

# INSPECTION REPORT

## **WESTGARTH PRIMARY SCHOOL**

Marske-by-Sea

LEA area: Redcar and Cleveland

Unique reference number: 111563

Headteacher: Mr Neil Burton

Reporting inspector: Mr A J Dobell  
10373

Dates of inspection: 28<sup>th</sup> February - 1<sup>st</sup> March 2000

Inspection number: 190743

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:	3 to 11
Gender of pupils:	Mixed
School address:	Redcar Road Marske-by-Sea Redcar Cleveland
Postcode:	TS11 6AE
Telephone number:	(01642) 485560
Fax number:	(01642) 485560
Appropriate authority:	The Governing Body
Name of chair of governors:	Ms Julie Allan
Date of previous inspection:	November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mr A J Dobell	Registered inspector
Mrs W Sheehan	Lay inspector
Mrs L Clark	Team inspector
Mrs J Morley	Team inspector

The inspection contractor was:

PPI Group Ltd  
7 Hill Street  
Bristol  
BS1 5RW

Tel: (0117) 934 9944

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Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	<b>Page</b>
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4 - 7</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>8 - 12</b>
Standards of attainment are well above average in English, mathematics and science: pupils' skills in literacy and numeracy are developed very effectively.	
Pupils have excellent attitudes to school and their personal development and behaviour are very good.	
The quality of teaching is very good, overall, and is a strength of the school.	
The school's curriculum is very good and provides frequent, exciting learning opportunities.	
The school has very good procedures for monitoring and promoting academic progress and fostering pupils' personal development.	
The school involves parents very effectively in its work.	
The headteacher, very ably supported by senior management, the governing body and the whole school community, provides a clear educational direction for the school's work. The school's ethos strongly promotes high attainment and the development of individual pupils.	
<b>WHAT COULD BE IMPROVED</b>	<b>12 - 13</b>
The school does not systematically evaluate the success of its many initiatives so as to ensure that it is deriving optimum benefit from them.	
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>13</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>14 - 17</b>
<b>PART A: SUMMARY OF THE REPORT</b>	

## INFORMATION ABOUT THE SCHOOL

Number of full time pupils	331	(very large)
Pupils with English as an additional language	0%	(low)
Pupils entitled to free school meals	7.2%	(below average)
Pupils on the register of special educational needs	10.5%	(below average)
Average class size	26	

The school is well above the average size for schools of this type and serves pupils between the ages of three and eleven. On the whole, the social background of the pupils is slightly above average. This is a popular school and is oversubscribed. The school has a Nursery provision with 26 places which children attend on a part time basis. There are 40 children in the Reception year, and the total number of children in the school under the age of five is 76. The level of attainment of children entering the Nursery is about average.

## HOW GOOD THE SCHOOL IS

This is a very good school with many strengths and few weaknesses. The pupils achieve very high standards in all aspects of their education and results in the National Curriculum tests at the end of Key Stage 2, in 1999, were well above the national average. The quality of teaching is very good, overall. The headteacher, staff and governors work closely and effectively together to drive up standards within the context of a secure and supportive learning environment. The cost per pupil is below average and the school gives very good value for money.

### What the school does well

- Standards of attainment are well above average in English, mathematics and science: pupils' skills in literacy and numeracy are developed very effectively.
- Pupils have excellent attitudes to school and their personal development and behaviour are very good.
- The quality of teaching is very good, overall, and is a strength of the school.
- The school's curriculum is very good and frequently provides exciting learning experiences.
- The school has very good procedures for monitoring and promoting academic progress and good procedures for fostering pupils' personal development.
- The school involves parents very effectively in its work.
- The headteacher, very ably supported by senior management, the governing body and the whole school community, provides a clear educational direction for the school's work. The school's ethos strongly promotes high attainment and the personal development of individual pupils.

### What could be improved

- The school does not systematically evaluate the success of its many initiatives to ensure that it is deriving optimum benefit from them.

*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 November 1996 and, since then, its rate of improvement has been very good. The key issues from the last inspection have all been successfully addressed. Curriculum planning is now strong, and is underpinned by effective schemes of work. Assessment procedures are now extensive and promote progress well for individual pupils. Strategic planning is now thorough and results from good collaboration between the headteacher, the senior management team, the teaching staff and the governing body. The school's finances are very well managed. The quality of teaching has improved and unsatisfactory teaching has been eliminated. The needs of higher attaining pupils have been addressed successfully, although their attainment in English and mathematics lags behind their attainment in science. The school's provision for information and communications technology continues to improve and the successful introduction of the National Literacy and Numeracy Strategies is reinforcing attainment in English and mathematics. The school is very well placed 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	B	A*	A	A
mathematics	B	A	A	A
science	B	A	A	A

**Key**

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

Children have an average level of attainment when they enter the Nursery. They make very good progress in the Nursery and Reception classes and, by the time that they enter Key Stage 1 at the age of five, they are achieving above what is normally expected for their age in language and literacy and in numeracy. Pupils continue to make good progress in their learning in Key Stage 1 and, in 1999, pupils' attainment in reading, writing and mathematics in the National Curriculum tests was above the national average. When compared to schools which draw their pupils from similar backgrounds, attainment in reading and mathematics was above the average, and, in writing, was well above the average.

In Key Stage 2, pupils make very good progress in their learning. In the National Curriculum tests in 1999, attainment was well above the national average in English, mathematics and science. It was also well above the average attained by 11 year olds in schools which draw their pupils from similar backgrounds. There is little difference in the attainment of boys and girls. The recently developed facilities in information and communications technology have resulted in very good progress being made throughout the key stages and the school has plans in place to ensure that this very good progress is maintained.

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

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have excellent attitudes to the school. They are eager to learn, and concentrate well, often for long periods.
Behaviour, in and out of classrooms	Pupils' behaviour is very good. They are courteous and friendly, responsive and responsible. Play is boisterous, but friendly.
Personal development and relationships	Personal development is very good. Throughout the school, there are high quality relationships and pupils develop a strong sense of responsibility for themselves and for others.
Attendance	Attendance is close to the national average and pupils enjoy coming to school.

The high quality of relationships between pupils and between pupils and adults throughout the school, strongly promotes pupils' self-confidence. They support each other very well and pupils of all ages mix well together. Pupils throughout the school are highly motivated in lessons and are eager 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 86 per cent of the lessons observed during the inspection, with 33 per cent being very good and 7 per cent being excellent. In 13 per cent of the lessons, the quality of teaching was satisfactory. The teaching of English and mathematics is very good in the Nursery and Reception classes and in Key Stage 2. It is good in Key Stage 1. The teaching of science is good in Key Stage 1 and very good in Key Stage 2. The teaching of information and communications technology is good throughout the school.

The basic skills of literacy and numeracy are very well taught, overall, across the key stages. Teachers have a very good understanding of the subjects they are teaching and the school has plans in place to develop further subject expertise in information and communications technology. Teachers are enthusiastic about their lessons, and are very clear about what their pupils are learning and why. They make considerable efforts to make lessons interesting and imaginative and to challenge pupils of all abilities.

An experienced teacher in Key Stage 1 was absent during the inspection. Even so, the quality of teaching in Key Stage 1 is good, overall. Three teachers are in the early stages of their teaching careers. They are making a good contribution to the school.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced, rich and relevant, with appropriate emphasis on the key skills of literacy, numeracy, and information and communications technology. It is enriched by a range of extra-curricular activities and caters well for the needs of pupils of all abilities.
Provision for pupils with special educational needs	There is very good provision for pupils with special educational needs. They make good progress in their learning.
Provision for pupils with English as an additional language	N/A
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils have a very good understanding of their social and moral responsibilities. These are underpinned by the school's very clear codes for behaviour and by the good role models provided by all adults. There is good provision for spiritual development and sound provision for pupils to appreciate cultural traditions.
How well the school cares for its pupils	The school has very good procedures for assessing pupils' academic progress. This information is then used effectively to promote further progress. The school provides a high standard of care for its pupils, and successfully creates a secure and stimulating learning environment.

The school's curriculum fulfils all statutory requirements and there is very good provision for English, mathematics and science. The provision for information and communications technology continues to improve as facilities are improved and is now good.

Teachers know their pupils well and keep a close eye on their personal and academic development. They make very good use of their information from assessments to plan lessons and to provide



individual support to pupils.

## 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. This commitment is shared by all staff. It is rooted in the very strong and vigorous leadership provided by the headteacher. In this, he is very ably supported by his deputy, by the senior staff and by the whole school community. The school's ethos strongly promotes learning through interesting and purposeful activities.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities effectively. Governors are committed to the school and have a clear, shared vision for its future development. Management of finance is good.
The school's evaluation of its performance	The school evaluates its performance thoroughly against both national standards and those for similar schools. It has a good appreciation of its strengths and weaknesses and uses this knowledge well to establish priorities for future development.
The strategic use of resources	The school makes very good use of its staff, accommodation and learning resources. The only serious deficiency in learning resources is in the area of outdoor play equipment and facilities for children under five.

Leadership and management are major strengths of the school. The clear sightedness and energy of the headteacher and his senior colleagues have been major factors in the improvements achieved by the school. Governors keep a watchful eye on developments and are well informed about the school's work as a result of their class links. The school makes good efforts to ensure that its expenditure is cost-effective. The school's procedures for evaluating the effectiveness of its many initiatives are not systematic and could be more rigorous.

## 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 enjoy school.</li> <li>• Progress is good.</li> <li>• Behaviour is good.</li> <li>• Teaching is good.</li> <li>• The school is approachable.</li> <li>• Children work hard and give of their best.</li> <li>• Parents feel involved in the school.</li> <li>• Leadership and management are effective.</li> <li>• The school promotes good values.</li> </ul>	<ul style="list-style-type: none"> <li>• 15 per cent of parents do not agree that children get the right amount of homework.</li> <li>• 13 per cent of parents do not feel that they are adequately informed about progress.</li> <li>• 16 per cent of parents do not think that the school provides sufficient activities.</li> </ul>

Parents are very supportive of the school, overall, and the inspection team supports their positive views. With regard to areas for improvement:

- the school recognises that there are inconsistencies in its approach to homework and is actively exploring ways to address this;
- the school is at least as good as other schools of this type in the way that parents are informed about their children's progress; and
- the school offers a wider range of activities outside class than many schools of this type.

## **PART B: COMMENTARY**

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

**Standards of attainment are well above average in English, mathematics and science: pupils' skills in literacy and numeracy are developed very effectively.**

1. At the end of Key Stage 2, pupils attain very high standards in the National Curriculum tests in English, mathematics and science, both in comparison with national averages and the averages for schools which draw their pupils from similar backgrounds.
2. When children enter the Nursery their attainment varies, but, overall, is at about the level expected for the age group. Children make very good progress in the Nursery and Reception classes and, when they begin their work on Key Stage 1 of the National Curriculum, most exceed the levels expected in all aspects of their education.
3. During Key Stage 1, pupils continue to make good progress in their learning. In 1999, in the National Curriculum tests, attainment in reading and writing was well above the national average; in mathematics, attainment was above the national average. In relation to schools drawing their pupils from similar backgrounds, attainment was well above average in writing and above average in reading and mathematics.
4. In Key Stage 2, pupils make very good progress in their learning. In the years 1996 to 1999, the rate of improvement in the school's results has been broadly in line with the national trend, but consistently well above the national average.
5. Speaking and listening skills are better than those normally found up to the age of seven, and well above these normally found by the age of 11. Pupils throughout the school listen carefully to each other and to adults. They develop effective vocabularies because of the good opportunities to discuss their work. Teachers ask searching questions to help pupils to develop good skills in expressing themselves. Pupils throughout the school talk confidently about their work and are very happy to discuss their ideas with visitors. Appropriate use of praise increases pupils' confidence. For example, in an excellent English lesson in a Reception class, the teacher's sensitive but perceptive questioning increased the children's appreciation of the book they were reading. Her excellent teaching aids, including two types of bread, two jars of honey and a honeycomb, illustrating different aspects of the story, helped to develop their use of vocabulary. When one boy described an exclamation mark as an 'upside down letter i', his observation was fully appreciated. These good skills in speaking and listening enhance learning across the curriculum throughout the key stage.
6. Pupils of all ages enjoy reading, and do so fluently and confidently. The youngest children in the Reception year read simple sentences well and have good phonic skills for tackling unfamiliar words. By the end of Key Stage 1, higher attaining pupils read very fluently and with good expression. One seven-year-old boy much enjoys reading for information and recommended the Times Atlas of the World to the inspector to whom he was talking. An 11-year-old was able to compare Roald Dahl with Gillian Cross and, on reflection, preferred Dahl 'because of the language he writes in, using language that he has invented'. Attainment in reading is above average at the end of Key Stage 1 and well above average at the end of Key Stage 2.
7. In writing, the youngest pupils in the Reception class are quickly introduced to the need to write in simple sentences, with appropriate use of capital letters and full stops. They understand the purpose of question marks, exclamation marks and speech marks. By the end of Key Stage 1, pupils understand the need to write accurately, and know how to use dictionaries which 'tell you what the word is about'. In Year 6, pupils had been writing biographies and there were good examples of research skills being well used in extended pieces of richly descriptive writing which were accurately word processed; for example, of a family member's wartime experiences. Attainment in writing is well above average at the end of both key stages. Skills in reading and writing have been enhanced by the school's

successful introduction of the National Literacy Strategy.

8. Good language skills help learning in mathematics throughout the school where the accurate use of mathematical terms effectively reinforces understanding. Standards in mathematics are well above average and are well promoted by high quality numeracy lessons. The daily use of mental mathematics is sharpening pupils' responses, and pupils particularly enjoy the fun that these sessions generate. Teachers skilfully combine a good balance of direct teaching and group activities which foster good progress for pupils of all abilities. The work is clearly explained so that pupils attain their targets well. Pupils employ and practise their numeracy skills well across the curriculum. For example, in upper Key Stage 2, measuring skills had been effectively employed in the making of slippers in design and technology.
9. In science, by the time they leave the school, pupils are attaining at a well above average level, with many working at the higher level 5. Their work is detailed and challenging and they are able to make generalisations from their observations. Teaching places a strong emphasis on scientific vocabulary. For example, a Year 5/6 class described solids as 'retaining their shape', while liquids 'can flow and change to the shape of the container they are in'. Teachers are also careful in their planning to link everyday experiences with the science which underlies them. In this way, pupils' understanding is clarified and reinforced.
10. The school continues to develop its provision for information and communications technology. Skill levels are now at about the national average at the end of each key stage, but there is now rapid progress in learning with the opening of the new learning centre. In the other subjects of the curriculum, attainment is at least in line with national expectations and is enhanced by the imaginative and creative learning opportunities created by teachers throughout the school.

**Pupils have excellent attitudes to school, personal development and behaviour are very good.**

11. Pupils throughout the school clearly enjoy their work and set about it with interest and enthusiasm. They recognise that their teachers work very hard on their behalf and they respond by participating eagerly in the tasks presented to them. Attitudes to learning are excellent and reflect a mature understanding of the importance of schooling. This shared commitment between teachers and pupils is fundamental to the school's success.
12. The personal development of pupils is evident throughout the school and pupils of all ages are keen to tell visitors how much they enjoy school. They are eager to gain tokens to celebrate their success, but are also keen to work hard for their own satisfaction and to improve their standards. They need few incentives to give of their best. They have good opportunities to exercise responsibility. A good example of this is the 'Westgarth Friends', which is groups of Year 5 pupils who help Key Stage 1 pupils at lunch time both at lunch and at play. Extra-curricular activities, from school performances to expeditions to school clubs and to charity work, all help to foster pupils' individual development.
13. Behaviour is very good throughout the school both in and out of class. Pupils are co-operative with each other and with adults and set about their work with a minimum of fuss. They have an excellent appreciation of the impact of their behaviour on others. Relationships between pupils and between pupils and adults are excellent. Play is lively and boisterous, but friendly and the inspection found no evidence of bullying. The quality of behaviour is such that no pupil has been excluded from the school for any reason since the last inspection.

**The quality of teaching is very good, overall, and is a strength of the school.**

14. The quality of teaching is very good for children under the age of five and in Key Stage 2 and is good in Key Stage 1. Teachers have high expectations of their pupils which are based on a very good knowledge of what they have already achieved. The school creates a stimulating and challenging learning environment within the context of a caring and supportive ethos. Pupils respond very well to this; they enjoy the fun of lessons, but also concentrate well for long periods.

15. Lesson planning is thorough and identifies precisely what pupils are intended to learn. Activities are planned to support learning for pupils of different abilities. Lessons are well structured and proceed at a brisk pace. Pupils' understanding is reinforced through thoughtfully planned strategies. For example, scientific phenomena such as windows steaming up are carefully linked to the science which is relevant to them. Effective lessons are underpinned by the teachers' very good knowledge and understanding of the subjects they are teaching. The quality of relationships between teachers and their classes is often so good as to make the management of pupils appear almost effortless. However, in Key Stage 1 there were occasional instances of loss of concentration, hindering progress in learning. Overall, pupils throughout the school have very mature attitudes to learning, which reflect very well on the approach of their teachers.
16. Teachers are very effective in teaching the basic skills of literacy and numeracy. They are secure in their understanding of the methods of the National Literacy and Numeracy Strategies and are using the opportunities that they provide very successfully to raise standards. Lessons in English begin with a session for the whole class during which the 'big book' is read and analysed. Pupils are then given the opportunity to work on their tasks and the lesson ends with a whole class session to reinforce what has been learned. A similar pattern is followed in mathematics lessons. For example, in an excellent numeracy lesson for Years 3 and 4, a rapid mental arithmetic session reinforced multiplication and division skills. This was followed by work on recognising and constructing right angles and, finally, what had been learned was discussed and reinforced. The excellently planned and timed lesson resulted in an excellent response from the pupils and very good progress in learning.
17. There have been a number of staff changes since the last inspection. It is a tribute to the selection and induction procedures in the school and to the enthusiasm and commitment of all staff, that the quality of teaching throughout the school is being at least maintained.

**The school's curriculum is very good and provides frequent and exciting learning opportunities.**

18. The school's curriculum fulfils all statutory requirements and places appropriate emphasis on the basic skills of literacy, numeracy and information and communications technology. Children under the age of five almost all attain the desirable learning outcomes for the age group and many exceed them. They benefit from a rich curricular provision, which stimulates them intellectually and practically. Teachers try very hard to overcome the problems arising from the significant shortage of outdoor play equipment and the barren and uninspiring nature of the outdoor play area.
19. A major reason why children need little incentive to give of their best is that teachers make every effort to provide them with imaginative and stimulating learning experiences. For example, in an excellent literacy lesson in a Reception class, the teacher's charismatic approach ensured total concentration and enjoyment. At the same time, there was very good progress in learning. The children's vocabulary was extended effectively by skilful questioning which asked them, for example, to describe how the giant appeared to the villagers. Their understanding of grammatical structures was reinforced by frequent references to the differences between capital and small letters and to punctuation marks, such as question marks and speech marks.
20. In a Year 1 geography lesson, the pupils' understanding of the purpose of maps was underpinned by illustrations from an atlas, a road map and an Ordnance Survey map. Their own drawings of a map of a locality, showing a route to a shop, demonstrated that they had a good grasp of the principles of mapping and they were able to explain why they had chosen one route as opposed to another.
21. A very good history lesson for a Year 3 class had a number of different features, including a video, to make work on the Vikings interesting. Not least among these was a chart of the Vikings' runic alphabet, which created great interest for the pupils as they composed a message using the Vikings' written language. In an excellent mathematics class for Year 4,

pupils were on the edge of their seats as a result of the excitement generated by a 'What's in the bag' game as part of the numeracy strategy. Pupils' attention was quickly engaged in a very good science lesson for Year 6 because of the imaginative scenario for the lesson created by the teacher. Pupils contributed their own ideas, generalising successfully from specific examples and, skilfully prompted by the teacher, firmly linking practical work to the science which underpinned it.

22. These imaginative approaches to learning mean that pupils enjoy their work, and concentrate well for long periods. The result is very good relationships between teachers and pupils so that little time is taken in the management of behaviour. This means that pupils make at least good progress and mostly very good progress, in their learning.

**The school has very good procedures for monitoring and promoting academic progress and good procedures for fostering pupils' personal development.**

23. The school has thorough procedures for monitoring and promoting pupils' academic progress. The progress of pupils is tracked and, in November, targets are set for individual pupils. This procedure is in its first year, but, at this stage, looks promising.
24. The optional National Curriculum tests for Years 3,4, and 5 are taken, and information from these is used, alongside the results of the National Curriculum tests at the end of Key Stage 1 and Key Stage 2, to evaluate attainment in the school. Information from this data is supplemented by the professional judgements of class teachers, so that the school is able to identify its strengths and weaknesses. In this way, the school is able to build on its strengths and address its weaknesses.
25. The targets set for pupils are challenging but realistic and help the school to set targets for the end of key stage National Curriculum tests. In 1999, these targets were either met or exceeded. Advantage is taken of booster classes offered by the local education authority. The school also provides some setted teaching in the upper years of Key Stage 2 to enable pupils of different levels of attainment to be identified and supported by teaching, which is targeted to meet their particular needs.
26. The school aims to develop the whole child and works effectively to foster pupils' personal development. The need for pupils to behave responsibly is emphasised through the Code of Conduct and, a measure of success in this area is that sanctions rarely need to be applied. Personal development is enhanced well through visits, school performances, school clubs including sporting and musical activities, a residential visit for Year 6 and a camp for Year 5. There is a European group in the school, a thriving chess club and a recently formed French club. Community links are used effectively to support learning in the school. Pupils regularly support charities locally, nationally and internationally.
27. As a result of these activities, pupils are given very good opportunities to develop in both personal and academic terms. The school is very successful in its efforts to monitor and promote both attainment and progress for pupils and their individual development.

**The school involves parents very effectively in its work.**

28. The meeting for parents before the inspection and the analysis of the questionnaires returned to the registered inspector, make it clear that parents strongly support the school. They are pleased with the standards of attainment achieved in the school, and with the way their children develop as individuals. Well over 90 per cent of parents strongly agree, or tend to agree that their children like school.
29. The school is very successful in the way in which it involves parents in the education of their children. A number of parents help regularly in the school and many support their children in learning through helping, for example, with reading. Many parents get involved in particular projects and the splendid success of the story sacks area is a tribute to the effectiveness of these ventures. The Parents and Friends Association is very well supported and raises considerable sums of money to enhance the quality of the school's provision.

30. Parents support the school well by attending consultation evenings and school events in good numbers and feel effectively involved. While 84 per cent of parents feel that they are well informed about progress, a number of parents at the meeting felt that reports were insufficiently clear about what their children cannot do, and areas where they need support.

**The headteacher, very ably supported by senior management, the governing body, and the whole school community, provides a clear educational direction for the school's work. The school's ethos strongly promotes high attainment and the development of individual pupils.**

31. Leadership and management are major strengths of the school. The headteacher has a very clear view of the school's needs and his vision is shared by the whole staff and by the governing body. There is an agreed view about what sort of school they want and a clear determination to achieve their aims. The effect of this determination is shown by the very good level of improvement achieved by the school since the last inspection. The headteacher's energetic leadership has created an exceptional unity of purpose amongst all adults in the school to strive for further improvement.
32. Strategic planning is effective and this has been a good response to a key issue from the last inspection. A three-year cycle has been introduced for the school development plan, with the flexibility to respond to initiatives and new developments. The plan is driven by educational priorities, but acknowledges financial constraints and the need for professional development. Curricular planning is based on a two-year rolling programme and is constantly reviewed so as to incorporate any new developments. Governors are each attached to a particular class and so have a good insight into the way in which the curriculum is operating. The governing body has a good grasp of its role and responsibilities.
33. The headteacher is very well supported by his deputy and the senior management team. The senior management team meets weekly and is an effective link between class teachers and the headteacher. Management ensures that the school's routines are effective and that specific grants, for example for special educational needs, are appropriately used.
34. Pupils know that the school has high expectations of them, and that, if they give of their best, their efforts will be valued in the school community. This deceptively simple philosophy underpins the school's aims and permeates all aspects of school life. It stems from the headteacher's determination to ensure that pupils will reach their potential in both academic and personal terms. To this end, learning is strongly supported, relationships are excellent and quality of education is sought for all pupils. Parents and carers are very appreciative of the headteacher's considerable efforts on behalf of their children.

#### **WHAT COULD BE IMPROVED**

**The school does not systematically evaluate the success of its many initiatives so as to ensure that it is deriving benefit from them.**

35. The school has been involved in many initiatives since it was last inspected and these have improved the quality of the pupils' education. The initiatives have been carefully planned and introduced. A time scale has been agreed, the person responsible has been identified, any financial implications have been worked out and success criteria have been established. However, the success criteria are normally that the initiative is in place. There is no systematic provision for monitoring the initiative after an agreed time, in order to evaluate how successful it has been. Such provision would enable the school to determine if any further development was needed in order to make the initiative more effective and increase its value to the pupils.

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

36. The governing body, headteacher and staff should:
- (1) develop a scheme for monitoring the impact of initiatives so as to evaluate their

contribution to pupils' attainment and progress and to determine if further work is needed to get the best possible value from them.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	35

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6.7	33.3	46.7	13.3	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	305
Number of full-time pupils eligible for free school meals		24

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	36

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	13
Pupils who left the school other than at the usual time of leaving	8

### Attendance

#### Authorised absence

	%
School data	5.4
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	18	18
	Girls	23	24	23
	Total	41	42	41
Percentage of pupils at NC level 2 or above	School	95 (85)	98 (85)	95 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	18	18
	Girls	24	23	24
	Total	41	41	42
Percentage of pupils at NC level 2 or above	School	95 (85)	95 (96)	98 (100)
	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	24	17	41

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	21	21
	Girls	15	14	15
	Total	34	35	36
Percentage of pupils at NC level 4 or above	School	83 (91)	85 (75)	88 (97)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	22	22
	Girls	15	14	15
	Total	35	36	37
Percentage of pupils at NC level 4 or above	School	85 (91)	88 (76)	90 (100)
	National	68 (65)	69 (65)	75 (72)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	357
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 – Y6**

Total number of qualified teachers (FTE)	13.6
Number of pupils per qualified teacher	26.25
Average class size	26

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

Total number of education support staff	3
Total aggregate hours worked per week	55

#### **Qualified teachers and support staff: Nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	30

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

### ***Financial information***

Financial year	98/99
	£
Total income	489,534
Total expenditure	475,070
Expenditure per pupil	1,418
Balance brought forward from previous year	13,947
Balance carried forward to next year	28,411

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	380
Number of questionnaires returned	193

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	31	3	0	0
My child is making good progress in school.	51	38	8	1	2
Behaviour in the school is good.	53	40	1	0	3
My child gets the right amount of work to do at home.	29	50	12	3	3
The teaching is good.	55	38	0	2	3
I am kept well informed about how my child is getting on.	40	44	11	2	1
I would feel comfortable about approaching the school with questions or a problem.	60	34	3	0	1
The school expects my child to work hard and achieve his or her best.	58	37	2	0	1
The school works closely with parents.	47	41	6	1	2
The school is well led and managed.	55	38	2	1	3
The school is helping my child become mature and responsible.	49	46	2	1	3
The school provides an interesting range of activities outside lessons.	21	44	14	2	17