

# INSPECTION REPORT

## **EPPLETON PRIMARY SCHOOL**

Hetton-le-Hole

LEA area: Sunderland

Unique reference number: 108796

Acting Headteacher: Mr R A Henderson

Reporting inspector: Mr A J Dobell  
10373

Dates of inspection: 27<sup>th</sup> - 29<sup>th</sup> March 2000

Inspection number: 190144

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 to 11
Gender of pupils:	Mixed
School address:	Church Road Hetton-le-Hole Houghton-le-Spring Tyne and Wear
Postcode:	DH5 9AJ
Telephone number:	(0191) 553 6738
Appropriate authority:	The Governing Body
Name of chair of governors:	Councillor Mrs J Heron
Date of previous inspection:	October 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

This school is of about average size for schools of this type. It is a popular school and parents are extremely supportive of the school. There are a few pupils from ethnic minority groups, but there is no significant issue of English as an additional language. There are 35 children in the Reception classes, of whom 15 are under five years of age. The proportion of pupils on the register of special educational needs (22.2 per cent) is about average. The level of attainment of children when they enter the school is below that normally found for children of this age.

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

This is a very effective school with many strengths and very few weaknesses. Pupils achieve above average standards in their work by the time they leave the school and pupils are particularly successful in mathematics at the end of both key stages. The quality of teaching is very good, overall, and enables pupils, including those with special educational needs, to make very good progress in their learning in the Foundation Stage and Key Stage 2 and good progress in Key Stage 1. The headteacher, staff and governors have an impressive unity of purpose in their determination to drive up standards within the context of a secure and supportive learning environment. The cost per pupil is about average and the school gives very good value for money.

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

- Standards of work are very good, especially in the core subjects of English, mathematics and science because of effectively planned learning.
- Overall, pupils make very good progress in their learning because of the careful attention paid to the needs of individual pupils.
- Pupils' attitudes, values and behaviour are very good, overall.
- The quality of teaching is very good, overall, and is a strength of the school because of the care taken to provide a very good range of learning opportunities.
- The school cares well for its pupils.
- The provision for pupils' personal development, including their spiritual, moral, social and cultural development, is very good, overall.
- Leadership and management are very good and are a strength of the school because of the determination of all adults to drive up standards of attainment.

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

- While the school has good systems in place for assessing pupils' standards of attainment, it does not systematically monitor pupils' progress towards the targets that are set for them, so that they can be helped to make further progress in attaining their targets.

*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 October 1996, and, since then, its rate of improvement has been very good. The key issues from the last inspection have all been addressed successfully. There has been a dramatic improvement in the area of information and communications technology and the requirements of the National Curriculum are now fully met. The provision of hardware and software, and the level of teacher expertise have all improved markedly. The quality of teaching has improved further and is now very good, overall. Standards of attainment have improved across the key stages, and the rate of improvement at the end of Key Stage 2 has been above the national trend. The National Literacy and Numeracy Strategies have been introduced successfully and they have improved resources in English and mathematics. The quality of learning resources is now very good, overall. The school is in a strong position to continue to improve.

## 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	D	A	B	A
Mathematics	B	A	A	A*
Science	C	B	B	A

Key	
very high; (in the top 5% nationally)	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The attainment of children entering the Reception classes is below that usually found for four-year-olds. They make very good progress in their learning during the Foundation Stage and, by the time that they begin work on the National Curriculum, most have attained the nationally agreed desirable learning outcomes for their age. Pupils continue to make good progress in their learning in Key Stage 1 and progress particularly well in mathematics. When compared with schools which draw their pupils from similar backgrounds, attainment in reading and writing was well above average and, in mathematics, was very high in comparison with the average.

In Key Stage 2, pupils make very good progress in their learning and, in 1999, the school exceeded its targets at the end of the key stage. In comparison with similar schools, pupils in this school were well above average in English and science and very high in relation to the average in mathematics. The rate of improvement attained by the school for all the core subjects over the last four years has been better than the national trend. The school has impressive standards of attainment.

Attainment in information and communications technology, art and design and technology is above that normally found in schools of this type, while attainment in geography, history, music and physical education is in line with that usually found. In religious education, attainment is in line with that normally found for pupils following the Sunderland agreed syllabus.

The work that pupils were doing during the inspection confirms these high standards and pupils are well prepared to move on to the next stage of their education.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to the school. They are keen to learn and most concentrate well, often for long periods.
Behaviour, in and out of classrooms	Behaviour is good overall. Pupils are courteous and friendly and most are responsible. Behaviour at lunch and play is very good.
Personal development and relationships	Personal development and relationships are very good. There are examples of excellent relationships between teachers and pupils, but, in a small number of classes, relationships are less good.
Attendance	Attendance is currently close to the national average. Pupils enjoy coming to school.

Pupils support each other well in and out of class and pupils of all ages mix well together. The good relationships and opportunities for responsibility in the school develop pupils' confidence and self-esteem well. In most classes, pupils are well motivated in lessons and keen to learn. No pupils have been excluded from the school in recent years.

## 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 was good or better in over four out of five lessons observed during the inspection. It was very good or excellent in almost half the lessons. One lesson was judged to be excellent and only one lesson was judged to be unsatisfactory. The teaching of English and mathematics is very good in the Reception classes and in Key Stage 2 and good in Key Stage 1. The teaching of science is good in Key Stage 2 and sound in Key Stage 1 and there is evidence of good teaching in information and communications technology throughout the school.

The basic skills of literacy and numeracy are very well taught throughout the key stages and staff are very skilful in the way in which they take opportunities in other subjects for pupils to practise and develop these skills. Teachers are now unusually well qualified in information and communications technology and this is resulting in pupils throughout the school making very good progress in their learning.

Teachers have a very good understanding of the subjects they are teaching. They make considerable efforts to make their lessons interesting and imaginative and to challenge pupils of all abilities. They ensure that pupils have a thorough understanding of the work that they are doing. Most lessons move at a good pace so that pupils are totally engaged in their work.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities are very good. There is good emphasis on the key skills of literacy, numeracy and information and communications technology. Learning is enriched by a range of activities outside lessons.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is very good, and they make good progress throughout the school.
Provision for pupils with English as an additional language	N/A
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' spiritual and social development are very good: their moral development is good and they have a good appreciation of their own and others' cultural traditions. Their very good personal development is underpinned by the very good role models provided by all adults in the school.
How well the school cares for its pupils	The school cares for its pupils well and is successful in creating a secure and stimulating learning environment. It has good procedures for assessing pupils' attainment, but does not systematically track their progress towards their agreed targets.

The school's curriculum meets all statutory requirements and there is appropriate emphasis on the core areas of literacy, numeracy, science and information and communications technology.

Teachers know their pupils well and closely watch their personal development, quickly offering support where necessary. Pupils receive a good standard of care in the school.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school has an excellent commitment to improving attainment, which is shared by all staff. This commitment is rooted in the strong leadership provided by the headteacher and his senior colleagues. The school's ethos strongly promotes learning in a secure and stimulating environment, which will develop confidence and self-esteem in pupils.
How well the governors fulfil their responsibilities	The school's governors fulfil their responsibilities well. They are appropriately involved in strategic planning and financial management and have a genuine commitment to the school.
The school's evaluation of its performance	The school has a good appreciation of its strengths and weaknesses. It evaluates its performance rigorously against national standards and carefully identifies priorities for future development.
The strategic use of resources	The school makes very good use of its resources, human and physical. It makes good efforts to ensure that it gets good value for its expenditure.

Leadership and management are a major strength of the school. The commitment and clear-sightedness of the headteacher, his deputy and the senior management team have been major factors in the considerable improvements achieved since the last inspection and they are very well supported by an unusually hard working and united staff. The governing body shares this commitment and actively promotes the school's interests.

## 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>• Children make good progress.</li> <li>• Behaviour is good.</li> <li>• Homework is valued.</li> <li>• 99 per cent agree that teaching is good.</li> <li>• Information for parents is good.</li> <li>• The school is approachable.</li> <li>• Children work hard and do their best.</li> <li>• The school works closely with parents.</li> <li>• The school is well led and managed.</li> <li>• Children are mature and responsible.</li> <li>• Children like school.</li> </ul>	<ul style="list-style-type: none"> <li>• The only issue of concern related to the range of activities outside lessons – 11 per cent of questionnaires suggested that this was inadequate.</li> </ul>

Parents overwhelmingly support the school and are very appreciative of what it achieves for their children. The inspection supports their views. It is unusual for activities to be provided for younger children. In fact, the school provides more activities than many schools of this type.

## **PART B: COMMENTARY**

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

**Standards of work are very good, especially in the core subjects of English, mathematics and science because of effectively planned learning.**

1. When children enter the Reception classes their ability varies, but, overall, is below that normally found for four-year-olds. In the Reception classes, children make very good progress, so that, on average, they are at about the national level when they begin their work on Key Stage 1 of the National Curriculum. This very good progress results from the carefully planned tasks which engage their interest.
2. During Key Stage 1, pupils make good progress in their learning, especially in mathematics. In the National Curriculum tests in 1999, attainment in reading and writing was well above that found in schools which draw their pupils from similar backgrounds and, in mathematics, attainment is very high in comparison with these schools.
3. Pupils are close to the national average at the end of the key stage in reading and writing and their attainment is well above the national average in mathematics. Teachers' assessments place attainment in science above the national average. In reading and writing, the percentage of the school's pupils attaining the higher level 3 is above the national average and, in mathematics, the percentage is well above the national average. These impressive standards of attainment result from carefully planned lessons in which learning is related effectively to the pupils' own experiences, so that their learning means so much more to them.
4. At the end of Key Stage 2 in 1999, 77 per cent of the school's pupils attained at least the national expectation of level 4 in English, compared with 70 per cent nationally. The percentage attaining the higher level 5 (33 per cent) was well above the national figure of 22 per cent. In mathematics, the percentage attaining at least level 4 (79 per cent) was above the national average (69 per cent), while the percentage attaining level 5 (46 per cent) was well above the national average (24 per cent). In science, the percentage attaining at least level 4 (93 per cent) was well above the national average (78 per cent) and the percentage attaining level 5 (31 per cent) was above the national average (27 per cent). These highly creditable results are attained as a result of well-planned tasks and the teachers' determination to give pupils every opportunity to attain their best in their work. Pupils are consistently challenged in their thinking so that they are always required to understand how and why they reached conclusions. By doing so, they build confidently on their previous knowledge and understanding.
5. Attainment in information and communications technology is above that normally found in schools of this type at the end of both key stages. The major improvement in facilities is being effectively used to improve expertise and using this technology is now a routine part of learning in other subjects. Staff have responded to the key issue in the report from the last inspection, requiring attainment in information and communications technology to be improved, with commendable enthusiasm and commitment, so much so, that eight teachers now have a qualification in this subject.
6. Attainment in art and design and technology is above that found usually in primary schools. In art, skills are systematically developed as pupils move through the key stages and pupils are particularly skilled at mixing colours. The development of this skill from Key Stage 1 gives pupils an added sensitivity when they consider exactly how they want their work to look. They have good opportunities for experience in a range of media, for example, clay, pastel and collage. Attainment in design and technology is reinforced by the way it is linked with other subjects. For example, the very good musical instruments in Key Stage 2 had involved science and music; in lower Key Stage 2, the packets had involved careful mathematical skills in the design stage and the very good puppets in Key Stage 1 had involved good use of language and mathematics in their planning.

**Overall, pupils make very good progress in their learning, because of the careful**

### **attention paid to the needs of individual pupils.**

7. Pupils make very good progress in their learning in the Reception classes and in Key Stage 2 and good progress in Key Stage 1. The basic skills of literacy and numeracy are very well taught throughout the school and the systematic development of these skills underpins learning in other subjects. The skills are practised very effectively in other subjects: for example, opportunities are taken to develop literacy in history, geography and science and numeracy skills are practised in geography, science, and design and technology. Progress is also enhanced by visits which will help to illustrate topics being taught. For example, visits in the last two years have included Hartlepool Historic Quay, Washington Wildfowl Trust and Beamish Open Air Museum.
8. Pupils develop their knowledge, skills and understanding well across the key stages. Very good curriculum planning ensures that pupils build up their knowledge and skills systematically and teachers ensure that understanding is thorough. Pupils make good efforts with their work, overall, so that they are aware of the very good progress that they are making. In the Reception classes and in Key Stage 2, pupils' productivity and pace of working is very good, while in Key Stage 1, it is good. Their interest and concentration in lessons are very good in the Reception classes and in Key Stage 2 and satisfactory, overall, in Key Stage 1. There are occasions in Key Stage 1 where the short concentration spans of some pupils mean that they quickly become distracted, require a lot of their teacher's time and adversely affect the rate of their own progress and that of other pupils.
9. Pupils in Key Stage 2 and especially in the later years have a very mature appreciation and understanding of their learning. For example, in a very good mathematics lesson in Year 6, pupils were successfully working out the mathematics needed to solve questions that were posed in words as opposed to simply in numbers. This was building up their ability to interpret questions put in different forms. In a very good Year 4 literacy lesson, pupils made very good progress in their learning because of the degree of challenge. This independence in learning begins in the Reception classes, where children are given very good opportunities to express their thoughts and skilful questioning tests and extends their understanding. For example, when they discussed their visit to the park, the questions made them think about their responses so that speaking and listening skills developed well.
10. There is very good provision for pupils with special educational needs and their progress is carefully monitored. As a result of this carefully planned and controlled provision, they make very good progress in their learning in the Reception classes and Key Stage 2 and good progress in Key Stage 1. They make progress at the same rate as their fellow pupils.

### **Pupils' attitudes, values and behaviour are very good, overall.**

11. Pupils' attitudes to the school are very good. They approach their work with interest and enthusiasm and clearly enjoy being in school. Most pupils respond eagerly to their tasks and recognise that their teachers work very hard on their behalf. Attitudes to learning are very good and most pupils are keen to be successful in their work. This shared commitment to learning between teachers and pupils is a key element in the school's success in raising standards.
12. Pupils develop very well in personal terms as they move through the key stages and quickly tell visitors how much they enjoy school. Most pupils need few incentives to give of their best. Their personal development is promoted by the many opportunities created by the school for them to exercise responsibility. These include taking registers to the office, helping to set up and tidy the classroom and the opportunities for older pupils to work with younger ones, for example, in paired reading sessions. Extra-curricular activities in sport, school performances, and fund-raising, for example, all help to promote pupils' personal development.
13. Behaviour is good, overall, both in and out of class. Most pupils are very co-operative both with each other and with adults. This results in mature relationships which are friendly but purposeful. Pupils quickly settle to their work and get on with a minimum of fuss. At breaks and lunch times, play is lively but friendly and the inspection found no evidence of bullying. The quality of behaviour is such that no pupils have been excluded from the school in recent

years for any reason. There are a few pupils in Key Stage 1 whose behaviour is less mature than in the rest of the school, but most pupils have a very good appreciation of the effect of their behaviour on others.

**The quality of teaching is very good, overall, and is a strength of the school, because of the care taken to provide a very good range of learning opportunities.**

14. The quality of teaching is very good for children under the age of five and in Key Stage 2. It is good in Key Stage 1. Teachers' knowledge and understanding of the subjects that they are teaching are very secure. The teaching of the basic skills of literacy, numeracy and information and communications technology is very good throughout the school. Teachers know their pupils well and encourage them to give of their best in a stimulating, but caring and secure learning environment. As a result, most pupils enjoy the fun of their work, but also concentrate well, sometimes for long periods.
15. Lesson planning throughout the school is very good, and teachers work unstintingly in preparing their lessons and in marking pupils' work. Care is taken to prepare activities which will promote learning for pupils of different abilities. Most lessons proceed at a good pace which maintains pupils' concentration and interest. In the best lessons, the quality of the relationships between the teacher and pupils is such that the management of pupils appears almost effortless. However, in Key Stage 1, there were occasional examples of short concentration spans adversely affecting learning. Overall, pupils have a mature approach to their learning which reflects an appreciation of the importance of schooling.
16. Teaching methods stimulate pupils' interest and an occasional element of competition heightens attention further. For example, a very good music lesson for Years 3/4 involved singing tunes as a round, eventually in three parts. The competitive element in each group holding its line resulted in a very good level of interest and sustained concentration. In a very good mathematics lesson for lower attaining pupils in Years 5 and 6, the pace of the lesson was so brisk that no pupils lost concentration and pupils developed the skill of recognising general rules from the examples they were working on. For example, they quickly realised that to add two odd numbers together, produced an even number, while three odd numbers added together produced an odd number. In a good English lesson in Key Stage 1, the teacher's quiet and serene manner resulted in quiet concentration so that learning was successful.
17. The careful and thoughtful approach adopted by teachers throughout the school results in very good learning so that pupils, including those with special educational needs, make good progress, and, often, very good progress, particularly in the upper part of Key Stage 2.
18. The school's curriculum meets all statutory requirements. The key skills of literacy, numeracy and information and communications technology are given appropriate emphasis. Learning opportunities for children under the age of five are very good and most attain the nationally agreed desirable learning outcomes for the age group. They benefit from a rich curricular provision which builds up not only their knowledge and understanding, but also their confidence, so that they contribute readily to all aspects of lessons. For example, they develop the confidence to share their work with the rest of the class. This combination of challenging work and sensitive appreciation of their efforts means that children under five make very good progress in their learning.
19. Most pupils throughout the key stages need little incentive to give of their best in lessons. This is largely because teachers work very hard to provide interesting and stimulating learning experiences. For example, in a very good lesson at the end of the day in the Reception class, children enjoyed role-play about a pet show. This led to good development of vocabulary and increased confidence and self-esteem. In a good music lesson in the Year 1 class, pupils chose and played different percussion instruments and kitchen utensils as a means of exploring textures in musical sounds. Carefully targeted questioning resulted in a good development of vocabulary and understanding. Pupils were able to suggest suitable words for different sounds; for example 'ting, ting,' for a triangle, and 'tap, tap,' for a rolling pin struck with a beater.
20. A very good physical education lesson in Year 3 engaged pupils' attention very quickly when

the warm up was turned into a game. As a result, when the main part of the lesson began and pupils began to develop a sequence of gymnastic moves, they were working with enthusiasm and made very good progress. Similarly, in a very good music lesson for Years 5 and 6, pupils had a wide range of instruments available to them to 'compose' appropriate music for the different characters from 'Peter and the Wolf'. In a future week, they were going to listen to the Prokofiev composition to compare their music with his. By letting the pupils write their own music before listening to the Prokofiev, the teacher was allowing the pupils to give their imaginations full rein. Her charismatic approach in the lesson meant that pupils were fully engaged in the lesson and made rapid progress.

21. These imaginative approaches to learning mean that pupils are concentrating fully in their work and concentrate well for long periods. The very good quality of learning which results is rooted in the very good relationships between teacher and pupils. This means that very little time has to be devoted to managing behaviour and teacher and pupils are working together with a unity of purpose and a shared enjoyment.

### **The school cares well for its pupils.**

22. The school has good procedures in place for monitoring pupils' progress. The school analyses information from a range of sources including the statutory and optional National Curriculum tests. This, together with the regular marking of pupils' work, ensures that the school has good records of what pupils know and can do. This information, coupled with the professional judgements of teachers, gives the school a good basis on which to judge its strengths and weaknesses. Thus, the school is able to establish priorities for development which will build on its strengths and address its weaknesses.
23. Pupils are set realistic but challenging targets for attainment; these help the school to set targets for attainment in the National Curriculum tests at the end of Key Stage 2. In 1999, the school exceeded these targets. The school offers booster classes at the end of Key Stage 2 to enable pupils to attain these targets and some setted teaching ensures that pupils of different levels of attainment are appropriately challenged and supported. However, the school does not systematically track pupils' progress towards these targets throughout the year in order to ensure that they are making effective progress and will achieve them.
24. The school's prospectus identifies its aims of 'developing the whole child - socially, emotionally, and physically, as well as intellectually'. The school works effectively to develop pupils' self-confidence and self-esteem. Teachers know their pupils well and are quick to offer support if problems arise. Pupils understand that the school is an important source of security for them. It provides good opportunities for their personal development including visits, school performances, clubs, residential visits and charity work.
25. The school ensures that pupils are given good opportunities to develop in both personal and academic terms. The school is successful in its efforts to ensure that the 'whole child' is developed as pupils move through the key stages.

### **The provision for pupils' personal development, including their spiritual, moral, social and cultural development, is very good, overall.**

26. The ways in which the school promotes pupils' personal development are wide-ranging and very effective. Daily acts of worship are very well used to develop pupils' awareness of themselves. For example, in an excellent assembly taken by the acting headteacher, a very funny story was used to very good effect to make pupils reflect on the gift of imagination and how it can be used to enrich their lives. The school's 'slogans' placed as reminders on walls, for example 'Be proud of yourself at the end of the day', are practical ways of developing spiritual awareness.
27. Pupils have a clear idea of the difference between right and wrong and the school's whole ethos effectively promotes an awareness of the need for all to act responsibly. All adults in the school provide good role models for pupils and the fact that all pupils are valued means that they learn to value others. The school's clear commitment to equality of opportunity and its insistence that

no kind of bullying will be tolerated, help to underpin the clear moral values held and practised by pupils throughout the school.

28. The provision for pupils' social development is very good. They have the opportunity to participate in a range of local and regional competitions related to different aspects of the curriculum. Pupils can exercise responsibilities in their own classes throughout the school and older pupils have responsibilities with younger pupils. Visits out of school develop social awareness and a number of letters to the inspection team from various community representatives expressed appreciation of pupils' behaviour. Pupils are very well prepared to go on to the next stage of their education and then to live in an ever-changing world.
29. Pupils are given good opportunities to develop an appreciation of western cultural traditions. They are introduced to the work of a range of western artists including Picasso, Gauguin, Pissarro and Monet. They develop above-average skills in art and study a range of techniques. Art is very effectively linked to other subjects, for example to religious education via work on stained glass windows. In an excellent Year 5 art lesson, pupils were encouraged to develop their techniques and not be satisfied with a first effort. As a result, attainment was well above that normally found and pupils were able to appreciate the care and discipline needed for success in art.
30. Similar opportunities exist in music. Pupils have the opportunity to learn how to play a range of instruments and music lessons and opportunities for performance develop skills and understanding effectively. Different music is played each week as pupils enter and leave assembly - during the week of the inspection, the music was 'The Swan' from Saint-Saens' 'Carnival of the Animals' - and this introduces pupils to a range of composers. On occasions, music from other cultural traditions is used - for example, African drumming.
31. Other aspects of western culture are appreciated through other subjects, for example, literature in English, the Ancient Greeks in history and the Venerable Bede in religious education. The school is less thorough in introducing pupils to the richness and diversity of non-western cultural traditions. However, the school is very successful in promoting pupils' personal development and in giving them the confidence to express themselves and to feel that their views are of value.

**Leadership and management are very good and are a strength of the school because of the determination of all adults in the school to drive up standards of attainment.**

32. During the inspection, the headteacher was seconded to the local education authority and his deputy was acting headteacher, with a senior member of staff as acting deputy headteacher. The inspection team had the opportunity to interview each of these senior staff.
33. The head teacher and acting headteacher have a very clear view of the school's needs and their vision is shared by the staff and the governing body. There is an excellent unity of purpose in the school's determination to drive up standards of attainment. The success of leadership and management can be seen in the very good improvements achieved since the last inspection. The parents' meeting agreed that these are 'across the board' and the rate of improvement in attainment at the end of Key Stage 2 exceeds the national average trend. The school is in a strong position to continue to improve.
34. Strategic planning is effective and is sensibly shared between the governing body and staff in the school. The governing body is effective in discharging its responsibilities and has a good grasp of its role. A number of governors are active in the daily life of the school. Financial management is good and the school has managed some difficult budgetary situations well. The school makes good efforts to ensure that its expenditure is cost effective.
35. The headteacher is very well supported by his deputy and the senior management team, which is an effective link between the headteacher and governing body and other staff. Management ensures that the school's daily routines are effective and that specific grants, for example, those for special educational needs, are appropriately used. It is a measure of the quality of the teamwork in the school, that it continues to run effectively and to move forward during the

headteacher's secondment.

36. Pupils understand that the school has high expectations of them and values them. They know that if they do their best, their efforts will be appreciated. This combination of high expectations and a concern for pupils as individuals is fundamental to the way in which the school sees its role and it permeates all aspects of its work. It stems from management's determination to ensure that all pupils have the opportunity to reach their potential in both personal and academic terms. To this end, learning is strongly promoted, very good relationships are sought and quality of education is regarded as the right of all pupils. Parents and carers are extremely appreciative of the school's considerable efforts on behalf of their children.

## **WHAT COULD BE IMPROVED**

**The school does not systematically monitor pupils' progress towards the targets that are set for them.**

37. While the school has good systems in place for assessing pupils' standards of attainment, it has no structure for monitoring the progress that pupils make towards their agreed targets. This means that there is no strategy for helping them to manage the progress that they make towards these targets.

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

38. The governing body, headteacher and staff should:
- develop a system for monitoring the progress that pupils are making towards the targets set for them, so that they can be helped to make further progress in attaining these targets (paragraph 23).

## **PART C: SCHOOL DATA AND INDICATORS**

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

Number of lessons observed

34
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Number of discussions with staff, governors, other adults and pupils

18
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## Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	41	38	15	3	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	247
Number of full-time pupils eligible for free school meals	61

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	55

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	27

## Attendance

### Authorised absence

	%
School data	7.1
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	19	24	43

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	19	21
	Girls	11	11	15
	Total	29	30	36
Percentage of pupils at NC level 2 or above	School	81 (74)	83 (83)	100 (85)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	21	21
	Girls	11	15	15
	Total	30	36	36
Percentage of pupils at NC level 2 or above	School	83 (78)	100 (86)	100 (95)
	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	22	17	39

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	19
	Girls	15	16	17
	Total	30	31	36
Percentage of pupils at NC level 4 or above	School	77 (77)	79 (72)	92 (86)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	16	19
	Girls	15	15	16
	Total	32	31	35
Percentage of pupils at NC level 4 or above	School	82 (69)	79 (77)	90 (80)
	National	68 (65)	69 (68)	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	2
Pakistani	0
Bangladeshi	0
Chinese	1
White	209
Any other minority ethnic group	0

*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)	11.0
Number of pupils per qualified teacher	22.5
Average class size	24.7

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

Total number of education support staff	2
Total aggregate hours worked per week	64

*FTE means full-time equivalent.*

### **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	98/99
	£
Total income	424,052
Total expenditure	428,941
Expenditure per pupil	1,676
Balance brought forward from previous year	8,321
Balance carried forward to next year	3,432

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	247
Number of questionnaires returned	101

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	34	8	1	0
My child is making good progress in school.	58	37	3	0	2
Behaviour in the school is good.	39	52	6	1	2
My child gets the right amount of work to do at home.	41	50	6	0	3
The teaching is good.	66	33	1	0	0
I am kept well informed about how my child is getting on.	62	33	3	1	1
I would feel comfortable about approaching the school with questions or a problem.	67	32	1	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.	51	46	2	0	1
The school is well led and managed.	59	37	1	0	3
The school is helping my child become mature and responsible.	56	40	2	0	2
The school provides an interesting range of activities outside lessons.	28	51	10	1	10

### Summary of parents' and carers' responses

Five questionnaires had written comments:

1. More football after school for all ages.
2. Too much homework for his age (6½); pressure put on especially weekends and end of term holidays - parents feel they are having to push him.
3. Only kept informed of child's progress when asked for it or at parents' evenings, although the school has been very helpful in getting the pupil's needs addressed.
4. Occasionally too much homework (age 4), but admit reading and writing probably better because of it. Unaware of out of school activities for Reception class. Teachers always available before or after school and parents' evenings.