

# INSPECTION REPORT

## **NORTH HINKSEY CE (C) PRIMARY SCHOOL**

North Hinksey, Oxford

Oxfordshire

Unique reference number: 123156

Headteacher: Mr D Spence

Reporting inspector: A Morgan  
21100

Dates of inspection: 28 - 29 March 2000

Inspection number: 189305

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:	Voluntary Controlled
Age range of pupils:	5 to 11
Gender of pupils:	Mixed
School address:	North Hinksey Lane North Hinksey Oxford
Postcode:	OX2 0LZ
Telephone number:	01865 248626
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs S C Mulvey
Date of previous inspection:	23-26 September 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
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	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10</b>
The standards in English, mathematics and science at both key stages are high.	
There is a high proportion of very good and good teaching.	
The very good provision for pupils' personal development, including spiritual, moral, social and cultural development, promotes good attitudes to work, good behaviour and very good relationships.	
The leadership and management of the headteacher, senior management team and governors are very good.	
<b>WHAT COULD BE IMPROVED</b>	<b>15</b>
The monitoring procedures need to be formalised to improve their effectiveness.	
The staff should continue the implementation of the good plan for the further development of information and communication technology as the current provision is limited.	
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>17</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>18</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

North Hinksey CE (C) Primary School stands in the village of North Hinksey on the western outskirts of Oxford. It is located in an area where unemployment is below the national average. Parents are engaged in a wide variety of occupations with many in professional work. It is smaller than the average size for primary schools with a current roll of 129 pupils. This will rise to 143 in the summer term. Almost all pupils come from established, indigenous families. Pupils are usually admitted at the beginning of the term in which they are five or, if their parents wish, the term after their fifth birthday. Almost all the children benefit from some form of pre-school education. The children's attainment on entry represents a spread of ability, but is above average overall. Of the 19 per cent of pupils on the school's register of special educational needs, which is below the national average, none has a statement of special educational needs.

The inspection of collective worship was carried out under Section 23 of the 1996 Education Act. The responsibility for that inspection lies with the governing body which made arrangements for it to be undertaken at the same time as this inspection.

### **HOW GOOD THE SCHOOL IS**

This is a good school which provides an effective education for all its pupils and where standards of work and behaviour are high. The quality of teaching is good. Pupils, including those with special educational needs, make good progress and achieve well. By the age of 11, half the pupils attain above the national standard in science. In English and mathematics almost all pupils attain the national standard with just under a half attaining above in English and a little over a third attaining above in mathematics. The school is very well led and managed and provides good value for money.

#### **What the school does well**

- The standards in English, mathematics and science at both key stages are high.
- There is a high proportion of very good and good teaching.
- The very good provision for pupils' personal development, including spiritual, moral, social and cultural development, promotes good attitudes to work, good behaviour and very good relationships.
- The leadership and management of the headteacher, senior management team and governors are very good.

#### **What could be improved**

- The monitoring procedures need to be formalised to improve their effectiveness.
- The staff should continue the implementation of the good plan for the further development of information and communication technology as the current provision is limited.

*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 September 1996. At that time, standards in English were found to be slightly higher than average, and in mathematics and science at least average. The overall quality of teaching was judged to be satisfactory. Since then the school's good improvement has included consolidating its strengths and developing in other areas, including those identified as weaknesses. Significant improvement has been made in the quality of teaching, especially in Key Stage 2. In Key Stage 1, good standards in science have been maintained, and standards in English and mathematics have been improved. In Key Stage 2, standards in English, mathematics and science have been improved. In response to the key issues identified in the last report, the school has improved provision for higher-attaining pupils, has extended the role of curriculum co-ordinators through the establishment of a policy for the monitoring of pupils' standards and the quality of teaching, and increased teachers' knowledge of design and technology. In addition, a policy for collective worship is now in place and two new classrooms have been built. Further improvements in accommodation are planned for the summer term as part of future developments.

## 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
	1997	1998	1999	1999
English	A	A	A	A
Mathematics	A	A	A	B
Science	A	A	A	A

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

In the 1999 national tests for eleven-year-olds, pupils attained standards in English, mathematics and science which were well above national averages. Inspection evidence indicates that the majority of the pupils currently in Year 6 maintain these standards in English and mathematics. Time constraints meant that it was not possible to collate sufficient evidence to reach judgements about science. The trend over the last four years has been one of good improvement in English, mathematics and science, and in line with that seen nationally. In comparison with similar schools, standards in English and science are well above the average and those in mathematics are above the average.

Baseline assessment indicates that children's attainment on entry to statutory education is above average. The results of the 1999 national tests for seven-year-olds in writing and mathematics were well above the national averages, and in reading above the national average. Inspection findings indicate that pupils currently in Year 2 attain similar standards. In comparison with similar schools, pupils attain standards in writing which are well above the average, in mathematics above the average and in reading in line with the average.

At both key stages, inspection evidence indicates that the differences in the performances of boys and girls match the national trends. The school has attained the targets it set for pupils last year and has set appropriate and challenging targets for next year.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils display good attitudes to school and they are eager to learn.
Behaviour, in and out of classrooms	Pupils' behaviour is good throughout the school. There have been no exclusions in the last year.
Personal development and relationships	Pupils' personal development is very good. They show initiative and take responsibility for their own learning. Relationships are very good throughout the school.
Attendance	Pupils' attendance is satisfactory. It is in line with the national average

Pupils' positive attitudes to learning, their good behaviour and their very good personal development and relationships with staff and each other make a strong contribution to their attainment and achievements.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen overall	Insufficient evidence	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.*

Teaching was very good in thirty-six per cent of lessons seen, good in a further thirty-six per cent and satisfactory in the remaining twenty-eight per cent. The quality of teaching in English in Key Stage 2 is very good. The quality of teaching in mathematics in Key Stage 1 is good. Insufficient teaching was seen to judge teaching overall in English in Key Stage 1 and in mathematics in Key Stage 2. Teaching strengths in both key stages include, the teachers' high expectations of the pupils, their very good relationships with pupils, teachers' subject knowledge and the effectiveness of their teaching methods. Literacy and numeracy are both taught well.

The school meets successfully the needs of all its pupils. Pupils are enthusiastic about learning and they achieve well. They are eager to acquire new skills, explore their ideas and display their independence. They work hard and concentrate on their tasks.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	All pupils follow a rich curriculum which is broad, balanced, relevant and meets statutory requirements. It is a strength of the school.
Provision for pupils with special educational needs	The good provision for these pupils, especially the additional guidance they receive from their teachers and support staff, results in their making good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This very good provision, informed by the school's personal and social education programme, has a positive impact on the pupils' personal development and their attainment and achievements.
How well the school cares for its pupils	In the school's warm, welcoming and orderly community the staff take good care of the pupils. Staff support the pupils well in helping them to reach the appropriate targets set for them.

The school enjoys the support of the overwhelming majority of parents and carers and maintains good relationships with them. The school and parents and carers work effectively in partnership to promote pupils' learning.

The school provides a broad and balanced curriculum. It is enriched by the good quality provision for educational visits, instrumental tuition, and through visitors to the school and competitive sports. There is a good risk assessment programme, but formal procedures for recording the action taken have not been established. Child protection arrangements are satisfactory.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led and managed by the headteacher and senior management team. The headteacher and staff work productively together as a team. A planned programme for the monitoring of teaching by the curriculum co-ordinators has been established.
How well the governors fulfil their responsibilities	The governors are very effective in helping to manage the school's continuing success. They fulfil their statutory duties responsibly. Individual governors support the school well through their regular involvement in its daily activities.
The school's evaluation of its performance	The headteacher has established useful procedures for evaluating pupils' personal development and academic performance. The staff are implementing effectively their well-structured policy for the monitoring of teaching, but the majority of them are not yet sufficiently involved in monitoring teaching in their own areas of responsibility.
The strategic use of resources	The school makes effective and efficient use of its resources.

The school is very well led and managed. The headteacher has led the staff very successfully in establishing good procedures for evaluating pupils' attainment to help the school maintain its high standards. The senior management team plays a very effective role in leading the work of other staff. The governing body is very active in taking the school forward. The school makes good use of the principles of best value. The school has an adequate number of suitably qualified and experienced staff to teach the National Curriculum, special educational needs and children under five. Learning resources and accommodation are satisfactory.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Their children make good progress.</li> <li>• The standard of behaviour is good.</li> <li>• The teaching is good.</li> <li>• They feel comfortable approaching the school with their concerns.</li> <li>• The school expects their children to work hard.</li> <li>• The school is well led and managed.</li> <li>• The school is helping their children become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• A minority of parents would like the school to increase the range of extra-curricular activities it provides.</li> </ul>

The inspection team agrees with the positive views of the overwhelming majority of parents and carers. In considering the suggestion of a minority of parents and carers, the team concluded that the school provides a wide range of extra-curricular activities for pupils and that the curriculum is enriched by them.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**The standards in English, mathematics and science at both key stages are high.**

- 1 The effective learning which takes place across the school results in the majority of pupils attaining and sustaining standards which are above average, and often well above average, in English, mathematics and science by the time they are seven and eleven. It is a strength of the school that these high standards have been attained within the context of a rich and varied curriculum which has retained breadth and depth both within and between subjects. Pupils attain high standards in speaking and listening because the staff provide a wide variety of opportunities for them to use their skills: in classroom discussion, in assembly presentations and in shared public performances of musicals and plays. They read a broad range of texts and write in a variety of forms for different audiences; for example, book reviews, instructions, biographies, poetry and written arguments for and against school uniform. They use their reading and writing skills well to support their learning in other subjects. Pupils' mathematical understanding is effectively developed through well-structured opportunities for them to work in groups to undertake investigations and to draw on their mathematics knowledge to help their understanding in other subjects; for example, in their studies of food rationing during World War 2. The school's emphasis on experimental and investigative work in science helps pupils to use their scientific knowledge effectively while developing a very good understanding of scientific processes.
- 2 Pupils identified as having special educational needs make good progress towards the appropriate targets set for them. Teachers give them suitable tasks and appropriate additional guidance and encouragement. A measure of the school's high level of commitment to its pupils with special educational needs is exemplified through its provision of additional support for older pupils. This is given by the pupils' own teacher to ensure continuity of work, close integration with other subject teaching and the reinforcement of high standards for all. The school sees this provision as important for the pupils and accords it a high priority and status to underline its importance.
- 3 The school has made good use of the national strategies for literacy and numeracy to help its maintenance of high standards, and to strengthen the provision for its pupils. In addition, the very good support that children receive from their parents in practising the essential skills of reading, spelling and basic number facts is valued by the staff and makes a positive contribution to the pupils' high achievements.

**There is a high proportion of very good and good teaching.**

- 4 The quality of teaching has improved significantly since the last inspection. It ranges from satisfactory to very good in both key stages. It is mostly good at Key Stage 1 and mostly very good at Key Stage 2. The good quality of the teaching makes a significant contribution to the extent to which pupils acquire new knowledge, develop their understanding, learn new skills and attain high standards.

- 5 Teachers have good subject knowledge and show great enthusiasm for the subjects they teach; they are clear about what they want the pupils to learn. They plan well so that lessons develop the work done previously and teaching methods display a suitable balance between direct teaching and group work. Teachers introduce lessons well and use questions effectively to consolidate and build on pupils' previous learning. They group the pupils carefully, give clear instructions for interesting activities which are well matched to pupils' abilities and encourage pupils to experiment and use their newly acquired knowledge. As a result, the pupils are challenged, they sustain good concentration and pupils of all abilities make effective gains in their learning.
- 6 In the best lessons, teachers have very high expectations of their pupils, they intervene to encourage them to extend their responses and provide valuable oral and written feedback to help them improve their work. Lessons proceed at a good pace and very good relationships encourage pupils to respond confidently and to make valuable contributions to the lessons. In these lessons pupils are highly motivated and eager to demonstrate their own knowledge and understanding.
- 7 The pupils with special educational needs are very well supported. They receive good individual help in the classroom from teachers and support staff and have access to all areas of the curriculum. As a result, these pupils achieve well and make good progress towards the targets set for them in their individual plans.
- 8 In the very good literacy lessons, teachers select interesting books to develop the pupils' reading and writing skills. In Year 1, for example, the pupils describe the differences between fiction and non-fiction accurately. They enjoy naming the toys in the class text, putting them in alphabetical order and applying their knowledge of the alphabet by independently using dictionaries to find the names of more toys. In Year 3, the poem 'Bringing the Rain to Kapiti Plain' is used extremely well to help encourage the pupils to respond to rhythm and rhyme. As they practise, pupils learn to perform the poem with greater expression. The teacher uses the poem skilfully to stimulate the pupils and encourage their writing of imaginative poems of a similar structure. In Year 6, pupils are enthralled by the adventures of Harry Potter. Extracts from 'The Chamber of Secrets' are used very effectively by the teacher to inform the pupils about the use of paragraphs before leading a lively discussion in which the pupils demonstrate their understanding of how J K Rowling used paragraphing to create dramatic effect. Teachers make good use of well-planned, library sessions to improve pupils' reading. For example, in Year 4, the teacher helps pupils to reflect on their reading and extend the range of the books they select; one pupil spoke of her reading target, 'to increase the genre of the books I read for pleasure'.

- 9 In mathematics lessons, teachers make good use of opening sessions to draw on pupils' knowledge, recall previous work and introduce pupils to each lesson's main activities. For example, in Year 2, during an introductory activity, pupils guide the teacher in cutting paper shapes into halves and quarters. They respond correctly when asked to explain their instructions: 'You've got to cut there. If you didn't, the two parts wouldn't be the same, so they couldn't be halves.' Consequently, pupils have an opportunity to reinforce their learning and refine their use of language. Teachers make good use of their questioning techniques to help pupils think through their responses. For example, in Year 1, guided by their teacher, pupils explain to the class how they organise their work and record their comparisons of different groups of cubes. As a result, pupils have time to decide what they want to say and reflect on their answers. Teachers relate very well with their pupils and use their interactions effectively to probe their understanding and assess their achievements. In Year 6, pupils respond quickly and accurately to their teacher's constant challenges; 'What can you predict? Why? How did you reach that answer?' She listens carefully to their responses, inviting them to compare and contrast their reasoning. Consequently, pupils gain a deeper understanding of the efficiency of different methods of calculation.

**The very good provision for pupils' personal development, including spiritual, moral, social and cultural development, promotes good attitudes to work, good behaviour and very good relationships.**

- 10 The school's provision for cultivating pupils' personal, spiritual, moral, social and cultural development is very good and results in a harmonious school exemplified by very good relationships and mutual respect between pupils. The school's strong Christian ethos helps the pupils to develop a mature understanding of their moral and social responsibilities. Parents identified this as a strength of the school.
- 11 The school's provision for pupils' spiritual development is very good. The daily act of corporate worship provides opportunities for prayer and silent reflection. The youngest pupils present a class assembly which offers a very good opportunity for parents and older pupils to consider the work of these younger pupils and their contribution to the life of the school. Teachers encourage pupils to reflect upon their feelings as they consider a range of issues during the school day. For example, older pupils discuss Anne Frank's diary and younger pupils write millennium poems about their hopes for the future; 'No more wars', 'No more pollution'. They demonstrate clearly that they are able to think about their own experiences and empathise with those of others. This enrichment of experience helps pupils develop positive attitudes to their learning.

- 12 The school makes very good provision for the moral development of its pupils and they acquire a good understanding of the difference between right and wrong. The school's ethos is firmly based on honesty and fairness, and respect and care for others. Parents agree that pupils constantly praise others and value their achievements. Pupils with special educational needs are integrated well into all aspect of school life. Staff encourage pupils to think of others beyond their families and friends and they show concern for those who are victims of natural disasters. Staff provide very good role models. They set clear expectations for pupils' behaviour by rewarding their good conduct, and valuing their contributions to the school community. They encourage pupils to take responsibility for their own behaviour by involving them in setting class rules which are prominently displayed. These rules, and their good behaviour throughout the school, demonstrate clearly the pupils' understanding of acceptable and unacceptable behaviour. Teachers plan good opportunities for pupils to discuss a range of moral issues through the careful selection of poetry and stories. Older pupils show a good understanding of the consequences of bullying and racism upon individuals and communities, and explain how their behaviour may affect others. This depth of understanding contributes significantly to the very good relationships which are displayed throughout the school.
- 13 The school's provision for pupils' social development is very good. Staff encourage pupils to take care of others. Older pupils are sensitive to the needs of younger ones and school lunchtimes are well organised to promote social cohesion. Teachers ensure that pupils have good opportunities to work together and to contribute to the school community; for example, by distributing and collecting registers, organising the hall for assemblies and taking care of the library. Class assemblies and school productions offer pupils further opportunities to work together and to perform to a wider audience. Pupils take part in a wide range of activities and experiences which enhance the school curriculum and help to foster pupils' co-operation, team spirit and sense of fair play. These activities include music groups, school productions and residential visits, all of which engender the idea of collective responsibility. Staff develop a sense of citizenship and community by providing pupils with opportunities to contribute to charities, such as 'Save the Children', and to entertain senior citizens and to sing in Oxford town centre at Christmas. Such activities help to nurture pupils' confidence and positive self-esteem.
- 14 The school's provision for cultural development is good. Teachers help pupils acquire a knowledge of their own cultural traditions and to develop a respect for the culture of other peoples. For example, teachers introduce pupils to 'creation stories' from many countries, and pupils explore Rangoli patterns in art. Pupils read books from a range of cultures; for example, pupils in Year 3 read 'Bringing the Rain to Kapiti Plain' and perform a dance drama based on the poem. Pupils' knowledge of their own culture is enhanced through studies in many areas of the curriculum. All pupils gain valuable learning experiences from visits to sites of local interest and further afield; for example, The Ashmolean, The Pitt Rivers Museum, Swindon Art Gallery and Sulgrave Manor. Visitors make a valuable contribution to pupils' cultural experiences. They include authors, such as Suzanne Gretz and John Foster, and local artists such as Jacqui Griggs, who helped pupils explore photographic techniques. These activities enrich the curriculum and help pupils to develop positive attitudes to learning.

**The leadership and management of the headteacher, senior management team and governors are very good.**

- 15 The headteacher's positive leadership and very good management skills have made a significant contribution to the pupils' attainment and maintenance of high standards. His clear vision of a secure and supportive learning environment, in which all pupils have every opportunity to achieve their best and all staff are fully committed to improvement, informs all aspects of the school's work. This placing of the pupils at the centre of the life of the school is highlighted in the school's aims and is reflected in the school's day-to-day practices. It is underpinned by the very good relationships established between the staff and the parents.
- 16 The headteacher values the staff and governors and recognises their contributions as essential to the school's growth. As a result they work together constructively for the good of the school and effectively in their different teams to fulfil their responsibilities. The headteacher, senior management team and governors are focused on the long term because they are keen to sustain success. To achieve this they plan in detail and consult widely. They use these procedures effectively to debate and refine their ideas. Consequently, their policies are manageable and relevant. They lay particular stress on well-structured introductory procedures for the implementation of new initiatives.
- 17 A good example of this, and of the key role of the senior management team, is the school's comprehensive policy for the monitoring of standards and teaching quality. This covers a wide variety of formal and informal techniques. They have been grouped to provide a structured and systematic, long-term approach to monitoring which is being introduced over time within a planned programme of implementation and evaluation. The techniques include reviews of teachers' planning, scrutiny of pupils' work, examination of displayed work, analysis of test results, staff discussions and the evaluation of teaching. Members of the senior management team have led this implementation. The headteacher reports regularly to the governing body on the development of the programme and on the planned reviews undertaken by the senior management team.
- 18 Pending the implementation of the outcomes of the national review of teacher appraisal the headteacher has introduced well-structured, professional development interviews with staff to help them reflect on their teaching. These meetings are carefully planned and organised to an agreed agenda. They are well received by staff who are helped to identify appropriate targets for the year ahead, some of which link directly with priorities in the school's development plan. Staff work towards two mutually agreed targets and one chosen individually by the teacher. These are effective procedures for assisting the school in its maintenance of high standards.

- 19 Governors fulfil their statutory responsibilities very effectively. Many are fully involved in the daily life of the school, as members of staff or volunteers; other governors visit the school regularly. Governors make good use of their time in school, and after designated visits they submit written reports to the governing body to further inform its practices. All members of the governing body have defined responsibilities and they carry them out conscientiously, drawing on their wide ranging personal and professional expertise. They have complete trust in the senior management team and staff, and every confidence in the headteacher and his day-to-day management of the school. They are appreciative of the advice and guidance they receive from the headteacher.
- 20 Governors take an active part in strategic planning and have been instrumental in developing a framework for both the process and monitoring of the planning cycle. They see their role as 'critical friend' and that of overseeing standards as integral to these procedures. Through their successful fulfilment of these roles they are fully acquainted with what the school does well and where it can improve further. The governors' financial management is guided by the principles of best value and is very effective in enabling the school to reach its declared goals efficiently. Parents' commitment to substantial fund raising has been one way in which they have recognised the quality of and underlined their confidence in the management of the school.

## **WHAT COULD BE IMPROVED**

### **The monitoring procedures need to be formalised to improve their effectiveness.**

- 21 The school has drawn up a meticulously researched and comprehensive plan for the monitoring of standards and quality. Through an agreed and well-designed introductory programme the policy is being implemented on a phased basis. The role of the curriculum co-ordinators in this process is clearly identified and their responsibilities properly defined. To help in their evaluations curriculum co-ordinators scrutinise samples of pupils' work to review standards, and teachers' planning to monitor aspects of teaching. This monitoring is undertaken on an informal basis and co-ordinators do not work to agreed lists of criteria. This is recognised by the senior management team whose recent evaluation identified the need for further improvement in the monitoring process.
- 22 The school collates a wide range of data including the results of national tests to help the staff track pupils' progress and to improve pupils' attainment. To help them improve their use of this data the headteacher has drawn up a comprehensive training programme. This includes the use of a computer program to assist staff in their analysis of the information they have on individuals and groups of pupils. Although this is planned to help curriculum co-ordinators to develop a more formal approach to their monitoring it will be some time before the training programme is completed. These proposals recognise the need for a more structured and systematic approach to the scrutiny of pupils' work.

- 23 As set out in the monitoring policy members of the senior management team have undertaken classroom observations of literacy and numeracy. They have monitored teaching and reported back to each of the staff concerned. The headteacher also monitors classroom practice. To help in this monitoring the senior management team use appropriate, agreed frameworks which are carefully completed and provide a useful basis on which to feedback to staff. They have prepared thoroughly for these tasks and undertake effective evaluations of the process. In turn, other curriculum co-ordinators will take on this responsibility for their subject and contribute directly to the school's evaluation of its teaching. However, they have not yet drawn up plans to help them prepare for this task or to devise an appropriate record for their observations. Meanwhile, they support the development of their subject through their guidance for staff and their leadership of their subject's review in the light of the new proposals for the National Curriculum.

**The staff should continue the implementation of the good plan for the further development of information and communication technology as the current provision is limited.**

- 24 The school makes sound use of its current provision for information and communication technology to support pupils' learning in the other subjects of the National Curriculum. Pupils use word-processing packages appropriately to record their accounts in English and science. They use CD-ROMs to undertake basic research in history. Pupils work successfully with simple spreadsheets and write precise procedures to create defined patterns on screen in mathematics. They compose simple tunes confidently using a basic music program. However, further development in information and communication technology is constrained by the limitations of the provision and the deployment of resources. This is recognised by the school. Led by the curriculum co-ordinator the staff and governors reviewed information and communication technology and drew up a comprehensive plan for an extensive development programme. This includes the provision of an information centre by expanding the library to incorporate a computer suite with internet links, the upgrading of computers and programs, and a comprehensive training programme for staff. This represents a substantial financial investment supported by the government initiative for the expansion of information technology in schools.
- 25 The plan is well conceived and addresses directly the correctly identified needs of the school. Advice has been collated from appropriate sources including the local authority. Parents have been kept fully informed and during their pre-inspection meeting spoke about these proposals and their approval of them. The school clearly values the contribution that information and communication technology can make to pupils' learning and its plans reflect the high priority given to this development. Implementation is planned for the new financial year. They plan to increase the opportunities for pupils to develop, apply and refine their skills in information and communication technology. The school has set modest targets for pupils' attainment in information and communication technology. However, these targets have not yet been linked directly to the school's proposed use of this facility. The staff have planned to review these targets when the suite is established.



## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

To sustain the raising of standards across the curriculum and the maintenance of high standards in English, mathematics and science, the governors, headteacher and staff should:

- (1) Continue to improve the effectiveness of the monitoring procedures by:  
setting out the agreed criteria for scrutinising pupils' work;  
identifying criteria for the examination of teachers' planning;  
supporting teachers in their preparations for the monitoring of the subject areas for which they are responsible.
- (2) Implement the school's good plans for the continuing development of information and communication technology by following the proposed timetable and raising the agreed targets.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	9

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
-	36	36	28	-	-	-

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)	-	129
Number of full-time pupils eligible for free school meals	-	4

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	0
Number of pupils on the school's special educational needs register	-	25

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	12

### Attendance

#### Authorised absence

	%
School data	4.6
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.4
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	15	5	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	13	14
	Girls	4	5	5
	Total	18	18	19
Percentage of pupils at NC level 2 or above	School	90 (81)	90 (95)	95 (86)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	15
	Girls	5	5	4
	Total	19	19	19
Percentage of pupils at NC level 2 or above	School	95 (81)	95 (81)	95 (91)
	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	11	11	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	11
	Girls	9	9	10
	Total	19	19	21
Percentage of pupils at NC level 4 or above	School	86 (88)	86 (67)	95 (88)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	11
	Girls	8	9	9
	Total	18	19	20
Percentage of pupils at NC level 4 or above	School	82 (67)	86 (67)	91 (83)
	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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	118
Any other minority ethnic group	5

*This table refers to pupils of compulsory school age only.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	6.7
Number of pupils per qualified teacher	19.3
Average class size	25.8

#### **Education support staff: YR – Y6**

Total number of education support staff	2
Total aggregate hours worked per week	56

### ***Exclusions in the last school year***

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

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

### ***Financial information***

Financial year	1998/99
	£
Total income	239,736
Total expenditure	231,606
Expenditure per pupil	1,768
Balance brought forward from previous year	6,381
Balance carried forward to next year	14,511

## Results of the survey of parents and carers

Questionnaire return rate 59.2%

Number of questionnaires sent out	130
Number of questionnaires returned	77

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	34	4	1	0
My child is making good progress in school.	55	40	5	0	0
Behaviour in the school is good.	60	40	0	0	0
My child gets the right amount of work to do at home.	30	58	10	0	1
The teaching is good.	71	29	0	0	0
I am kept well informed about how my child is getting on.	38	52	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	74	23	3	0	0
The school expects my child to work hard and achieve his or her best.	73	27	0	0	0
The school works closely with parents.	39	52	8	1	0
The school is well led and managed.	71	27	1	0	0
The school is helping my child become mature and responsible.	52	43	1	0	4
The school provides an interesting range of activities outside lessons.	52	25	16	3	5