	
The quality of teaching is good overall, and is particularly good in Year 6.	
The great majority of pupils have good attitudes to their work and behave well.	
Relationships between staff and pupils are very good	
WHAT COULD BE IMPROVED	12
Standards in information technology are not high enough.	
In some classes, pupils do not work well on their own.	
There is unnecessary duplication in the way teachers are required to plan their work.	
The organisation of the school day is not as effective as it could be.	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	14
PART C: SCHOOL DATA AND INDICATORS	15

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hockley Heath Primary School is smaller than schools of this type. It has 170 full-time boys and girls from 4-11 years old. Taken together, their attainment on entry is well above that found nationally. The school is situated in a commuter village on the borders of Solihull and Warwickshire, an area where many families live in comfortable circumstances and unemployment is low. The school draws its pupils from the local community, but around 30 per cent come from further afield. The school is increasing in size because of its popularity. Only 3.5 per cent of pupils are known to be eligible for free school meals, which is well below the national average. At the time of the inspection, there were 15 pupils under the age of five in the Reception class. Nearly all pupils are of a white ethnic background, and no pupils come from homes where English is not the main spoken language. These figures are well below the national average. The percentage of pupils who have been identified as having special educational needs (12 per cent) is below average. No pupil has a statement of special educational need.

HOW GOOD THE SCHOOL IS

This is a good school. The pupils maintain high standards throughout the school, and over half of the pupils exceed the nationally expected level in English, mathematics and science by the time they leave. The overall quality of the teaching is good. The effective partnership between the headteacher and deputy headteacher ensures that the school is capably led and managed. The school provides good value for money.

What the school does well

- Standards are well above average in English, mathematics and science.
- The school's arrangements for teaching mathematics are particularly effective.
- The quality of teaching is good overall, and is particularly good in Year 6.
- The great majority of pupils have good attitudes to their work and behave well.
- Relationships between staff and pupils are very good.

What could be improved

- Standards in information technology are not high enough.
- In some classes, pupils do not work well on their own.
- The way teachers are required to plan results in unnecessary duplication of paperwork.
- The organisation of the school day is not as effective as it could be.

The areas for improvement will form the basis of the governors' action plan which will be sent to parents

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been a satisfactory range of improvements since the school was last inspected in October 1995. The governors, headteacher and staff have dealt effectively with most of the key issues which were identified. Standards have continued to improve in English, mathematics and science and the overall level of attainment has remained well above the national average. The teaching of mathematics has improved and the arrangements for teaching pupils in ability sets are proving effective. Time is now set aside, according to the priorities of the school development plan, for subject coordinators to monitor teaching and curricular planning. This time is being used effectively and is helping to raise standards. In some classes, there has been a good improvement in the pupils' ability to work independently, both when working on their own and in collaboration with others. In other classes, the ability of pupils to work independently remains a weakness. The pupils now make better use of the school libraries to retrieve and synthesise material from information books. As a

result of the school's popularity, the school now has more pupils, with the result that all classes contain pupils from a single-age group. This has simplified and improved teaching arrangements.

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	Key	
	1997	1998	1999	1999		
					Very high	A*
					Well above average	A
					Above average	B
					Average	C
					Below average	D
					Well below average	E
					Very low	E*
English	A	A	A*	A*		
Mathematics	A	A*	A	A		
Science	A	A	A	A		

The school's results in English, mathematics and science at the end of Key Stage 2 in 1999 were well above the national average. In English, they were amongst the highest five per cent nationally. The results compare very favourably with similar schools. The results have improved steadily since the last inspection, with the greatest improvement in mathematics. The overall rate of improvement is in line with the national trend. By the time they leave the school, almost all pupils reach the nationally expected standard in all three subjects, and over half achieve the higher Level 5. With the exception of one year, the school's results at the end of Key Stage 1 have also been well above average. However, the school's targets for attainment over the next three years do not quite reflect the high standards which the school has consistently achieved over the last four years.

The work seen during the inspection confirmed that standards are well above average and that pupils are making good progress and achieving well. The pupils express themselves very clearly in writing, using a very good range of vocabulary. Their speaking and listening skills are very good. They have a very good facility for handling numbers and show a very good grasp of investigative methods in mathematics and science. There is a marked contrast in the standards achieved in information technology, which are below the national expectations. Progress in this subject is restricted by out-of-date resources and insufficient opportunities to acquire information technology skills. The subject has been identified by the school as a priority for development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils have a very positive attitude to school and their work. A small number of pupils in a few classes are less than enthusiastic.
Behaviour, in and out of classrooms	Good. The pupils are generally very well behaved during lessons and around the school. In a few classes, the behaviour of a small number of pupils is unsatisfactory.
Personal development and relationships	Good. Relationships amongst pupils and between pupils and adults are very good. Pupils undertake responsibilities willingly and carry them out effectively. In a few classes, some pupils do not work well on their own.
Attendance	Good. The level of attendance is better than 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	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.

Teaching was satisfactory or better in 97 per cent of the lessons seen. It was very good or better in 17 per cent of lessons and good in a further 43 per cent. One lesson was unsatisfactory. The rest were satisfactory. The quality varied between year groups.

English and mathematics are generally well taught, although in a few classes the pupils are not challenged sufficiently and, as a result, some pupils become bored and restless. Good attention is given throughout the school to teaching the skills of literacy and numeracy, but insufficient time is given to teaching essential information technology skills. Good help is provided for pupils with special educational needs and, in most classes, the more able pupils are given sufficient challenge.

The teaching in Year 6 is outstanding, and contributes significantly to the high standards achieved by pupils at the end of Key Stage 2. Lessons are fast paced and challenging. The tasks given to pupils are imaginative and set within realistic and interesting contexts. The pupils clearly enjoy the teacher's good sense of humour, and the very good relationships which exist motivate them to try their hardest. The progress made in this class is very good indeed.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Appropriate attention is given to all subjects of the National Curriculum, although opportunities for pupils to make progress in information technology are limited. Too much time is devoted to some sessions for English and mathematics. The planning process is unnecessarily repetitive. The school provides a good range of extra-curricular activities. Residential visits, including trips abroad, extend the pupils' understanding of the wider world.
Provision for pupils with special educational needs	Good. Effective support is provided for less able pupils through booster classes for literacy and numeracy. These classes are helping pupils to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The religious education programme is well structured, and good use of artefacts helps pupils to appreciate religious customs and cultural diversity. Staff provide good role models, and pupils are encouraged, through undertaking responsibilities, to become responsible members of society. There is a good programme for personal and social education, involving outside agencies.
How well the school cares for its pupils	Good. The school provides a caring environment for pupils and pays good attention to matters of health and safety.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher and his deputy work well together and provide sound leadership which has maintained high standards, and led to improvements in the school's facilities. Subject coordinators are now playing a more effective role in leading their subjects.
How well the governors fulfil their responsibilities	Satisfactory. The governors are well informed and fulfil their statutory responsibilities. They have been actively involved in drawing up plans for the development of new nursery facilities, an extra classroom and a new computer suite. Work commitments prevent many governors from having a greater involvement in the life of the school.
The school's evaluation of its performance	Satisfactory. The school development plan outlines appropriate priorities for development. There are good procedures currently in operation for evaluating the effectiveness of teaching in mathematics and giving support to teachers. The school is starting to use performance data to track pupils' progress. Targets for attainment in future years are lower than they ought to be, given the current levels of attainment.
The strategic use of resources	Satisfactory. Staff and learning resources are used effectively. The school applies the principles of best value when undertaking major new projects.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy coming to school and are making good progress. • They are satisfied with the amount of work their children have to do at home. • Standards of behaviour are good and the school is helping their children to become mature and responsible. • The standard of teaching is good and the teachers care for the pupils. • The teachers respond well if parents have any concerns. • The standard of mathematics teaching has improved. 	<ul style="list-style-type: none"> • A small number of parents feel the range of extra-curricular activities is inadequate. • Some parents are concerned about the effect that the increasing number of pupils will have. • Feedback to the children on homework and to parents through their children's diaries is not as good as it could be. • A few parents feel there are not enough opportunities to consult teachers.

The inspection judgements confirm the positive views held by parents.

The school provides a good range of extra-curricular activities, which are well supported by pupils. The increasing number of pupils has been beneficial to the school, enabling classes to be taught in single-age groups. A new extension is soon to be built, which will provide the school with its own nursery and a new classroom, and will release space for a new computer suite. Although the current pupil-teacher ratio is very favourable, the number of pupils needs to increase for the school to maintain its current staffing ratio and to make the most economical use of its resources.

Homework is used effectively in many classes, although pressure on the teachers' time means that pupils' diaries are not always used as effectively as they could be. The school offers plenty of opportunity for parents to consult teachers. Two parents' evenings and an open evening are held during the course of the school year, and teachers are always available for informal talks at the beginning and end of each day.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are well above average in English, mathematics and science.

1. The pupils achieve very high standards in mathematics, English and science in their National Curriculum tests. In 1999, the overall results at the end of Key Stage 2 were within the top five per cent of schools in the country, and were well above the average for similar schools. The results at the end of Key Stage 1 in reading, writing and mathematics were also well above average. Since the last inspection, the school's results have continued to improve at both key stages.
2. Although the assessments made when the children enter the school indicate high levels of ability, the school manages to build successfully on what the pupils already know, and the pupils maintain good progress throughout the school.
3. The pupils learn to read very quickly and, by the age of seven, they know how to tackle unfamiliar words and show an enjoyment in reading. The good reading skills shown by older pupils enable them to use books for research purposes, and provide a good platform for their work in other subjects.
4. The pupils' speaking and listening skills are very good. Throughout the school, they are very keen to participate in discussion. During the inspection, the youngest children talked enthusiastically about the book which the teacher had read to them in an English lesson. Pupils in Year 2 asked perceptive questions about artefacts shown to them in a religious education lesson and, in Year 6, they engaged in a lively debate in a geography lesson.
5. By Year 2, the pupils' handwriting is well formed and they present their work well. They spell words correctly and their sentence construction is grammatically correct. By Year 6, the pupils use language well. Their writing is accurate and expressive. The best examples of their writing exude life and interest.
6. The youngest pupils handle numbers confidently. They work well together in groups and are learning to work collaboratively. By Year 6, they relate their use of mathematics well to everyday events. They show a very good ability to calculate mentally. For example, in a warm-up session pupils multiplied 19 and 21 by single-digit and then two-digit numbers with a very good degree of accuracy.
7. In science, the pupils show a very good understanding of scientific method, and a thorough understanding of life processes and living things, materials and their properties and physical processes.

The school's arrangements for teaching mathematics are particularly effective.

8. The school analysed its National Curriculum results to highlight areas of weakness. In order to concentrate on weak areas, they grouped pupils in Key Stage 2 by ability for two lessons a week for a trial period. This proved to be particularly successful and now all mathematics lessons at Key Stage 2 are taught to ability groups. This allows some very able pupils in Years 3 and 4 to be taught alongside pupils in Years 5 and 6, thus providing them with a much better challenge in their work.

9. The school monitors the situation closely and reviews the work of all pupils twice a term. As a result of these reviews, pupils are able to move freely between the groups. The school's own evaluation shows that the arrangements have been very successful in targeting the work more closely to pupils' needs.
10. The teachers are using strategies from the National Numeracy Strategy successfully. There are good arrangements for sharing expertise and helping teachers to develop their skills in teaching mathematics. During the current year, ten lessons are set aside each term for the subject coordinator to teach model lessons which are observed by other teachers, or for him to observe others teaching. Staff have appreciated the insights and feedback gained from these sessions.
11. With the introduction of new teaching methods, the school has also renewed its teaching materials and has received additional support from the local authority, both of which have improved the teaching of mathematics.
12. The result is that standards have risen since the last inspection. At Key Stage 1, the school's results were amongst the top five per cent of schools nationally, as were the previous year's results at Key Stage 2. Over half of the pupils exceed the national expectations and achieve Level 5 by the time they leave the school.

The quality of teaching is good overall, and is particularly good in Year 6.

13. Sixty per cent of the lessons seen during the inspection were good or better, and all teachers showed they were capable of teaching good lessons. The teaching in Year 6 is outstanding.
14. In the Reception class, the teacher and her assistant work very closely together. Using her time very effectively, the teaching assistant in the reception class helped pupils to understand where and why they had made mistakes in their mathematics work. Whilst pupils were engaged in a class activity, the assistant marked their work, calling pupils up individually to go over any questions which they had got wrong.
15. Very good subject knowledge and imaginative use of resources helped to create real interest in a religious education lesson in Year 2. The teacher passed a mystery bag containing a yad¹ around the class. Pupils were able to feel the yad through the bag and talked about what they thought it might be. This aroused the interest of all of the pupils and led to an interesting and fruitful discussion in which they learnt about the importance of the Torah to Jews. Their understanding was consolidated through the use of pictures and showing the pupils a miniature Torah and mantle.
16. In a lesson in Year 3, the teacher gave pupils a good framework to help them to appreciate how to structure their writing. The pupils were able to see the importance of thinking and planning before embarking on writing.
17. The pupils in Year 6 make very good progress in all subjects because of the high quality of the teaching. Lessons are fast paced and challenging. The tasks they are given are imaginative and appealing, and set within realistic and interesting contexts. The teacher shows very good personal knowledge and ability to teach all subjects well.

¹ The Hebrew word for 'hand' – it refers to a decorative pointer with the end shaped like a hand, which Jews use to point to the text when reading the Torah.

18. A mathematics lesson, for example, started with some clear and helpful guidance for the pupils on how to use different methods to do mental calculations, which the pupils were then able to practise during a well-prepared mental session. A well-planned investigation, set to take place over the course of three lessons, captured the pupils' imaginations, consolidated previous knowledge and understanding, helped them to gain new skills and allowed them to exercise their own independence as they decided how to carry out the investigation.
19. In a science lesson, the teacher set the scene well, using good role play and building upon the pupils' previous knowledge and understanding of filtering. The teacher resisted the temptation to tell pupils the answers, but built effectively on their ideas and guided them towards creating an experiment that included a fair test and took account of the change of a variable.
20. The pupils are given very clear indication as to what is expected of them. Tasks are explained clearly, and guidance is written on the board. Very good questioning skills help them to develop their understanding. At the end of the lesson, the feedback to the pupils is very thorough and has a strong element of constructive, but eminently fair criticism. This helps the pupils to recognise what they have not thought of and what they need to do to improve.

The great majority of pupils have good attitudes to their work and behave well.

21. In many lessons, the pupils are very interested in what is being taught. They are eager to answer and contribute to discussions. In a Year 3 lesson, the pupils greeted the giving out of homework with enthusiasm. In the Year 2 religious education lesson, there was genuine delight when the teacher revealed the yad from the mystery bag and showed them a Torah scroll.
22. In a geography lesson in Year 6, the pupils expressed passionate views as they debated plans for the building of a new hotel complex in a Kenyan village. Whilst the teacher acted as facilitator in the role of the village priest, the pupils assumed roles as guest speakers who delivered arguments for building the complex, and villagers who debated the issue. The pupils worked very well with each other, took turns and respected one another's views very well.
23. The general standard of behaviour throughout the school is good. This is reflected in comments made by visitors and local residents, plus feedback by staff and parents on school trips. The behaviour in the playground is civilised.
24. In nearly all lessons, the pupils behave well, which enables the teachers to make maximum use of the lesson time. There is very little need for the teachers to interrupt their teaching and, on the few occasions that this is necessary, the pupils respond well. The behaviour of the oldest pupils is very good indeed.

Relationships between staff and pupils are very good.

25. From the earliest stages, the pupils relate well to their teachers and other adults. Children in the reception class show great confidence in talking to their teacher and classroom assistant. These positive relationships continue throughout Key Stage 1. In Year 1, the pupils relate very well to their teacher, and have the confidence to voice their own opinion, even if it goes against what the teacher has suggested. In Year 2, good classroom control and the use of interesting and appropriate resources, for example in an English lesson, lay the foundation for very positive relationships.

26. The older pupils respond very positively to a sense of fun and a good sense of humour. In Year 3, this engenders a good sense of interest in a religious education lesson. In Year 6, it leads to lively debate, great interest, and helps the pupils to feel they are valued. As a result, the pupils cooperate willingly, listen attentively when required and respond quickly to any of the teacher's requests.
27. Relationships amongst the pupils are also very good. Older pupils take care of younger ones at break-time. When working together in mathematics lesson in the reception class, the children respected each other, saying 'excuse me', when they needed to reach in front of somebody, or 'sorry' when they jogged somebody's arm. Most of the older pupils collaborate well and respect the views of others.

WHAT COULD BE IMPROVED

Standards in information technology are not high enough.

28. The pupils' attainment in information technology is below the nationally expected level by the end of Key Stage 2, and considerably below their attainment in English, mathematics and science. The school's own analysis of pupils' capability in information technology confirms this judgement. During the course of the inspection, very little information technology work was undertaken in any class, and there are very few examples of work done on the computer in pupils' books. Some of the older pupils, however, have produced well-presented projects using their own computers at home. There is very little use of information and communication technology to support pupils' learning in other subjects.
29. The current level of resources is adversely affecting pupils' progress in the subject. Until very recently, all classes had ageing machines. Some of these have now been replaced, but the resources at present are insufficient to meet the needs of the curriculum. Some machines lack essential equipment, such as a hard disc drive. In a Year 6 mathematics lesson on data-handling, for example, the teacher wanted to show pupils how the computer could be used to collate and present data in different ways. The capability of the available software was so limited that it was impossible to give pupils anything more than a very basic introduction to the concept of data-handling on a computer.
30. Since the last inspection, there have, however, been improvements. The subject is now being coordinated by an enthusiastic and capable young teacher, who has produced clear curricular guidance for staff. The coordinator, in conjunction with the senior management team, has analysed the school's needs very well, and produced a comprehensive action plan. As part of the building development which is to commence soon after the inspection, a room has been set aside to house a computer suite. Funding has been obtained to equip this with new equipment. Staff training needs have been identified and the school is in the process of identifying training providers. The school has yet to identify how the time will be found to ensure that optimum use is made of the new facilities, and also what changes will need to be made to current curricular guidance for staff.

In some classes, pupils do not work well on their own.

31. The need to develop pupils' independent learning skills was raised as an issue in the last inspection. In a number of classes, this issue has been tackled successfully. In Year 3, for example, the pupils had a very clear understanding of how they were to work independently during the middle section of an English lesson, endeavouring to solve any problems using their own initiative, and without interrupting the teaching which was taking place in another

part of the room. Pupils collected dictionaries to look up words, or discussed matters with a partner. In Year 6, the pupils are given much scope for developing independent learning skills. In a mathematics lesson, they had to make decisions about how they would carry out an investigation into the frequency with which colours occur in packets of sweets, how they would present their findings, draw their conclusions and make recommendations to the sweet company on the basis of their research.

32. In some classes, however, the issue has not been tackled successfully and some pupils find it very difficult to work on their own. The pace of working slackens when they are given individual tasks. Unnecessary conversation, unrelated to the task at hand, reduces their productivity, and pupils are still very dependent on the teacher if they encounter a problem.
33. Children in the reception class are being taught appropriately how to work on their own. In a mathematics lesson, two groups of pupils were given a task which they had to complete on their own, without interrupting the teacher. The task was well matched to their ability, yet sufficiently clear for the pupils to complete without any problems, thus providing a good initiation into independent learning. However, the length of time devoted to the activity was too long, with the result that the children lost their concentration towards the end of the session, which undid much of the good work, for which foundations had been carefully laid.
34. In a Year 2 English lesson, although the pupils worked diligently, the teacher gave a small amount of time to each group which was supposed to be working independently. This reduced the effectiveness of the teacher's input into this part of the lesson, and did not give pupils the opportunity to learn to work on their own. The message given was that there is somebody who will come and help as soon as a hand is raised or a problem encountered. In this way, pupils are not encouraged to find out answers for themselves.
35. In a Year 4 science lesson, the teacher explained tasks carefully, but the level of noise and distraction meant that it was very difficult for the pupils to concentrate on their tasks. This led to frequent interruptions in an attempt to quieten the pupils and an unproductive session because the pupils could not work on their own.
36. In a Year 5 English lesson, some of the pupils got on with their independent tasks quickly and sensibly. Others, however, preferred to chat about unrelated tasks and only completed a small amount of the tasks given. Although the teacher conducted a successful session with other pupils during this time, the expectation that other groups of pupils should get on with their own work quietly, sensibly and productively was not met.

The way teachers are required to plan results in unnecessary duplication of paperwork.

37. The school has sought to improve its planning process. The result is that teachers produce a termly plan for each subject, a half-termly broadsheet which indicates outline planning for all subjects, and a weekly plan outlining what is to be taught in each subject. In many cases, the information which appears on the half-termly and weekly planning sheets is a verbatim transcription of what appears on the termly plans for each subject. As this does not lead from outline planning to more detailed planning, the process is unnecessarily repetitive and time consuming. It does not give teachers any clearer picture of what they are going to teach than that already provided in their termly subject plans.

The organisation of the school day is not as effective as it could be.

38. The timing of the mid-morning and lunch-time breaks leads to two morning sessions in which an unnecessarily large amount of time is devoted to the teaching of English and mathematics. The length of these sessions varies between one hour 25 minutes and one hour 10 minutes. In most classes, but particularly at the lower end of the school, this is too long for the pupils to maintain their concentration effectively on one subject. In some classes, teachers prove the adage that 'work expands to fill the time available'. In other classes, the pupils start to lose their concentration, either becoming restless or unproductive.
39. A more tightly structured day could release almost two hours of teaching time, which could be used profitably in teaching other subjects, without being detrimental to the pupils' progress in English and mathematics. Within the present structure, the school will be unable to find time to arrange class teaching sessions when the new computer room is functioning, without taking time from other subjects. In the reception class, insufficient time is given to the pupils' personal and social development or, for those who need it, to opportunities for structured play.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

40. The school should now:
- i) raise pupils' attainment in information technology;
 - ii) ensure that pupils in all classes develop the skills to work well on their own;
 - iii) review the systems for curricular planning to ensure that teachers do not have to duplicate work unnecessarily;
 - iv) review the structure of the school timetable to ensure that the use of teaching time is as effective as possible.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	4	13	11	1	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	Y0 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	–	170
Number of full-time pupils eligible for free school meals	–	6

FTE means full-time equivalent.

Special educational needs

	Nursery	Y0 – Y6
Number of pupils with statements of special educational needs	–	0
Number of pupils on the school's special educational needs register	–	20

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	3.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
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
	1999	9	12	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	11	12	12
	Total	20	21	21
Percentage of pupils at NC level 2 or above	School	95 (90)	100 (93)	100 (96)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	9	7
	Girls	11	11	11
	Total	20	20	18
Percentage of pupils at NC level 2 or above	School	95 (93)	95 (93)	86 (96)
	National	82 (81)	86 (85)	87 (86)

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
	1999	12	16	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	10
	Girls	15	14	15
	Total	25	25	25
Percentage of pupils at NC level 4 or above	School	89 (89)	89 (94)	89 (95)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	10
	Girls	15	14	15
	Total	24	23	25
Percentage of pupils at NC level 4 or above	School	86 (94)	82 (94)	89 (100)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	–
Black – African heritage	–
Black – other	4
Indian	–
Pakistani	–
Bangladeshi	–
Chinese	2
White	164
Any other minority ethnic group	–

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y0 – Y6

Total number of qualified teachers (FTE)	8.25
Number of pupils per qualified teacher	20.6
Average class size	24.3

Education support staff: Y0 – Y6

Total number of education support staff	1.7
Total aggregate hours worked per week	56.3

Qualified teachers and support staff: nursery

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

Total number of education support staff	–
Total aggregate hours worked per week	–

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

Results of the survey of parents and carers

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	–	–
Black – African heritage	–	–
Black – other	–	–
Indian	–	–
Pakistani	–	–
Bangladeshi	–	–
Chinese	–	–
White	1	–
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	1998/9
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	£
Total income	318,108
Total expenditure	319,680
Expenditure per pupil	2,036
Balance brought forward from previous year	9,343
Balance carried forward to next year	7,777

Questionnaire return rate

Number of questionnaires sent out

170

Number of questionnaires returned

43

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	30	2	0	0
My child is making good progress in school.	54	42	2	0	2
Behaviour in the school is good.	56	40	2	0	2
My child gets the right amount of work to do at home.	28	61	9	2	0
The teaching is good.	49	49	0	0	2
I am kept well informed about how my child is getting on.	28	58	14	0	0
I would feel comfortable about approaching the school with questions or a problem.	54	42	5	0	0
The school expects my child to work hard and achieve his or her best.	54	42	0	0	5
The school works closely with parents.	26	62	7	2	2
The school is well led and managed.	26	58	5	2	9
The school is helping my child become mature and responsible.	41	52	5	2	0
The school provides an interesting range of activities outside lessons.	28	47	16	0	9