

# INSPECTION REPORT

## **NETHERTON NORTHSIDE FIRST SCHOOL**

Morpeth

LEA area: Northumberland

Unique reference number: 122211

Headteacher: Mrs D K Stripp

Reporting inspector: Mr D Nightingale  
OFSTED Inspector Number: 18911

Dates of inspection: 3<sup>rd</sup> – 4th July 2000

Inspection number: 190492

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	3 - 9
Gender of pupils:	Mixed
School address:	Netherton Thropton Morpeth Northumberland
Postcode:	NE65 7HD
Telephone number:	01669 630234
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr C Curry
Date of previous inspection:	29 – 31 October 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

The school is a very small rural County First School for boys and girls aged three to nine years old serving an area of isolated farms. There are 18 pupils on roll with about equal numbers of boys and girls. A further 12 children attend the Nursery class shared with another small school for part of the week. Information from the statistics available indicates that when pupils enter the school their overall attainments are about those expected of pupils of their age. Five per cent of pupils are eligible for free school meals; this is below the national average. There are six pupils on the register of special educational needs and this is close to the average proportion in schools nationally. There are no pupils from ethnic groups.

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

This is a very good school which consistently achieves high standards. It is held in high regard by the local community because the school values the community and becomes actively involved in its life. The high standards reflect pupils' positive attitudes and interest in their work. The school succeeds in providing a good range of opportunities for pupils both within school and through visits and contacts with other schools. Pupils benefit from good teaching and the very small classes. The school is well led by a hard working and very effective headteacher. The school provides good value for money.

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

- Standards achieved by pupils in English, mathematics and science are consistently well above those achieved in schools nationally.
- Pupils' high level of independence and very good behaviour have a positive effect on how well they learn and the high standards they attain.
- Opportunities for extending relationships with other pupils and for providing for the development of pupils' social responsibility are excellent
- A very well planned curriculum uses all opportunities to extend pupils' learning through real situations and by use of the talents and resources available in the local community
- A very good knowledge of each pupil helps the school provide a high level of care and support to all its pupils.
- The good quality of teaching helps pupils learn effectively and make good progress.
- A very effective headteacher leads the staff and governing body well to create an ethos that encourages effective learning.

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

- The procedures for monitoring the effectiveness of teaching to help make it even better.
- The involvement of the governing body in the production and evaluation of the school development plan.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Since the school was last inspected in 1996 it has made good progress in addressing the issues raised and in improving standards, particularly in mathematics. The headteacher, staff and governing body continue to work together well to maintain the high standards of attainment, behaviour and relationships. Pupils' attainments in mathematics, particularly number, are now very high. The issues relating to health and safety have been effectively dealt with.

## STANDARDS

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

Performance in:	Compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
Reading	A	A	A	A*	very high A* well above average A above average B average C below average D well below average E
Writing	A	A*	A	A	
Mathematics	A*	A*	A*	A*	

By the time pupils leave the school at the age of nine the very high standards achieved at the end of Key Stage 1 have been maintained. Standards in reading are particularly high. The results for pupils at the end of Key Stage 1 in mathematics have been consistently in the top five per cent of schools nationally over the past three years. Over the same period of time standards in reading and writing have been consistently well above average. When compared with schools with pupils from similar backgrounds the school's results are very high in reading and mathematics and well above average in writing. The school consistently meets the targets in sets for itself.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are interested in what they do, keen and eager to answer questions and to be involved in all activities. They enjoy coming to school.
Behaviour, in and out of classrooms	Behaviour in and around the school is very good. They settle quickly to work.
Personal development and relationships	Very good. Pupils look after each other and willingly take responsibility for organising their work or helping around school. Relationships between pupils and between pupils and adults are very good.
Attendance	Very good. High level of attendance makes an important contribution to consistently high standards.

This is a very positive feature of the school. The overall ethos of the school is reflected in pupils' very positive attitudes to their work, their eagerness to learn, their very good behaviour and the way they work well with each other. The quality of relationships throughout the school is very good and this helps to create a strong sense of a family community.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-9 years
Lessons seen overall	None seen	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.*

Overall, teaching is good and often it is very good, particularly at Key Stage 2. Teaching was very good in 37 per cent of the lessons seen and it was good in 63 per cent of lessons. The teaching of literacy and numeracy is good and teachers have a good understanding of the skills pupils need to learn.

Pupils benefit significantly from the small classes as the teachers have good understanding of how well each pupil learns and achieves. This helps them to very effectively meet the needs of all pupils. Teachers' very good knowledge of subjects helps them provide interesting information and inspires pupils to work with enthusiasm. Very effective use is made of questions to challenge pupils to think hard and to use previous knowledge. When appropriate teachers teach the whole class effectively. Group and individual work is well organised and allows pupils to work independently. Very good use is made of short discussions at the end of lessons to consolidate what pupils have learned or to extend pupils' knowledge and understanding.

Pupils' learning is good. They ask pertinent questions and make relevant comments that help them improve the understanding of their work. Pupils think hard about the tasks which they are given, particularly those which have a high level of challenge. Pupils use their previous knowledge well when they approach new work. Work independently at a good pace

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A very effective curriculum provides a wide range of opportunities which meet the needs of the pupils very well. Very good use is made of the local area and the skills of the community.
Provision for pupils with special educational needs	Good. Pupils who do not make as much progress as their peers are given additional support when needed.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. This is a notable strength of the school. Providing for pupils' social development is excellent as pupils have many opportunities to meet other children and to care for each other. Pupils are taught well about right from wrong. Pupils are given a very good understanding of local cultural traditions as well as a good awareness of cultural diversity.
How well the school cares for its pupils	A very good knowledge of pupils helps the school to provide a high level of care and support for all its pupils.

Links with parents are very effective and have a positive influence on how well pupils achieve. The curriculum is well planned to make sure that all pupils have a good range of experiences of all the subjects of the National Curriculum and religious education. Planned activities provide pupils with many valuable experiences in their locality and farther afield which extend their knowledge and understanding of the world.

Procedures for the care and well being of pupils are very good and thoroughly understood by all staff. The headteacher and staff have a personal interest in every pupil from the time they start school, and often before this. Many opportunities are provided to help pupils develop their social skills and responsibility, both within the school and through regular events with other local schools.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. Very effective leadership by a hard working headteacher who has very clear ideas of how pupils should learn. The support of staff and the community create an ethos that strongly supports learning. Monitoring of teaching to help make it even better is not sharp enough.
How well the governors fulfil their responsibilities	Good. Governing body works hard to effectively fulfil all its duties and responsibilities. It is not involved enough in producing the school development plan.
The school's evaluation of its performance	Satisfactory. The school has a general view of its work but has not yet fully developed ways of systematically analysing what works well and why.
The strategic use of resources	Very good. Very effective use is made of resources and finance available. The school is good at securing additional grants and support. Particularly good use is made of the resources of the locality.

A very effective headteacher leads a hardworking staff and governing body to create an ethos that encourages effective learning. The involvement and support of community are very good. The procedures for more effectively understanding how well the school is succeeding are still being developed. The school seeks to establish best value within its purchases and in comparing its achievements – though this is done mainly informally.

## 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>• That their children are enthusiastic about school;</li> <li>• Their children are encouraged to work hard to achieve their best and as a result make good progress;</li> <li>• Their children behave well at school and have good attitudes towards work;</li> <li>• Children benefit from good teaching;</li> <li>• They receive good information about what their children are doing and how well they are making progress;</li> <li>• They feel the school is well led and managed;</li> <li>• That their children are helped to grow up into responsible young caring people.</li> </ul>	<ul style="list-style-type: none"> <li>• That there could be more activities outside school lessons, particularly competitive sport;</li> <li>• That it could be easier to approach school</li> </ul>

Parents and the local community value the school highly. Parents are well justified in their positive views about the school and many express the view that they feel themselves to be partners in their children's learning. The school provides pupils with an appropriate number of opportunities to take part in competitive sports. The majority of parents find the school has reacted positively on the few occasions when they have needed to raise concerns.

## **PART B: COMMENTARY**

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

**Standards achieved by pupils in English, mathematics and science are consistently well above those achieved in schools nationally.**

1. Pupils attain high standards in English, mathematics and science in the National Curriculum tests for seven-year-olds. Compared with all schools nationally and with schools that are similar in intake standards are consistently well above average in reading and writing. In mathematics standards are very high, placing the school in the top five per cent of schools nationally. High proportions of pupils achieve the higher levels in mathematics and reading but very few pupils do this in writing. These standards are maintained by the time pupils leave the school at the end of Year 4.
2. Children in the Reception group talk clearly giving explanations for events such as why they were delayed by the sheep on the way to school. By the age of seven they give detailed and logical explanations - for example, of how a lasso works. By the time they leave the school pupils are articulate and express views clearly. They listen carefully to other pupils and benefit from the small classes which allow time for all pupils to make a worthwhile contribution.
3. The youngest children are beginning to read simple texts clearly and by the end of Key Stage 1 pupils read with accuracy and confidence. They know how to use different clues such as letter sounds or pictures to help read unfamiliar words. Pupils make sensible predictions about what might happen next in a story. They explain what they like about books they have read. The older pupils read a range of texts, including non-fiction. They read expressively and show a good understanding of what they have read by retelling the plot of the stories in careful detail, commenting on their feelings for the characters.
4. Reception children copy words accurately and write their own name independently. Pupils at Key Stage 1 write in different styles such as retelling a story like "The Gigantic Turnip" or writing a letter. Some of their work is prepared in draft before being written out carefully or word-processed paying careful attention to correct sentence structure. Common words are spelt correctly. Although pupils' handwriting is well formed and often very neat, none of the pupils join their writing and this limits their ability to achieve higher levels in the national tests. By the time they leave the school, pupils join their writing and the more able pupils are developing a fluent and personal style. They write for a range of purposes including stories related to work in history and religious education, play scripts, reports of visits such as the trip to Newcastle Airport, instructions and some sensitive poetry such as the 'Haiku' about worms. Common words are spelt correctly and logical attempts are made at others. Improvement in spelling has been achieved following careful analysis of test results, which identified spelling as in need of improvement. Pupils are beginning to use a range of punctuation such as commas, speech marks and exclamation marks in their writing.
5. All pupils develop a good understanding of the full range of work expected in mathematics. The youngest children count and use numbers up to 20, recognise regular shapes and compare the size of different objects. Standards in number work are high and reflect the efforts made by the school since the last inspection to improve this area of work. At Key Stage 1, pupils understand how to use different number operations and use this to improve their response in oral and mental work using numbers up to 100. The older pupils have a very good understanding of place value and use this well to calculate answers involving large numbers.

6. The practical approach to much of the work in science gives pupils a very good knowledge and understanding. They learn how to set up sensible tests, making them as fair as possible. For example, older pupils found out whether caterpillars ate only one type of leaf through a carefully planned experiment, which gave them more information than they expected. They benefit from the expertise of the community when, for example, they had a demonstration of hedge laying and found out how it helps create a good environment for different creatures.
7. Pupils use their skills in literacy and numeracy well in other subjects. For example, in information technology they use their writing skills when word-processing a letter of thanks for help with work on "The Stell". Information technology skills are used very well to enhance this work by including photographs in the text. Mathematical understanding is used effectively to help pupils draw graphs to record work in science and help them draw conclusions from their observations.

**Pupils' high level of independence and very good behaviour have a positive effect on how well they learn and the high standards they attain.**

8. The small number of children attending the school benefits pupils as teachers have time to give to each individual. As a result children behave very well and are independent in organising their materials and activities. With few pupils in the class they have to work at a good pace as any lack of effort is easily identified. This makes a significant contribution to the high standards they achieve.
9. Pupils enjoy coming to school and their high level of attendance makes an important contribution to the well above average results the school achieves. They register themselves when they arrive and settle quickly to working on whatever task is available for them. Pupils respond well to teachers' expectations that they will work independently and sensibly. They organise the materials they need, settle to tasks quickly and remain concentrated on their work throughout the lesson. When appropriate they work together, with older pupils sometimes helping younger ones with more difficult tasks. Pupils accept responsibility well, when, for example, given the task of assembling a table for the school field as part of their design and technology work. Although the introduction of the literacy hour and numeracy time has placed some limitations on how pupils can be independent in their work the school still provide plenty of opportunities. For example, in a mathematics lesson pupils were provided with a selection of number problems from which they could choose one to investigate independently.
10. Teachers' enthusiasm and knowledge inspire pupils' interest and encourage them to be involved in all activities. For example, in a science lesson pupils were eager to suggest ways in which it would be possible to identify different types of caterpillar. Pupils are keen and eager to be involved and are interested in what they do. Behaviour in and around the school is very good. Pupils look after each other. Relationships between pupils and between pupils and adults are very good.

**Opportunities for extending relationships with other pupils and for providing for the development of pupils' social responsibility are excellent**

11. Pupils are given a wide range of experiences to support their social development. The mixed age classes mean that pupils work with pupils from different age groups and are encouraged to support each other through showing respect for the views and rights of others. Pupils are taught well to understand right from wrong. The older pupils review the school rules each year to see if they are still relevant and particularly like the last rule which exhorts people to smile. Parents feel that these summarise well what the school tries to achieve. Older pupils are given responsibility for caring for younger ones or for helping them with activities in class. Pupils are also given many opportunities to take responsibility for the care of the school. They look after the play house and keep it clean and tidy as well as tend the gardens in the school grounds. The very good behaviour and relationships within school reflect the success of the school's approach to social development.
12. Pupils are actively involved in working with children from neighbouring schools. They take part in musical activities, such as the Ceilidh Band and sporting activities as well as shared activity days like the Now and Then Project, when pupils dressed up to live out a day in Bethany at the time of Jesus. Pupils develop confidence in themselves and in their relationships with others. This was clearly demonstrated on the day following the Year 4 pupils' visit to the local Middle School. Not only were they excited by what they had experienced but they had clearly enjoyed meeting a number of pupils from other schools whom they regarded as friends. Parents like the involvement with other local schools as they feel it is part of broadening their children's outlook.
13. Pupils are given an interesting range of opportunities to work with adults. The building of "The Stell" is a good example of this as pupils had the chance to work with a number of different craftsmen who helped in its design and construction. The confidence pupils have in talking sensibly with adults is evident in the way they happily talk about their work with visitors. Working with adults also helps pupils develop a very good understanding of the local cultural traditions. Through their involvement in music at the local festival and the Ceilidh Band and their participation in local agricultural shows pupils absorb the many qualities their local heritage has to offer them. The school balances this well by providing relevant opportunities to develop pupils' awareness of the cultural diversity of society, again by good use of visiting adults.

**A very well planned curriculum uses all opportunities to extend pupils' learning through real situations and by use of the talents and resources available in the local community**

14. The teachers are committed to providing an education in its broadest sense. The curriculum is well planned to give due importance to developing pupils' skills in literacy and numeracy as well as ensuring that all requirements for teaching the National Curriculum and religious education are met. The National Literacy and Numeracy Strategies have been successfully introduced. Topics are carefully planned to link different subjects sensibly where possible and to maintain the integrity of the values the school believes in. For example, the work on building "The Stell" as part of the school's millennium celebrations started from a literacy topic. It developed to include art and design, as tiles to include in the structure were made, as well as geography and history when visits were arranged to Coquet Dale to see other stells. Mathematics was included when pupils were involved in measuring out the base. This project was a very good example of how the school uses all

opportunities to extend pupils learning by making effective use of real situations. The high standards pupils achieve justify the school's approach to developing pupils' learning.

15. Work in the different topics is supported very well by the use of the skills and resources available in local community. The high regard in which the local community holds the school is shown by the willingness of many people to help in school by sharing their skills and knowledge with the pupils. Examples of the expertise the school has benefited from include a speaker who brought in many Victorian artefacts and the craftsman who demonstrated hedge laying. Visits to relevant places of interest are used very well to broaden pupils' experiences and stimulate interest in their work. The topic on journeys gave pupils first hand experience of different forms of travel from the local post bus service to the Newcastle Metro. This inspired some good written work by the older pupils. Opportunities to work with other schools are also used successfully to give pupils experiences they would otherwise not have. For example, through a joint project on African culture pupils gained a wealth of information on African art, dance, music and literature. All these activities support the school's ethos of providing pupils with as broad a range of learning experiences as possible.

**A very good knowledge of each pupil helps the school provide high level of care and support to all its pupils.**

16. Teachers' very good knowledge of each individual is a significant factor in the high standards achieved. This has been enhanced by the development of pupils' self-assessment. Targets are agreed with pupils and these are regularly assessed so that pupils have a better understanding of how well they are doing and what it is they need to do to further improve. The concern for ensuring that pupils achieve well is seen through the use of individual education plans for pupils identified as having special educational needs. Most of these pupils are identified because they do not achieve the high standards of most other pupils.
17. Care and welfare of children are very good and are priorities for the school in its approach to health and safety. Both teachers and lunchtime staff have qualifications in first aid and relevant medical records are kept up to date. There are no issues regarding attendance, as parents ensure that their children attend regularly and punctually. The strong sense of community and care was evident when pupils were concerned when a group arrived later than expected. They were relieved to discover that they had only been delayed by sheep on the road. Child protection procedures are very good and thoroughly understood by all staff.

**The good quality of teaching helps pupils learn effectively and make good progress.**

18. The overall quality of teaching is good and often it is very good, particularly at Key Stage 2. Of the lessons seen 37 per cent of teaching was very good and the remaining 63 per cent was good. There was no unsatisfactory teaching. Teaching was very good in 33 per cent of lessons at Key Stage 1 and in 50 per cent of lessons at Key Stage 2. Pupils gain significant benefit from the small classes as the teachers have a very good understanding of each pupil's different level of attainment and educational needs. This helps in the establishment of the very good relationships which have an important influence on how well the pupils learn as pupils have the confidence to make suggestions or answer questions knowing that their answers will be valued by the teacher and the rest of the class.

19. Lessons are well organised and very good use is made of resources to provide information and to generate pupils' excitement and interest. For example, in a science lesson a leaf was used very well to show how "mini-beasts" eat plants. This fired pupils' imagination and they were very eager to answer questions and so develop a much better understanding of the lifecycle of butterflies. Teachers make very effective use of questions to encourage pupils to use their knowledge or skills well. In a literacy lesson with the older pupils, for example, by careful questioning pupils were encouraged to use their skills in reading to identify the key points in a letter. This challenging task made demands on pupils' thinking making them apply intellectual effort to the discussions. In this and other lessons the teacher's very good teacher knowledge of the topic provided a high level of information that helped improve pupils' knowledge and understanding. The high expectations that teachers have ensure that pupils receive work that usually challenges them to think hard. In a numeracy lesson, for instance, the challenge in the oral mathematics session was extended as numbers were made larger by the addition of several zeros. Pupils successfully explained the effect this had on the value of the other digits and so further improved their understanding of place value.
20. Group activities are well organised so that pupils are able to work independently. They know what is expected of them in organising their work and so gather equipment and settle quickly. The organisation is varied well to meet the demands of the activities. In some lessons such as a numeracy lesson with the younger pupils they were expected to work individually whilst in a science lesson older pupils were organised to help younger pupils with a task. The use of short discussions at the end of lessons is very good, particularly as they mean that the teacher can find out what each pupil has learned in the lesson. For example, in the lesson on letter writing each pupil was asked to contribute one feature that makes a good business letter. As a result the pupils are given a positive response on what they have achieved. In some lessons this session is used effectively to begin pupils' thinking about how they will use the information gained in the next lesson.
21. As a result of the good teaching pupils learn well. They ask pertinent questions and make sensible comments to help improve their understanding. Pupils think hard about the tasks which present them with a high level of challenge and successfully use previous knowledge well when approaching new work. They work independently at a good and productive pace.

**A very effective headteacher leads the staff and governing body well to create an ethos that encourages effective learning.**

22. The aims of the school are reflected very well in its every day life and make an important contribution to the standards achieved. Parents, governors, staff and pupils are very well aware of what it means to be a part of this school. Pupils know that their contributions are valued by all involved with the school and know that their part in the home-school agreement is to give of their best. This strong sense of community which stems from the leadership of the headteacher underpins all aspects of school life. Signs of its effectiveness are the way in which pupils are well supported in their learning, a strong sense of unified purpose, very good relationships and consistently high standards in all that pupils do.
23. A very effective and hard working headteacher is at the heart of all that the school does and achieves. Her very clear ideas of how pupils should learn are very effectively put into practice by providing a broad range of activities which stimulate pupils' interest and challenge them to succeed. An important feature of this is the positive involvement of the community in the life of the school and the way pupils help in their community. Strong

encouragement for pupils to take part in activities such as the Celidh band and to exhibit work at the local shows is reciprocated by the support of adults in the area. The band succeeds because of commitment not only from the pupils but also from those adults who train the young musicians. One parent commented that she felt that she should do all she could to help in school because of the high quality of education her children received. This is an example of how parents value the school, as they feel they are partners in their children's learning.

## **WHAT COULD BE IMPROVED**

### **The procedures for monitoring the effectiveness of teaching to help make it even better.**

24. Overall, the teaching in the school is good: but procedures for monitoring its effectiveness are limited. As teachers work closely together they are able to offer each other much informal support and help. What they have rightly identified as not being able to do is to formally evaluate what it is that makes teaching effective and what it is they could do to make it even better. To address this issue the school has worked closely with the neighbouring schools to produce a teaching and learning policy. This not only provides useful guidance to teachers but also provides the criteria by which the effectiveness of teaching can be evaluated: however, the next step in the process has yet to be made. The schools are now considering how best to arrange for staff from each school to be given time to observe and support their colleagues in all the participating schools.

### **The involvement of the governing body in the production and evaluation of the school development plan.**

25. The governing body works well in partnership with the headteacher. Together they have a good understanding of the area and what it is that parents expect of the school. They take their responsibilities seriously and ensure that all statutory duties are effectively fulfilled. They recognise that the work in producing the school development plan and their own formal assessment of its success has been very dependent on the headteacher. Recent training has helped them consider what it is they need to do to be actively involved in the development of school priorities and how they can more explicitly evaluate their effect on improving the quality of education provided. Informally they can describe why the school is successful and state several good reasons, such as the attitudes of pupils and the support of the village, as ways in which the school provides good value. They recognise the need to make this evaluation more formal and explicitly stated.
26. Work has started on taking a more active involvement in the development planning process. All governors have recently conducted an audit of an aspect of the school's work to identify what is done well and where improvements could be made. The process has yet to be completed to produce a school development plan for the next school year that identifies clear targets for development, precise criteria for judging their success and means of evaluating whether the school provides good value for money.

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

27. In order to maintain its high standards and pursuit of relevant improvements the school should:
- Implement the strategies already agreed with the local group of schools to introduce an effective system for monitoring and evaluating teaching in order to:
    - help to make it even better;
    - identify clearly what is successful;
  - Improve the effectiveness of the governing body in producing the school development plan and in monitoring and judging its effect on improving the school by:
    - fully implementing the strategies adopted for this year;
    - identifying clear criteria to help judge the effectiveness of each target in the school development plan.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	11
Number of discussions with staff, governors, other adults and pupils	13

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	7	0	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	3	18
Number of full-time pupils eligible for free school meals	0	1

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y4
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	6

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	0
Pupils who left the school other than at the usual time of leaving	0

### Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	4.1	School data	0
National comparative data	5.4	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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	4	2	6

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	4	4	4
	Girls	2	2	2
	Total	6	6	6
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	82 (80)	83 ( 81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	4	4	4
	Girls	2	2	2
	Total	6	6	6
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	82 (81)	86 (85)	87 (86)

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	16
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

### Exclusions in the last school year

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

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

## Teachers and classes

### Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	1.8
Number of pupils per qualified teacher	9.78
Average class size	9

### Education support staff: YR – Y4

Total number of education support staff	0
Total aggregate hours worked per week	0

### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.25
Number of pupils per qualified teacher	12

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	12
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*FTE means full-time equivalent.*

## Financial information

Financial year	1999
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	£
Total income	88935
Total expenditure	91873
Expenditure per pupil	4835
Balance brought forward from previous year	3331
Balance carried forward to next year	393

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	21
Number of questionnaires returned	19

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	26	0	0	0
My child is making good progress in school.	63	32	5	0	0
Behaviour in the school is good.	58	42	0	0	0
My child gets the right amount of work to do at home.	19	81	0	0	0
The teaching is good.	63	37	0	0	0
I am kept well informed about how my child is getting on.	47	53	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	42	42	16	0	0
The school expects my child to work hard and achieve his or her best.	58	37	0	0	5
The school works closely with parents.	53	47	0	0	0
The school is well led and managed.	74	26	0	0	0
The school is helping my child become mature and responsible.	50	44	0	0	6
The school provides an interesting range of activities outside lessons.	17	44	33	0	6