

# INSPECTION REPORT

## **NETHERFIELD CE PRIMARY SCHOOL**

Netherfield, Battle

LEA area: East Sussex

Unique reference number: 114514

Headteacher: Mrs Susan Hunter

Reporting inspector: Michael Renouf - 1638

Dates of inspection: 12 - 14 June 2000

Inspection number: 191048

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Kim Goodall
Date of previous inspection:	1 July 1996

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

### **INFORMATION ABOUT THE SCHOOL**

Netherfield CE Primary School provides for pupils aged from four to eleven. It is smaller than most other primary schools, with 64 pupils taught in three classes. The number of pupils has fallen temporarily due to local housing refurbishment, but is projected to rise substantially over the next two years. At the time of the inspection there were four children below statutory school age in the reception year.

Pupils come mainly from the immediate locality and some come from outlying districts. Twenty-five per cent of pupils are known to be eligible for free school meals. This is at the top end of the average range. Before the recent fall in the number of pupils, the percentage of free school meals was above average. The school has identified 33 per cent of pupils, a well above average figure, as having special educational needs, and one pupil has a statement of special educational need. There are no pupils from minority ethnic groups but there are three pupils with English as an additional language, a higher proportion than in most schools. Children come from a range of backgrounds and show a range of attainments on entry to the school, which, overall, are below average.

There have been some recent changes in the leadership of the school. The present headteacher was appointed at the start of the term of the inspection, after coming into the school for a term as the acting head. Before this there had been another acting head, following the resignation of the previous headteacher.

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

The effectiveness of Netherfield CE Primary is good. It achieves overall above average standards, which are high compared to similar schools. Teaching is very good, and this helps to promote also the very good attitudes and behaviour of pupils. The school is well led and it provides good value for money.

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

- The aims of the school are reflected well in the work of the school and in the day-to-day experiences of pupils.
- The teaching is very good; teachers have high expectations and work is planned carefully to meet the needs of all pupils, including those with special educational needs.
- Results in national tests of English, mathematics and science for pupils in Year 6 are better than in most similar schools, and are improving year on year.
- There is a good emphasis on literacy and numeracy in a broad curriculum, which is extended by a good range of extra-curricular activities.
- Pupils have very good attitudes towards school and their work; this contributes very well to the good progress they make.
- Behaviour is very good, and pupils get on well with each other; all adults in the school model very good caring and co-operative approaches.
- The headteacher leads the school well, and all members of staff work effectively as a team; governors know and support the school well, and everyone is striving for further improvement.
- Parents are very supportive of the school, and are very satisfied with the teaching and with the progress their children make.

### What could be improved

- The curriculum for pupils under five, which is generally matched suitably to their needs but is not aimed clearly enough at the learning objectives for the age group.
- There are insufficient opportunities for pupils to learn about living in a multicultural society.
- The boys' overall results in tests over time, which are nearly always lower than the girls' results, and more so than the national difference.
- The school development plan, which lacks sufficiently rigorous action plans and arrangements for monitoring its progress and evaluating the outcomes.

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

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

The last inspection in July 1996 found Netherfield CE to be a good school. Despite changes in the leadership of the school, the work of the governors and the staff team has enabled the strengths of the school to be maintained, including the good value for money it provides. There has also been improvement in many areas. The overall results achieved by pupils in the national tests at the age of 11 have risen steadily. The teaching, while good in the past, is now better than it was, and pupils' learning has improved. Pupils' attitudes are even better than at the last inspection. The role of subject co-ordinators is developing well. All the key issues for action identified have been tackled effectively, except for some weakness in development planning, but the changes in leadership make this understandable. The new headteacher has introduced more rigorous monitoring of the work of the school, and is working effectively with the staff and governors to improve the school further. Improvement has been good, and the school's capacity to make further improvements and to meet its targets is good.

### STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	B	A	A*
mathematics	C	B	C	B
science	B	A	B	A

<b>Key</b>	
well above average	A
above average	B
average	C
below average	D
well below average	E

The A\* grade means that the school's performance was in the highest 5% nationally.

The findings of the inspection confirm these generally above average results. Results in national tests of pupils at the age of 11 have risen above the national trend, and the school has set realistic targets for the future.

Test results of pupils at the age of seven have not been as good, but the work seen in the inspection shows that these pupils achieve generally average standards. Their work in mathematics is of a good standard. Recent test results of pupils at the age of seven have included those of a very high proportion of pupils with special educational needs.

Pupils throughout the school make good progress in English and mathematics, including in literacy and numeracy skills. By the time they leave school all pupils, including those with special educational needs, have achieved well, although girls usually do even better than the boys.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Very good. Pupils are enthusiastic about school, settle quickly to their work, and appreciate the caring atmosphere of the school.
Behaviour, in and out of classrooms	Very good in lessons and all around the school.
Personal development and relationships	Very good. Pupils show personal responsibility, and work and play well together. Some younger pupils show undeveloped social skills but these improve well through the school.
Attendance	In line with the national average.

### **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>aged up to 5 years</b>	<b>aged 5-7 years</b>	<b>aged 7-11 years</b>
Lessons seen overall	Very good	Very 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.*

In 58 per cent of the lessons seen, the teaching was very good. In all other lessons the teaching was good. The quality of English and mathematics teaching is very good, and literacy and numeracy skills are taught very well. All lessons are planned carefully and take account of the needs of all pupils. Teachers have high expectations of pupils' application to their work and of the work they produce. Pupils recognise this, and work with effort and interest. Their learning is very good as a result. Pupils are very well managed; teachers rarely need to correct pupils, or even need to encourage pupils to listen or try hard. They are encouraged from an early age to be independent and to manage themselves well within the set activities.

Teachers use questions well to encourage pupils to think, and to check their understanding of what is being taught. When they praise pupils' work, they explain well what it is that makes the work worth commenting on. Teachers give pupils good opportunities to work together, and this promotes good learning by helping them to be clear about what they are doing.

All lessons are purposeful and pupils work productively. Resources, including computers, are used well to add to pupils' learning. Classroom assistants make a real contribution to the quality of learning.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Suitable attention is given to all subjects of the National Curriculum and to religious education. Literacy and numeracy are particularly well planned for. The work for pupils in reception is matched to their needs but would benefit from a scheme of work.
Provision for pupils with special educational needs	Very good. Pupils are supported well in lessons and when withdrawn for extra help from classroom assistants or the special educational needs co-ordinator.
Provision for pupils with English as an additional language	These pupils, new to the school, were absent at the time of the inspection, and the provision was not inspected.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. There is a strong spiritual and moral dimension to the ethos of the school. There is a very good, co-operative and open approach in the school that contributes well to pupils' social and overall personal development. Cultural development is generally good but opportunities to prepare pupils for life in a multicultural society are limited.
How well the school cares for its pupils	Procedures for ensuring pupils' welfare and safety have improved, and are very good. The progress the pupils make in their work is monitored well, and the information is used well to plan future learning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership in moving the school forward, and enables all members of staff to make a full contribution through a strong team approach.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory responsibilities effectively. Governors are well informed and have a good understanding of the strengths of the school and the areas for development.
The school's evaluation of its performance	The school monitors and evaluates the quality of teaching and the progress of pupils well. The procedures for making sure that the development plan is working effectively are not as good.
The strategic use of resources	All resources are used well, and the financial effect of the temporary fall in the numbers of pupils is being managed well. Computers are used effectively to support learning. The school is generally applying the principles of best value appropriately in its use of resources.

## 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>• They feel comfortable about approaching the school with any questions or problems.</li><li>• The teaching is good.</li><li>• Their children are expected to work hard and to achieve their best, and they make good progress.</li><li>• Their children like school.</li><li>• Pupils are well behaved.</li><li>• The school is well led and managed.</li><li>• The school helps their children to become mature and responsible.</li><li>• Most feel well informed about how their children are getting on.</li><li>• Most are happy with the homework that is given.</li></ul>	<ul style="list-style-type: none"><li>• Some parents do not feel there is a sufficiently interesting range of activities outside of lessons.</li></ul>

Other comments from parents included their appreciation of the prompt attention given to pupils with special educational needs when they start school, and that they were helped to be confident.

Inspectors agree with parents' positive views. Sometimes the number of pupils who can attend extra-curricular activities has to be limited, but the range of activities is good.

## **PART B: COMMENTARY**

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

**The aims of the school are reflected well in the work of the school and in the day-to-day experiences of pupils.**

1. The school is committed to creating a happy, relaxed, caring and stimulating Christian atmosphere, and this is evident throughout the school. Pupils work well together and relationships between pupils and adults are consistently good. Teachers and support staff talk thoughtfully to pupils in all situations, and promote a calm, well-mannered approach in all aspects of school life. The school provides a good place for pupils to learn and make progress.

2. The aims of the school contribute well to its success. The achievement of them is self evident in the strengths of the school, and they also play a real part in the work of the school from day to day. The aims are part of the community ethos of the school. They are shared and discussed with the pupils, who have good opportunities to comment on them and share their thoughts in displays. This is a meaningful contribution to pupils' involvement in school life and to their personal development.

**The teaching is very good; teachers have high expectations and work is planned carefully to meet the needs of all pupils, including those with special educational needs.**

3. The very good teaching is evident to parents, and the school meets its aim to challenge pupils to learn. Teachers plan the work for pupils carefully, and group them well according to a good understanding of their stages of development. The planned work is based on a good knowledge and understanding of the subjects to be taught, particularly literacy and numeracy, using the materials of the national strategies. In numeracy, the school benefits from a scheme of work provided by a local beacon school, but its successful implementation is fully attributable to the teachers in the school.

4. In their plans and in their classroom teaching, teachers consider the needs of all pupils well. When teaching the whole class, they pitch their questions well to different pupils to help them all relate to the discussion or explanation that is taking place. In the class for the youngest pupils, the story *We're Going on a Bear Hunt* was shared with an enjoyment that enabled all pupils to relate to it. Clues in the story were used well to help some pupils to read unfamiliar words, while other pupils were challenged to recall words, such as author, or the sounds made by particular letter patterns.

5. Teachers have high expectations of the efforts pupils will make and of the outcomes of their work. Pupils know this and work in a purposeful atmosphere and at a good rate. They respond well to the high expectations, which are not simply the setting of 'hard' work, but involve tasks matched well to pupils to stimulate interest and give challenge. As a result, pupils' learning is at least good, and often very good. For example, in a mathematics lesson, the level of the task, along with the good explanation and demonstration by the teacher about angles, their names and how they might be measured, enabled the lowest attainers to go beyond what was expected of them in the lesson. The very good teaching enabled them to understand well the ideas being taught. Pupils are always helped to understand what they are doing, and so they apply themselves well and learn.

6. Teachers routinely challenge and inspire pupils. For example, they are encouraged to draw flowers with great care from direct observation, asked to read texts independently and draw conclusions for themselves, and pushed to articulate views about what newspapers should or should not report. Pupils respond well, enjoy the lessons and work productively. The challenges they are given lead to the good standards they attain.

7. Teaching is often interspersed with opportunities for pupils to work together for short periods. For example, discussing ideas about newspaper headlines with their group before a class discussion, or, in one case, drawing angles for others to put in order. Such planned moments provide interest, consolidate learning, extend speaking and listening skills, and promote co-operative working.

8. Pupils with special educational needs are set appropriate work in classroom lessons, and given effective support by teachers or classroom assistants. There is a happy learning atmosphere and pupils respond to it. In group work when withdrawn from class, some of the youngest pupils showed great interest in how each other was doing. They applied what they knew readily, reading whole words or sounding them out. Knowledge of letter sounds was well taught, as pupils were also encouraged to recall the sounds of individual letters when they recognised a whole word. On meeting the blend 'bl', one pupil related it to 'blurb', and was able to explain its meaning, recalling well some earlier learning in a literacy lesson. Pupils with special educational needs achieve as well as they can as a result of the very good teaching and well-planned programmes of support.

9. Teachers use information technology resources well to support learning across the curriculum. Pupils learn a good range of skills to work independently, but are not left alone to use computers unproductively. Teachers and classroom assistants check up on the tasks that have been set, and give good guidance as necessary. As in all their work, pupils work at a good rate individually or in pairs. On one occasion, when pair work was proving a bit slow for two pupils, one opted independently to return to her paperwork until later, so as to not waste any time. Teachers use laptop computers effectively to support learning by pupils with special educational needs.

**Results in national tests of English, mathematics and science for pupils in Year 6 are better than in most similar schools, and are improving year on year.**

10. The school has improved the overall results of the pupils at the age of 11 year on year over the past four years, and above the national trend. This overview is perhaps more significant than the results in any one year, as year groups vary in size. In some years they are too small for their results to be reported. The results of small year groups are not statistically reliable, but they do give the school broad indications of how well it is doing. The information in these years, and in all years, also helps the school track the progress of individual pupils and the effectiveness of the teaching, as part of its approaches to improving standards.

11. Results in mathematics in 1999 were no more than average compared to all schools, but compared with similar schools, they were above average. Compared to all schools, results in English were well above average, and in science they were above average. In comparison with similar schools, Netherfield's results were very high in English, and well above average in science. The rising trend in the results reflects the improved quality of teaching, which was good at the last inspection, and is now very good across the school.

12. The results for pupils at the age of seven in national tests in reading, writing and mathematics have not been as good as for the older pupils. Compared with similar schools the results were average in reading, but well below average in mathematics and very low in writing. However, the group of Year 2 pupils in 1999 included a very high proportion of pupils with special educational needs. The work seen in school shows that pupils aged seven achieve generally average standards, and those seen in mathematics were of a good standard, reflecting the effective introduction of the numeracy hour. Pupils enter the school with overall below average attainments, and so average standards at this age represent good progress. This is built on in the junior years and leads to the above average results at the age of 11.

13. The introduction of the National Literacy Strategy and the National Numeracy Strategy has also made a substantial contribution to ensuring a good sequence of learning opportunities in these areas, which was a key issue at the last inspection. The newly introduced assessment procedures at the time of the last inspection are having an increasingly good effect, and contribute well to the progress pupils make. Teachers make regular assessments of pupils' work and compare their judgements. These factors all contribute to the standards attained in tests and in the work seen in the school.

**There is a good emphasis on literacy and numeracy in a broad curriculum, which is extended by a good range of extra-curricular activities.**

14. The school sets for itself the aim to provide the highest standard of education possible. The curriculum is good and there are plans for making it better. The whole curriculum is broad and all subjects are taught each week. The use of information technology is integrated well across the curriculum. A part-time teacher has been appointed to lead on music, and this has been a conscious and careful addition to the staff to help promote this subject.

15. Teachers appreciate the importance of literacy and numeracy skills to pupils' learning and to their personal development. They are given an appropriate amount of time each day. Literacy skills are also consolidated and extended effectively across the curriculum. Teachers identify good opportunities for pupils to talk, read and write purposefully in other subject lessons. For example, pupils record their thoughts on religious artefacts, writing good journalistic style reports in a religious education lesson, or write about the elements of a good school in the style of recipe ingredients. This work is done well and complements that done in literacy lessons. While numeracy teaching is not extended so much into other areas of the curriculum, the numeracy hour has been well established, and the quality of the work shows pupils achieving rising standards as they move through the school.

16. The literacy and numeracy hours have been introduced with great thoroughness and care, not least because of the mixed age ranges in the classes. Teachers have thought very carefully about how to structure the learning experiences and their teaching to meet the needs of all pupils, and this has been done successfully.

17. There is a good range of activities outside lessons, which makes a positive contribution to pupils' personal development. It includes athletics, cookery, art, map work, a story club and football, all taken by teachers at different times of the year. Cycling proficiency training is also provided, and a stoolball club is planned to start soon. These activities are popular with pupils. Some parents do not feel the range of activities is sufficiently interesting, but inspectors find that the school is attempting to meet a variety of interests, and sometimes has to limit the number of pupils who attend. Visits off-site play a routine part in the curriculum and the school is shortly taking all pupils to London on a theatre trip. There are plans to use e-mail links and the Internet to widen pupils' horizons further. The school has a good appreciation of a wide curriculum to encourage learning in the widest sense.

**Pupils have very good attitudes towards school and their work; this contributes very well to the good progress they make.**

18. Pupils enjoy coming to school, and their enthusiasm is recognised by their parents. Pupils come into class quietly at the start of the day and settle down to various tasks by themselves, while teachers talk to individual pupils. They settle quickly to their work in all lessons and know that there are high expectations of them. They know also that they are valued and that the teachers and other adults in the school care for them. One pupil, who had transferred in from another school, described Netherfield School as a caring and kindly place to be.

19. Some of the younger pupils show some undeveloped social skills, and sometimes call out or do not take turns. Teachers recognise this and manage this behaviour very well. Pupils respond well to the challenges set for their social skills as well as for their academic learning, and their skills improve well. Parents rightly comment that the school helps their children to become mature and responsible.

20. From early on in the school, teachers expect pupils to develop a sense of responsibility. The youngest pupils work well in groups, handling materials and apparatus thoughtfully, and taking care over their work. In Year 1, a pupil was attempting to draw a spiral on the computer screen using the mouse. He persevered, listened carefully to some suggestions, and produced a good result. Pupils in the reception year used modelling clay to make spiral snail shells, adding further details with care and interest. Pupils in the junior years respond well to discussions and work well with each other when asked to carry out a task collaboratively.

21. There is a good pace to lessons, and pupils contribute to this by wasting no time. They work at a good pace, for example, when devising newspaper headlines in small groups, or producing some independent writing in different styles. The success of this is due mainly to the way in which tasks are matched well to different pupils, and provide just the right amount of challenge and opportunity to succeed. In all classes, pupils clear up well at the end of lessons, and put materials away quickly and tidily.

**Behaviour is very good, and pupils get on well with each other; all adults in the school model very good caring and co-operative approaches.**

22. Parents believe that pupils' behaviour is very good and their confidence is well founded. Pupils' behaviour in lessons and around the school is very good. This results from the very good relationships between adults and pupils, and between adults, which provide good models for pupils. Pupils relate to each other very well. Boys and girls work well with each other, such as in physical education or in paired discussions in class. On the very few occasions where pupils call out, this is only because of undeveloped social skills, and there is no deliberate poor behaviour or lack of interest in the lesson.

23. One of the aims of the school is to encourage children to be aware of the needs of others, and to foster gentleness and caring. This aim is achieved well. When working in groups, children take an interest in what others are achieving and help each other. The school is also committed to tackling any forms of bullying and to teaching children how to deal with it, so that they feel secure and happy at all times. No bullying of any sort was seen, and it is clear that pupils develop a feeling of self-worth that would help them to speak out confidently about any such behaviour.

**The headteacher leads the school well, and all members of staff work effectively as a team; governors know and support the school well, and everyone is striving for further improvement.**

24. Parents are justified in expressing widespread confidence in the leadership of the school. The new headteacher has brought a determination to build on the significant strengths of the school and move it further forward. There is a good team approach, and the strengths in teaching have maintained the school's steadily improving performance during a period of some uncertainty in the leadership of the school. The headteacher has a good understanding of how the contributions of teachers, support staff, parents and the community contribute to the school's success, and are important to its further improvement.

25. The headteacher is developing the role of subject co-ordinators to extend the team approach, and this is successfully addressing a weakness identified at the last inspection. Co-ordinators identify needs, and are responsible for drawing up development plans for their subjects, including planning the use of budget allocations.

26. The work of the school is now being monitored more rigorously than it was. Teachers have planned opportunities to teach each other's classes, which draws on their specialist skills and also enables them to discuss standards across the school, based on knowledge of all the pupils. Teachers see the planning for their subjects, and discuss samples of work by pupils and the teaching of their subjects with the other teachers. The headteacher has monitored teaching, with a relevant focus on the match of work to the needs of different pupils in the mixed-age classes. This has contributed to the very good teaching in this respect. The headteacher teaches one class for two days each week. This enables her to release the acting special educational needs co-ordinator to carry out the very effective support provided for these pupils. It is intended that subject specialists will have more time in the future to work alongside colleagues and monitor teaching, to promote further improvements and higher standards.

27. A particular focus for improvement is the teaching of information technology skills. The good management approaches in the school are evident in the steps being taken to make this happen. An initial plan has been drawn up by the new co-ordinator, and the school will be identifying training needs for all members of staff to be met in the new school year. One classroom assistant provides part-time support specifically for the subject, and will be attending further training. Appropriate advice is sought, and the school is clearly using good approaches to extend the quality of the teaching of information technology skills and pupils' learning.

28. Governors visit classes, and have an agreed focus for their observations. They report back to the governing body on their visits. Relationships with teachers are good, and there is an open dialogue between governors and teachers about the work of the school. Teachers also talk to the governing body about their subjects, and governors attend curriculum meetings held for parents. Governors discuss the direction of the school from a position of a good knowledge and understanding of the strengths of the school and of the areas for development.

**Parents are very supportive of the school, and are very satisfied with the teaching and with the progress their children make.**

29. The school aims to foster close working and trusting relationships between school and home. Parents find that this is very much the case, and are very supportive of the school. Some help effectively in school, and parents together, through the parent-teacher association, are active in generally supporting the life of the school and raising funds. Some of these will go towards a planned extension to provide a useful teaching space for groups.

30. Parents recognise the strengths of the school, and clearly feel that they have a part to play in the life of the school. They support their children's work. The great majority is content with the homework provided. Some comment that their children have responsible attitudes to it, and that it is well matched to their abilities. One parent commented that her son 'buzzes' about homework, and this appears to reflect the very good attitudes to work seen in lessons.

31. Only a very few parents were unhappy about some aspects of the school, but the school is very open to parents' concerns, and willing to resolve any problems.

## **WHAT COULD BE IMPROVED**

**The curriculum for pupils under five, which is generally matched suitably to their needs but is not aimed clearly enough at the learning objectives for the age group.**

32. At the last inspection, all children under five were working within the curriculum for pupils of statutory school age, and the provision for them was not reported on separately. These curriculum arrangements have tended to continue, and there is no specifically planned curriculum for children under five.

33. In practice, the experiences provided for children under five are generally good. The teacher ensures that the activities are matched to their ages and abilities, and units of work designed for pupils in Year 1 are adapted for the pupils in the reception year. The school has been helped further by the national frameworks for literacy and numeracy, which have sections for the reception year that tie in with the national expectations of learning for pupils under five.

34. The weakness of the current arrangements is that they require continuous adaptation by the teacher of the work within subjects, which for the younger pupils is organised in national guidance under the broader heading of areas of learning. Without a scheme of work for the youngest children there is the risk that some important learning experiences may be overlooked. There was no evidence of this, but the school has already identified the need to improve the curriculum and facilities for these pupils. This is a well-judged priority for development, as a foundation stage for children aged three to the end of the reception year is being introduced nationally from September 2000

**There are insufficient opportunities for pupils to learn about living in a multicultural society.**

35. The school's provision for pupils' cultural development is good, but it could be still better. There are strengths in the provision; pupils learn about past cultures through history, and about different countries in some aspects of geography. Work on art from different traditions also gives some breadth to their cultural development. However, these good opportunities are not sufficiently underpinned by a cultural environment that more closely reflects the multicultural nature of the wider community.

36. Pupils are taught to understand and respect other faiths in religious education but there is less attention to different cultures beyond their religious traditions. Little use is made of visiting representatives of other cultures. There is scope for exploring, for example, issues of difference and unfair treatment as part of pupils' preparation for life in a multicultural society.

**The boys' overall results in tests over time, which are nearly always lower than the girls' results, and more so than the national difference.**

37. In national test at the end of both key stages, boys do less well than girls. This is a national characteristic, but the difference between boys and girls is greater at Netherfield School than the national difference.

38. At present, the very good teaching and the very good ethos for learning give boys, as much as girls, good opportunities to do well. The performance of all pupils is overall above average, and that of the boys is slightly above that of boys nationally. Boys are not underachieving in relation to national standards. However, as part of its drive to raise standards further for all pupils, there is scope for the school to explore ways in which the overall attainment of boys specifically could be raised.

**The school development plan, which lacks sufficiently rigorous action plans and arrangements for monitoring its progress and evaluating the outcomes.**

39. A weakness identified at the last inspection was the need for better procedures for monitoring and evaluating the school development plan. This has not yet been sufficiently addressed. However, there have been two periods of acting headship in the school in the meantime, and the new headteacher is setting about planning purposefully for improvements, in discussion with the staff and governors.

40. One good aspect of the development plan is that, in some subject areas, objectives are stated in terms of what pupils should be able to do. The plan includes some monitoring intentions, but overall this aspect needs further development. The arrangements in place are not sufficient to check



on the progress of the plan and to ensure that the workload on members of staff is properly paced, as well as identifying the achievement of the objectives.

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

41. The school should now:

- draw up a policy and scheme of work for pupils in the reception year, which takes full account of the foundation stage and the early learning goals;  
(paragraphs 32-34)
- improve the cultural aspects of the curriculum to ensure that sufficient attention given to preparing pupils for life in a multicultural society;  
(paragraphs 35-36)
- raise the academic performance of boys across the school;  
(paragraphs 37-38)
- ensure that the school development plan has rigorous action plans that include:
  - schedules for the identified actions, in addition to target dates;
  - sufficient procedures for monitoring progress and evaluating outcomes.  
(paragraphs 39-40)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	12
Number of discussions with staff, governors, other adults and pupils	8

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	58	42				

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

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	64
Number of full-time pupils eligible for free school meals	16

*FTE means full-time equivalent.*

#### **Special educational needs**

	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	21

#### **English as an additional language**

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

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	9

### *Attendance*

<b>Authorised absence</b>	%
School data	5.4
National comparative data	5.4

<b>Unauthorised absence</b>	%
School data	0.6
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	9	6	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	5	7
	Girls	6	4	4
	Total	13	9	11
Percentage of pupils at NC level 2 or above	School	87 (72)	60 (81)	73 (72)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	6	7
	Girls	5	4	5
	Total	12	10	12
Percentage of pupils at NC level 2 or above	School	80 (63)	67 (63)	80 (81)
	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	7	7	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	5	6
	Girls	7	5	7
	Total	14	10	13
Percentage of pupils at NC level 4 or above	School	100 ( * )	71 ( * )	93 ( * )
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	4	7
	Girls	5	5	7
	Total	10	9	14
Percentage of pupils at NC level 4 or above	School	71 ( * )	64 ( * )	100 ( * )
	National	68 (85)	69 (65)	75 (72)

Percentages in brackets refer to the year before the latest reporting year \* In 1998 the cohort of pupils was less than 10, and the standards pupils attained are not reported. This is to ensure that the results of individual pupils remain confidential.

### *Ethnic background of pupils*

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	57
Any other minority ethnic group	

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

### *Exclusions in the last school year*

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese	1	
White		
Other minority ethnic groups		

*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)	4.2
Number of pupils per qualified teacher	15.2
Average class size	21.3

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

Total number of education support staff	4.0
Total aggregate hours worked per week	63

### *Financial information*

Financial year	1999 - 2000
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	£
Total income	183,185
Total expenditure	177,285
Expenditure per pupil	2,162
Balance brought forward from previous year	4,553
Balance carried forward to next year	10,453

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

### **Questionnaire return rate**

Number of questionnaires sent out	66
Number of questionnaires returned	26

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	38	8	0	0
My child is making good progress in school.	54	46	0	0	0
Behaviour in the school is good.	58	35	8	0	0
My child gets the right amount of work to do at home.	42	42	8	4	4
The teaching is good.	73	27	0	0	0
I am kept well informed about how my child is getting on.	50	38	8	0	4
I would feel comfortable about approaching the school with questions or a problem.	77	23	0	0	0
The school expects my child to work hard and achieve his or her best.	69	31	0	0	0
The school works closely with parents.	42	58	0	0	0
The school is well led and managed.	54	42	0	0	4
The school is helping my child become mature and responsible.	38	58	4	0	0
The school provides an interesting range of activities outside lessons.	23	46	19	8	4