

# INSPECTION REPORT

## **LITTLE HEATH PRIMARY SCHOOL**

Potters Bar

LEA area: Hertfordshire

Unique reference number: 117567

Headteacher: Mrs C I D Foster

Reporting inspector: Ms A M Grainger  
20782

Dates of inspection: 12<sup>th</sup> – 14<sup>th</sup> March 2001

Inspection number: 190801

Short inspection carried out under Section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	School Road Potters Bar Hertfordshire
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Appropriate authority:	The governing body
Name of chair of governors:	Mr S K Pollitt
Date of previous inspection:	2 <sup>nd</sup> – 5 <sup>th</sup> December 1996

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

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in Little Heath on the northern edge of Potters Bar. With 208 girls and boys on roll, and a further 30 children attending the nursery in the mornings, the school is broadly average in size compared with other primary schools nationally. Children enter the nursery in the term in which they will be four. Those with birthdays in the Autumn term transfer to the reception class at the start of the next school year. Children whose birthdays are in the Spring and Summer usually move to the reception class in January. The percentage of pupils with special educational needs (19 per cent) is broadly average. Most pupils identified as having special educational needs have specific learning difficulties (dyslexia). Two pupils have statements of special educational need. Only a few pupils are from ethnic minority backgrounds, and no pupil is at an early stage of learning English. The percentage of pupils known to be eligible for free school meals (four per cent) is below the national average. There is some movement of pupils in and out of the school other than at the normal times of joining or leaving. In the last school year, this involved nine per cent of the school's pupils. Taking the intake as a whole, children's attainment on entry to the nursery is above average.

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

The school gives pupils a good education overall. Children enter the school with above average attainment. When they leave, at the age of eleven, standards are well above average in mathematics and science, and above average in English. Children make good progress in the nursery and reception classes, and this is continued in English between the ages of five and seven. Progress in English between the ages of seven and eleven is satisfactory. In mathematics, pupils make satisfactory progress between the ages of five and seven and good progress from seven to eleven. The overall quality of teaching is good. The leadership and management of the school are good overall. The school provides good value for money.

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

- Standards are consistently above the national average in English, mathematics and science when pupils leave the school at the age of eleven.
- Children have a good start to their education in the nursery and reception classes. They are provided with good and stimulating learning opportunities.
- Pupils respond very well to the school's high expectations of their attitudes and behaviour. They work and play very amicably together, and get on well with adults.
- Teaching is good in a high proportion of lessons. Lessons are well planned and teachers use questioning effectively to support pupils' learning.
- The partnership with parents is very good. Parents are strongly involved in the life of the school and make a very good contribution to their children's learning.

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

- Standards in information and communication technology are below those expected nationally when pupils leave the school at the age of eleven.
- Although standards in English are above average at the age of eleven, pupils do not make as much progress in English as in mathematics and science between the ages of seven and eleven.
- Pupils are not achieving as highly in mathematics as in English and science at the age of seven.

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

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

The school has made good progress with improvement since its last inspection in 1996. Most of the weaknesses identified at that time have been dealt with effectively, for example the provision for pupils with special educational needs. There are some areas in need of further work, such as the standards achieved at the age of eleven in information and communication technology.

The provision for pupils with special educational needs is now good. The individual education plans for pupils at Stage 2 and beyond on the school's special educational needs register are of good quality. Better account is taken of the needs of higher attaining pupils. The leadership and management skills of the senior staff have been developed satisfactorily, the senior management team having been only recently established at the last inspection. Satisfactory schemes of work are now in place. These schemes ensure that the requirements of the National Curriculum are covered, and that pupils' learning needs are met as they move up through the school. Progress has been unsatisfactory in improving the teaching of information and communication technology for pupils aged seven to eleven. Standards are still below those expected nationally in this area when pupils leave the school at the age of eleven. Nevertheless, there has been significant action this school year, and a new computer room is due to come into use very shortly.

High standards have been maintained in mathematics and science, and English standards have remained above the national average. Pupils' attitudes, behaviour, relationships and attendance continue to be very good. As at the last inspection, there is a high proportion of good teaching. A major development since the last inspection has been the successful establishment of nursery provision. The nursery opened in January 1998.

## STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	A	B	C
mathematics	B	A	A	A
science	A	A	A	B

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The above table shows that standards in 2000 were above the national average in English, and well above the national average in mathematics and science. When compared with the results achieved by schools with pupils from similar backgrounds, standards were well above average in mathematics, above average in science and broadly average in English. Standards have been consistently above the national average since the school's last inspection. The trend in the school's results over this period has been broadly in line with that found nationally. The evidence from the inspection of pupils' school work shows that present standards are much the same as in 2000 in all three subjects. The school sets realistic targets for English and mathematics standards at the age of eleven. In 2000, targets were exceeded in both subjects for the percentages of pupils reaching at least the level expected of most eleven-year-olds.

At the age of seven, in the 2000 tests, standards were well above the national average in reading and writing, and close to the average in mathematics. Compared with the results achieved by schools with pupils from similar backgrounds, standards were well above the national average in writing, broadly average in reading but below average in mathematics. Since the last inspection, standards have been consistently well above the national average in reading and writing. In mathematics, standards were well above the national average until 2000. The evidence from the inspection of pupils' school work shows that standards are still high in reading and writing, and average in mathematics.

At the age of five, at the end of the reception year, standards are above average. Pupils' overall progress is good throughout the school. It is satisfactory, however, in mathematics between the ages of five and seven, and in English between seven and eleven. Standards in information and communication technology are as expected nationally at the age of seven, but they are below those expected nationally

at the age of eleven. There is insufficient evidence to make a judgement on standards in other subjects.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils work hard and enjoy new challenges. They develop initiative and independence as learners as they move up through the school.
Behaviour, in and out of classrooms	Very good. Pupils of all ages behave very well. In lessons, they are attentive to their teachers. Pupils are very sensible when at play, eating lunch in the dining hall or moving around the school.
Personal development and relationships	Very good. Pupils show concern for each other. They share ideas and co-operate very well in lessons. They play very amicably together and get on very well with adults. Pupils respond positively to opportunities for their personal development.
Attendance	Very good. Attendance is consistently well above the national average. There is no unauthorised absence.

Pupils' very good attitudes, behaviour, relationships and attendance, all contribute to the effectiveness of their learning.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

Eighteen lessons were seen during the inspection. Of these, 17 per cent were very good, 61 per cent were good and 22 per cent were satisfactory. There was no unsatisfactory teaching. The very good teaching was seen in the nursery, the reception class and Year 1. The overall quality of teaching and learning in English, including the basic skills of literacy, is good for pupils up to seven years old. It is satisfactory for those aged seven to eleven. The overall quality of teaching and learning in mathematics, including the basic skills of numeracy, is good for children aged three to five, and for pupils aged seven to eleven. It is satisfactory for those aged five to seven. Overall, the school meets individual pupils' needs well, with good attention given to those who have special educational needs. The brighter pupils are supported to learn effectively. Particular strengths in teaching are the planning of lessons and the good use of questions to support pupils' learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. Good learning opportunities are provided for children in the nursery and reception classes. The curriculum for pupils aged five to eleven satisfactorily covers all the required subjects.
Provision for pupils with special educational needs	Good. Pupils are identified quickly and given the support they need. They are provided with good individual education plans when on Stage 2 or beyond of the school's register.

Provision for pupils with English as an additional language	Satisfactory. Although no pupil is at an early stage of learning English, the school meets the needs of the very few pupils whose first language is not English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Good provision is made for pupils' social and moral development. Pupils are encouraged to be caring towards others at school and in the wider community. Satisfactory provision is made for spiritual and cultural development, particularly through assemblies and religious education.
How well the school cares for its pupils	Good. The school provides a safe and secure environment and cares well for pupils' personal wellbeing. Teachers know pupils well and recognise their individual needs.

The school's partnership with parents is very good. Parents have very positive views of the school. They are kept well informed of their children's progress.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and senior staff work effectively together to provide a clear educational direction for the school. There is good teamwork with teachers and other staff, who all show considerable commitment to the school.
How well the governors fulfil their responsibilities	Satisfactory. Governors work well with the headteacher and teaching staff. They are developing independent strategies for gaining information about the school.
The school's evaluation of its performance	Satisfactory. A suitable range of methods is used for checking teaching and the curriculum. The analysis of data is less well developed as a means of reviewing the school's performance.
The strategic use of resources	Good. Financial planning is well linked to educational priorities. Specific grants are used effectively for their intended purposes. The principles of best value are applied satisfactorily.

The school has a good number of teachers and the accommodation is good. There are sufficient resources to support the delivery of the curriculum.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• The school is well led and managed.</li> <li>• Teaching is good.</li> <li>• Their children are expected to work hard.</li> <li>• Their children are helped to become more mature and responsible.</li> <li>• Behaviour is good.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities provided outside lessons.</li> <li>• The information they receive on their children's progress.</li> <li>• How closely the school works with them.</li> </ul>

Inspection evidence supports parents' positive views. The partnership with parents is very good, and good information is provided to parents on their children's progress. The range of activities outside lessons is satisfactory although, as in many schools, there is very little for pupils aged five to seven.



## **PART B: COMMENTARY**

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

**Standards are consistently above the national average in English, mathematics and science when pupils leave the school at the age of eleven.**

1. Pupils' results in the end of Key Stage 2 National Curriculum tests in 2000 were well above the national average in mathematics and science, and above the national average in English. When compared with the results achieved by schools with pupils from similar backgrounds, standards in 2000 were well above average in mathematics, above average in science, and broadly average in English. In all three subjects, the percentage of pupils reaching at least the level expected of most eleven-year-olds was well above the national average. The percentage reaching a higher level was also well above the national average in mathematics and science, and above the national average in English. The school has maintained standards consistently above the national average in all three subjects since its last inspection in 1996.
2. By the age of eleven, pupils give clear and detailed answers to questions, such as about a text they have read together as a class. They have a rich vocabulary, which they use well to communicate their meaning clearly. They listen carefully to others and show maturity in taking turns during a conversation in a small group. Most pupils are accurate, fluent and confident readers. They read a good range of fiction and have a clear understanding of the narrative and characters. Many pupils have favourite authors. They explain why they like particular types of fiction, such as stories about animals, adventures or science fiction. Most pupils very competently apply strategies such as letter sounds to read an unfamiliar word. Pupils write for a suitable range of purposes, for example producing newspaper reports, advertisements for the school, instructions for how to make a cup of tea, and comparisons of a video and play script of 'Romeo and Juliet'. Higher attaining pupils demonstrate a strong awareness of the reader. They inject tension and atmosphere into their story writing through well-selected adjectives. Handwriting is neat and evenly formed, with most pupils using a neat cursive script.
3. In mathematics, by the age of eleven, pupils are effective in solving a wide range of problems and in applying their mathematical skills in practical situations. Higher attaining pupils have good strategies with which to approach a challenge and explain their thinking. Pupils are very competent in their use of the four rules of number. They add, subtract, multiply and divide with numbers to five digits and calculate amounts, including money, using fractions, percentages and decimals to two places. Higher attaining pupils make calculations or round up numbers to six digits. All pupils, including the lowest attaining, present information in chart and graph form. They interpret data with an understanding of the terms 'mode', 'median' and 'mean'. Pupils calculate differences, using negative numbers on temperature gauges and present graphs in quadrants, using positive and negative numbers. All pupils have a very good understanding of two- and three-dimensional shapes, symmetry and rotation. They accurately measure angles and calculate the perimeters of a range of regular and irregular shapes. They measure volume and capacity at the level expected for their age.
4. Pupils have a good knowledge and understanding across all areas of the science curriculum. They understand how living things can be classified using keys, and recognise features common to living things, for example that they reproduce. They know the functions of the different parts of a flowering plant and recognise the

conditions essential for healthy growth. They also have a good awareness of some of the systems of the human body and of what constitutes a healthy lifestyle. Pupils have a very good understanding of the classification of materials into solids, liquids and gases, and of processes such as dissolving and evaporation. Pupils' knowledge of physical phenomena is good. All pupils, even those who are lower attaining, understand the principle of a fair test. In carrying out investigations, they have the level of independence expected for their age. Most make well thought through predictions and accurately record their findings. Diagrams are clearly labelled.

5. Pupils enter the school with above average attainment in their basic skills of communication, language, literacy and mathematics. Although above average overall, skills in mathematics are not as strong as those in communication, language and literacy when children enter the school. Good progress is made in English throughout the Foundation Stage and at Key Stage 1. This is largely due to teachers' high expectations of the standards pupils are capable of attaining. Many good learning opportunities are provided in English during this time. Pupils in Key Stage 1 have some very good opportunities to develop extended writing, to explore language in communicating ideas and feelings, and to develop a good awareness of the reader. Basic reading skills are developed well, with an emphasis on reading for comprehension in Key Stage 1. In Key Stage 2, there is satisfactory development of English skills overall, resulting in standards that are above average at the age of eleven.
6. Good progress between the ages of seven and eleven results in high standards in mathematics at the end of Key Stage 2. The pupils in last year's Year 6 entered Key Stage 2 having achieved above average standards at the end of Key Stage 1. They made good progress as they moved up through Key Stage 2. The present Year 6 achieved high standards at the end of Key Stage 1 and are building effectively on this with good progress now. This is a result of good teaching, with higher attaining pupils being challenged well through the provision of specific extension work. Progress accelerates in Years 5 and 6 because of the extra help children receive in 'booster classes' and the provision of extension work in smaller groups.
7. Progress in all aspects of science is good throughout Key Stages 1 and 2. There is good coverage of the curriculum in both breadth and depth. Good teaching ensures that pupils develop understanding of the work through practical investigation and careful recording. In Key Stage 1, work is recorded in more detail in Year 1 than in Year 2. This provides effective reinforcement for Year 1 pupils, but means that there are some missed opportunities for consolidation of learning in Year 2.

**Children have a good start to their education in the nursery and reception classes. They are provided with good and stimulating learning opportunities.**

8. Children in the nursery and reception classes are provided with good and stimulating learning opportunities that build well on their pre-school learning and their above average attainment on entry. The new Foundation Stage curriculum has been implemented well this school year and is ensuring that work in the reception classes extends that in the nursery and prepares children effectively for entry to Key Stage 1. The needs of all children are met well. Good use is made of the assessments of children on entry to the nursery and there is effective ongoing checking of individual children's progress. Tracking of children's progress identifies where early intervention is needed for more help or more challenge. Information from assessment is used well to guide the planning of the curriculum in both classes. Good use of information about children's skills ensures that planning clearly indicates different levels of work for the steps towards the Early Learning Goals and National Curriculum targets. This is

particularly evident in planning for literacy and numeracy.

9. The overall quality of teaching and learning in the nursery and reception classes is good. Instances of very good teaching were seen during the inspection in both classes. Teachers plan thematically to link areas of the curriculum to each other, such as in the theme of 'hot and cold'. Through this theme in the reception class, children widen their knowledge and understanding of the world about them very well through visiting 'The Antarctic'. They also experience changing materials through dissolving jelly, observing the thawing of ice, or using powder paint to produce shades of blue and white for cold colours. In a very good lesson, children had very good opportunities for the development of their imagination. During role play activities, for example, children dressed for cold weather, experienced sleeping in a tent and discussed weather symbols.
10. Very good teaching in a nursery lesson challenged children of all abilities through well focused questions. Effective questioning moved children on very well in learning about letters in their name when writing, in their observation of a flower before making a very careful painting of it, and in joining materials in different ways. Good management of children contributes to the successful promotion of personal and social skills. This strength permeates all areas of learning, so that children become independent, know right from wrong and show responsibility at 'tidy away time'. All adults have very high expectations, which challenge children to succeed. Outdoor play is very well organised in the nursery. As a result, children gain confidence and learn to take turns on a range of climbing equipment and wheeled toys and when digging in the sandpit.
11. Regular visits by groups of children from the nursery to the reception class help to achieve a smooth transition between classes and provide a secure foundation for progress in learning. The school's action plan for future development contains well chosen points for building on current success in the Foundation Stage provision. The nursery is a new development since the last inspection. It opened in January in 1998. Since then, a strong partnership between the nursery and reception class had developed to the benefit of the children.

**Pupils respond very well to the school's high expectations of their attitudes and behaviour. They work and play very amicably together, and get on well with adults.**

12. Children settle well into school. Even in the nursery and reception classes, children show good independence as learners. They maintain their involvement in activities for a good amount of time. This is seen, for example, when children in the nursery are involved in activities such as cutting and sticking with scrap materials, using construction kits or working in pairs on the computer. Children play very amicably together, for example taking turns in the use of the large outdoor play equipment. They work well together in role play activities in the reception class. Children share toys and resources very well. At the end of activities, they tidy away, for example stacking chairs in the reception class. Children understand the difference between right and wrong. They know, for example, what is acceptable and unacceptable behaviour.
13. Pupils in Key Stages 1 and 2 have very good attitudes to school. They listen attentively to their teachers and follow instructions carefully. They respond well to opportunities to make decisions about how they will approach a task. This was seen in a Year 5 geography lesson when pupils created their own maps of Darkes Lane. Pupils work together on tasks on the computer very sensibly and usually with a very good level of involvement. Year 2 pupils get on very well with writing stories individually, making a concerted effort. They show interest and concentrate well. Pupils enjoy challenging

activities, as was seen in a Year 3 science lesson when pupils explored how the size of shadows can change. Pupils develop independence and initiative as they move up through the school, for example in Year 6 identifying questions to ask others in the class when studying a text in English.

14. Behaviour is very good in lessons and around the school. Lunch time in the dining hall is a very pleasant social occasion. Pupils move about the school very sensibly and with good awareness of others, for example when going to the hall for assembly or physical education. Behaviour on the playground is very good. Pupils are trustworthy and they respect the school environment and the property of others. They are courteous and polite.
15. Relationships are very good among pupils and between pupils and adults. Pupils enjoy working together, such as when investigating mixing materials in a Year 6 science lesson. They share ideas and help each other, for example when using the computer to write a school report for an imaginary character in a Year 4 English lesson. Pupils get on very well with the adults in the school. They respond well to the opportunities provided for their personal development, such as for those in Key Stage 2 to help younger pupils in Key Stage 1 with reading. The school is a harmonious community, with no evidence of bullying or racism.
16. Pupils are proud of their school and enjoy being at school. Their very good attitudes to learning, behaviour and relationships, and their positive response to the opportunities for their personal development, all contribute to the effectiveness of their learning. All the strengths found at the last inspection in this area have been maintained.

**Teaching is good in a high proportion of lessons. Lessons are well planned and teachers use questioning effectively to support pupils' learning.**

17. The overall quality of teaching and learning is good, as it was at the last inspection. During the inspection, 18 lessons were observed. Of these, 17 per cent were very good, 61 per cent good and 22 per cent satisfactory. No unsatisfactory lessons were seen, and this is an improvement since the last inspection. The very good lessons were in the nursery, reception class and Year 1.
18. Planning is good and teachers are thoroughly prepared for lessons. These aspects of teaching were also identified as strengths at the last inspection. Teachers are clear about what it is that they want pupils to learn and plan activities to match these objectives. The learning objectives are shared with pupils at the start of lessons and, as a result, pupils have a good awareness of their learning. Often, different activities are planned to ensure that the full range of pupils' needs is met. This was seen, for example, in a Year 5 mathematics lesson in which activities were planned at three levels. As a result, all pupils made good progress in calculating perimeters. In this lesson, learning was further enhanced by the effective deployment of support staff. Thorough planning with work very effectively matched to pupils' differing needs was also a feature of a Year 1 mathematics lesson.
19. Science investigations are particularly well prepared. In a Year 3 lesson on shadows the activities were planned so that each incrementally developed pupils' understanding of shadows and the effect of the angle of the light shining on the object. This lesson involved effective demonstration in a lively game type of activity using an overhead projector. Pupils' interest was captivated as they had to guess what object might be causing the shadow. This was developed as pupils used cut-out card 'aliens' to identify the effects of the angle at which the light shines on the object. In a Year 6 science

lesson, all the necessary equipment was available and well organised, so that no time was lost as pupils investigated mixing materials. In a Year 2 English lesson, thorough planning ensured that good gains were made in reading comprehension and narrative writing as one activity led smoothly to another that added further challenge.

20. Questioning is used well in many lessons to focus pupils' thinking and deepen their understanding. It is also a means by which teachers check how well pupils are learning. Well focused questioning in a reception class lesson helped children of all abilities to use language to compare colours and textures. In a Year 6 English lesson focusing on the development of reading comprehension, the teacher required pupils to frame their own questions about the text as well as questioning them herself. This supported pupils of average attainment in particular in developing a good understanding of the text. Questioning also developed all pupils' understanding of the feelings of a character in a story read as a class in Year 2. In a Year 3 English lesson, lively questioning engaged pupils' interest in spelling rules. In a session for a small group of Year 5 and 6 lower attaining pupils, including those with special educational needs, focused and persistent questioning supported learning well. Through questioning, responses were drawn from pupils about the information that would be needed in a leaflet advertising the art club.
21. Other features of teaching that support pupils in making good progress are teachers' high expectations of the standards that can be achieved, especially in English in Key Stage 1 and in mathematics in Key Stage 2. Teachers manage pupils and activities effectively so that no time is wasted. Instructions and explanations are clear, so that pupils know what is expected of them.

**The partnership with parents is very good. Parents are strongly involved in the life of the school and make a very good contribution to their children's learning.**

22. Parents' views of the school are very positive, even more so than at the last inspection. Parents appreciate the attention given to the all-round development of their children, together with the good teaching and the high expectations that make it all possible. They see a school that is well led and managed, with well behaved pupils, and an environment that is caring and secure. Their children like school. The inspectors agree with these positive views. The areas that a few parents would like to see improved are the range of extra-curricular activities, the information they receive on their children's progress and how closely the school works with them. The range of extra-curricular activities is judged to be satisfactory overall although, as in many schools, there is very little provision for pupils in Key Stage 1. Information provided on pupils' progress is good overall.
23. Termly consultation evenings and pupils' end of year written reports provide parents with good information on their children's progress. They clearly evaluate how well pupils are doing and give targets for improvement. Parents are also encouraged to talk to teachers informally. Reading diaries at Key Stage 1, and homework diaries in Key Stage 2, provide an effective means of communication between home and school. Parents are provided with termly curriculum leaflets and timetables. All this information is helpful to parents in supporting their children's learning at home. Regular newsletters are issued and information evenings are held to keep parents informed of wider issues concerning the school. The prospectus and governing body's annual report also provide parents with good information, although there are some minor omissions in both documents.
24. About 15 parents regularly help in school and many others help on an occasional basis.

Parents make a good contribution to the running of extra-curricular activities. During the inspection, an after-school art club run by parents was well supported and clearly greatly enjoyed by the pupils attending. The Parent Teacher Association is very active. It provides a focus for social events and raises significant funds. The new computer room is being well equipped as a result of parents' fund-raising efforts. Parents make a very good contribution to their children's learning at home and at school. The part parents play in supporting the school is greatly appreciated by the staff and pupils. All the strengths found in this area at the last inspection have been maintained.

## **WHAT COULD BE IMPROVED**

**Standards in information and communication technology are below those expected nationally when pupils leave the school at the age of eleven.**

25. The standard of pupils' work in information and communication technology is below that expected nationally at the end of Key Stage 2. Pupils have a secure understanding of the word processing skills necessary to present a piece of work. Their competence in applying this understanding is restricted by them having too few regular opportunities to do so. Pupils do not have sufficient understanding of the collection and presentation of a range of data and information in graphs and tables. They understand the use of control through the use of a robot toy, but do not use programs to control devices or lights. Their knowledge of computerised control in the environment is at a lower level than expected for their age. Pupils do know how to use the Internet or CD-Roms to find information.
26. Pupils now in Year 6 have made unsatisfactory progress as they have moved up through the key stage. The teaching of information and communication technology has been unsatisfactory for these pupils. The main focus of their experience has been in the area of word processing, with other aspects of the curriculum not having been covered adequately. It was a key issue at the last inspection that information and communication technology skills should be taught more systematically at Key Stage 2. The school has made unsatisfactory progress in rectifying the weaknesses over the four years since the last inspection.
27. There has been much recent action that should lead to significant improvement. A new computer room has been built and is due to open very shortly. The school has satisfactorily implemented most of the new National Curriculum requirements in Years 3 to 5, although they are still not in place in Year 6. One area still in need of further development in Years 3 to 5 is the provision for pupils to learn about controlling devices. Overall, the quality of teaching and learning is now satisfactory in Years 3 to 5, although it remains unsatisfactory in Year 6. A satisfactory lesson was seen during the inspection in Year 4. In this lesson, pupils satisfactorily developed their understanding of presenting images because teaching focused on the skills to be developed.
28. Standards at the end of Key Stage 1 are as expected nationally and similar to those found at the last inspection. Pupils have a satisfactory knowledge of using text on the computer to finish a story or change the ending. They competently use an art program to create pictures of fireworks. They use a mathematics program to sort shapes and add information to compile a block graph. Pupils use the computer to access information, but not all are independent in saving and retrieving their work. Pupils understand how to operate machines such as videos, televisions and audio tape players. They give instructions to a robot toy to move in different directions. Progress through Key Stage 1 is satisfactory as a result of satisfactory teaching.

**Although standards in English are above average at the age of eleven, pupils do not make as much progress in English as in mathematics and science between the ages of seven and eleven.**

29. In the years since the last inspection, prior to 2000, pupils' results in the end of Key Stage 2 tests in English had been well above the national average. In 1997, the school's results were in the highest five per cent of schools nationally. The results in these years represented good progress in relation to pupils' attainment on entry to the school. The year group of pupils that took the tests in 2000, and achieved above average standards, had been performing highly in reading and at a level well above the national average in writing when they were at the end of Key Stage 1. The Key Stage 2 English results suggest that progress was unsatisfactory for this year group. The school has identified the movement of pupils in and out of the year group as they moved up through Key Stage 2 as the reason. Tracking of the pupils who were in the school at the end of Key Stage 1, and remained present throughout Key Stage 2, shows that the overall progress of this group of pupils was unsatisfactory. In reading, the year group made the equivalent of one term's progress less than they should have done. In writing, the loss of progress was equivalent to almost a year. This is a serious concern. Progress for the same pupils was good in mathematics.
30. The year group of pupils at the end of Key Stage 2 now has also made unsatisfactory progress in relation to their attainment at the end of Key Stage 1. The evidence from the inspection of pupils' school work shows that pupils now at the end of Key Stage 2 are performing at an above average standard, although standards in writing are the weaker area. In 1997, when this year group took the end of Key Stage 1 tests, their results were in the highest five per cent nationally in writing and were well above the national average in reading. The work in pupils' books shows that pupils now in Key Stage 2 are making satisfactory overall progress this school year in English. Progress is now satisfactory because the school has recognised a need to give greater attention to writing. The school considers that there has been less of a focus on writing than there used to be in the school prior to the introduction of the National Literacy Strategy. While progress is now satisfactory in English, further action is needed. Pupils' progress in Key Stage 2 continues to be good in mathematics and science in Key Stage 2. The school is more effectively building on pupils' attainment on entry to the key stage in both mathematics and science than it is in English.
31. Although the quality of teaching is satisfactory, pupils' skills in drafting and redrafting their writing for style and content are not developed sufficiently by the teachers as pupils move up through Key Stage 2. Neither are pupils independent enough in editing their work, as this is often done for them by the teacher. While there is a strong emphasis on the development of skills of reading comprehension, as was observed in a good Year 6 lesson during the inspection, teachers miss some opportunities to challenge the brightest pupils. This is because of a concern to practise answering test papers, which sometimes prevents a more detailed analysis of texts at a higher level. The need to develop the understanding of the brightest pupils at a deeper level was an area identified at the last inspection. Within the specific context of improving progress in English in Key Stage 2, there is still further work to do.

**Pupils are not achieving as highly in mathematics as in English and science at the age of seven.**

32. In the three years from 1997 to 1999, pupils' results in the end of Key Stage 1 tests in mathematics were well above the national average. In 2000, they were close to the national average, although results in reading and writing remained well above the

national average. Teachers assessed pupils' performance in science as well above the national average. There is no clear explanation as to why the mathematics results were lower. Judgements cannot, for example, be made about how teachers' subject knowledge contributed to these standards. This is because the teachers now teaching in Key Stage 1 are different from those teaching there last year. On entry to the school, children's attainment is above average in language, literacy and communication, and in mathematical development. While literacy standards are a little higher than those in mathematics on entry, the difference between them does not account for the significant variation in standards across these areas at the end of Key Stage 1.

33. In 2000, the percentage of pupils achieving a higher level than that expected of most seven-year-olds was above the national average. It was also above average when compared with the results achieved by schools with pupils from similar backgrounds. The percentage reaching the level that indicates average attainment was below the national average. It was well below the average for similar schools. This indicates that in the year group that took the tests in 2000, the higher attaining pupils made satisfactory progress through Key Stage 1, but some average pupils made less progress.
34. The evidence from the inspection of pupils' school work shows that standards continue to be average, but good in pupils' interpretation of shape. As in English in Key Stage 2, pupils are making satisfactory progress now. However, the work in pupils' books shows that average and lower attaining pupils are not progressing as well as higher attaining pupils in solving written problems. In a mental mathematics session, higher attaining pupils made better progress in answering quickly than the average pupils did. There is also little evidence of work in data handling to develop pupils' skills in this area. The quality of teaching and learning is satisfactory overall. In a very good lesson observed in Year 1 during the inspection, which was not typical of pupils' overall mathematics experiences in Key Stage 1, teaching was very well focused for the needs of all pupils. Tasks and extension work ensured pupils' learning was moved on at a very good pace in this particular lesson.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

35. To rectify the weaknesses, while retaining the strengths of the school, the governing body, headteacher and staff should:
- ❖ Raise standards in information and communication technology at the age of eleven by:
    - ensuring that the National Curriculum Programmes of Study are fully covered in all year groups in Key Stage 2, including Year 6; and
    - making full use of the new computer room and its equipment to support pupils' learning.
  - ❖ Improve pupils' progress in English between the ages of seven and eleven by:
    - developing their skills in drafting and redrafting their writing for style and content;
    - requiring pupils to develop independence in editing their writing for spelling, punctuation and grammar; and
    - giving greater attention to the development of deeper levels of understanding of a range of texts by the brighter pupils in particular.
  - ❖ Improve pupils' achievement in mathematics at the age of seven, so that they are doing as well in mathematics as in English and science, by:
    - supporting average and lower attaining pupils to make better progress in solving written problems and in answering quickly in mental sessions; and
    - giving greater attention to developing pupils' understanding and skills in data handling.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	9

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	17	61	22	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)	15	208
Number of full-time pupils known to be eligible for free school meals	-	8

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	39

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	12

### Attendance

#### Authorised absence

	%
School data	4.0
National comparative data	5.2

#### 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
		2000	15	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	14
	Girls	13	14	13
	Total	28	29	27
Percentage of pupils at NC level 2 or above	School	93 (97)	97 (97)	90 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	14	15
	Girls	15	13	15
	Total	30	27	30
Percentage of pupils at NC level 2 or above	School	100 (97)	90 (100)	100 (97)
	National	84 (82)	88 (86)	88 (87)

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
		2000	16	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	15
	Girls	13	12	13
	Total	27	27	28
Percentage of pupils at NC level 4 or above	School	93 (97)	93 (93)	97 (90)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	15
	Girls	13	12	13
	Total	28	27	28
Percentage of pupils at NC level 4 or above	School	97 (86)	93 (93)	97 (93)
	National	70 (68)	72 (69)	79 (75)

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	1
Black – other	1
Indian	5
Pakistani	1
Bangladeshi	0
Chinese	0
White	196
Any other minority ethnic group	4

*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)	9.3
Number of pupils per qualified teacher	22.37
Average class size	29.71

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

Total number of education support staff	7
Total aggregate hours worked per week	79

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

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	30

Total number of education support staff	2
Total aggregate hours worked per week	32

Number of pupils per FTE adult	20
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
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	£
Total income	443,592
Total expenditure	447,543
Expenditure per pupil	2,102
Balance brought forward from previous year	14,571
Balance carried forward to next year	10,620

## Results of the survey of parents and carers

### Questionnaire return rate

36.97%

Number of questionnaires sent out	238
Number of questionnaires returned	88

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	24	2	0	0
My child is making good progress in school.	45	51	3	0	0
Behaviour in the school is good.	51	49	0	0	0
My child gets the right amount of work to do at home.	36	52	8	1	2
The teaching is good.	67	33	0	0	0
I am kept well informed about how my child is getting on.	32	56	9	1	2
I would feel comfortable about approaching the school with questions or a problem.	53	36	6	3	1
The school expects my child to work hard and achieve his or her best.	59	39	0	1	1
The school works closely with parents.	42	47	8	2	1
The school is well led and managed.	73	25	0	1	1
The school is helping my child become mature and responsible.	53	42	1	0	3
The school provides an interesting range of activities outside lessons.	42	33	11	1	13

Not all responses total 100 due to rounding.