

INSPECTION REPORT

HILL VIEW PRIMARY SCHOOL

Banbury

LEA area: Oxfordshire

Unique reference number: 122995

Headteacher: Mr P Jones

Reporting inspector: E Jackson
3108

Dates of inspection: 6th - 8th March 2000

Inspection number: 191536

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:	4-11
Gender of pupils:	Boys and girls
School address:	Hillview Crescent Banbury Oxfordshire
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs D Rampling
Date of previous inspection:	October 1996

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REPORT CONTENTS

Page

PART A: SUMMARY OF THE REPORT

6

Information about the school
How good the school is
What the school does well
What could be improved
How the school has improved since its last inspection
Standards
Pupils' attitudes and values
Teaching and learning
Other aspects of the school
How well the school is led and managed
Parents' and carers' views of the school

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

10

The high quality of teaching is a strength of the school and leads to high standards in the pupils' work, reflected in their results in national tests at 11 in English, mathematics and science.
The headteacher, ably supported by his deputy and other staff, ensures a strong ethos for learning, leading to high achievement by the pupils.
The pupils' attitudes to learning and their behaviour are very good.
The school provides a very good curriculum, broad, balanced and efficiently managed, as part of which provision for the under-fives is very good.
The provision for pupils' personal development, including their spiritual, moral, social and cultural development, is very good, and there are very high standards of care for its pupils.

WHAT COULD BE IMPROVED

14

How the governing body monitors the success of planned developments.
Written reports to parents on pupils' progress.
Higher attainment in writing by the end of Key Stage 1.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

15

PART C: SCHOOL DATA AND INDICATORS

16

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hill View is a very large primary school, with 454 pupils from 4 to 11 years of age. Socio-economic indicators locally are broadly average, although the number of pupils eligible for free school meals is below the national average. The proportion of pupils on the special needs register is below average, but the number with statements of special needs is about average. About three per cent of the pupils are from minority ethnic groups, above average, although almost all of them speak English as their first language. The attainment at entry of the under-fives in the reception classes covers a wide range, but is broadly average in entry level tests.

HOW GOOD THE SCHOOL IS

This is a very effective school. It is well led by its experienced headteacher, ably supported by his deputy and other staff and governors. They create a very good ethos for learning, supported by very good teaching founded in the strength of the working relationships, and good teamwork. By 11, standards are high in English and mathematics, and very high in science. Overall, they achieve well above the standards reached in similar schools. Trends in attainment at both key stages are rising in line with the national rise in standards. Given the average cost per pupil, and the high quality of education provided, the school gives very good value for money.

What the school does well

- The high quality of teaching is a strength of the school and leads to high standards in the pupils' work, reflected in their results in national tests at 11 in English, mathematics and science.
- The headteacher, ably supported by his deputy and other staff, ensures a strong ethos for learning, leading to high achievement by the pupils..
- The pupils' attitudes to learning and their behaviour are very good, and the school cares for them well.
- The school provides a very good curriculum, broad, balanced and efficiently managed, in which provision for the under-fives is very good
- The provision for pupils' personal development, including their spiritual, moral, social and cultural development, is very good.

What could be improved

- How the governing body monitors the success of planned developments.
- Written reports to parents on pupils' progress.
- Higher attainment in writing by the end of Key Stage 1.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October, 1996. Since then, the pupils' results in national tests at the end of Key Stage 2 have improved, particularly at higher levels. It has also kept pace with the improving national trend in national test results at the end of both key stages. The headteacher has fostered a strong sense of teamwork amongst all the staff, which enables the school to respond effectively to local and national initiatives, such as the literacy and numeracy strategies. The pace of lessons is better, and the overall quality of teaching has improved throughout the school, leading to very good learning for the pupils. There has been good development of teacher's subject expertise, particularly in English, mathematics and information and communications technology. This has been achieved by careful staff appointments, and focused training for teachers and support staff. The development plan now has clear priorities, with explicit plans to implement them. However, whole-school planning still requires further improvement, in order for governors to monitor and evaluate it more effectively. The school's resources and accommodation are now used more effectively, and a library has been established, based in the four teaching areas. This is supplemented well by a thriving book loan scheme, which is valued by parents. There are also firm plans to develop a computer based learning resource centre. Vandalism has been reduced significantly by a successful Schoolwatch scheme run by the parents, and overseen by the caretaker. This has given the community a real sense of pride and achievement, and has allowed the school to consider the further development of the grounds to support pupils' learning.

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	C	B	B	B
mathematics	B	A	B	B
science	B	A	A	A

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

The children make good progress, and the older group admitted in September currently attain above the levels expected. The pupils' achievements by the end of Key Stage 1 in English, mathematics and science have fluctuated over the last three years, matching variations in entry level attainment. On average, however, they match the improving national trend. Last year's results were lower than average at higher levels, and the school has taken immediate action to analyse the results, and set challenging targets for the current Year 2 pupils. Inspection findings support the school's view that attainment towards the end of the key stage is higher than last year, in line with national expectations and the school's targets. At both key stages, the literacy and numeracy strategies are helping to improve standards in English and mathematics, particularly for higher attaining pupils. By the end of Key Stage 2, the pupils' results are on average well above national results, and well above the average in similar schools. The school has set demanding targets for attainment for 11-year-olds by the end of this year and next year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school, and their work, are very good, and sometimes outstanding.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is very good.
Personal development and relationships	The good relationships fostered at all levels in the school lead to very effective personal development for the pupils, particularly in the reception classes.
Attendance	Good; in line with the national average.

Pupils move round the large site sensibly, and play actively but safely at playtime and lunchtime. They are conscientious, polite, and hard working, and clearly enjoy coming to school. When given opportunities to work independently of the teacher, pupils show high levels of personal responsibility.

TEACHING AND LEARNING

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

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

Overall, teaching is very good. It was satisfactory or better in all lessons seen. It was very good or outstanding in 54 per cent of lessons, and good in a further 20 per cent. All the teaching seen in the reception classes was very good, as was the majority of teaching at Key Stage 2. Half of the teaching seen at Key stage 1 was good or better, with occasional very good or outstanding lessons. The teachers have worked together in teams to adapt the literacy and numeracy strategies to their pupils' needs, and are very effective in promoting pupils' development of basic skills. The school ensures that pupils with special educational needs are taught well, and that they make good progress towards the targets set for them, particularly in English. The teaching of basic skills is good in the reception classes, so that the children learn to concentrate well, and quickly acquire good skills and understanding. There are similar high expectations throughout the school, and teachers create a highly effective ethos for learning. This leads to pupils working hard, developing independent learning skills, and promotes very good working relationships at all levels. Lessons have good pace, improved since the last inspection, and this keeps pupils' learning moving, and accelerates progress. The teachers in Year 6 provide high levels of challenge for the pupils, to which they respond enthusiastically. Very occasionally, teachers' explanations for group activities are unclear, leading to slight confusion amongst the pupils, and Year 2 pupils are insufficiently encouraged to think about and rewrite their work to improve it. These are minor aspects of what is overall very good teaching.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school has maintained a broad and balanced curriculum, which meets statutory requirements.
Provision for pupils with special educational needs	Good; promotes good progress towards targets in individual education plans, particularly in English.
Provision for pupils with English as an additional language	Although there are very few pupils learning English as an additional language, they are fully integrated into all lessons, and make similar progress to other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision in these areas is a strength of the school. Spiritual, moral and social development are very good, and cultural development is good.
How well the school cares for its pupils	The school cares for its pupils very well, and child protection procedures are sound.

The school has adapted the literacy and numeracy strategies well, but has effectively sought to protect other important areas of learning such as art, and physical education. The ethos of the school promotes pupils' personal responsibility well, and there are many opportunities for pupils to develop independent learning. Older pupils enjoy volunteering to fulfil various roles, such as helping younger pupils at playtime.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, well supported by his deputy and other key staff, provides strong leadership.
How well the governors fulfil their responsibilities	The governing body is closely involved in the work of the school, and strongly supportive of its work. They are kept fully informed of progress and results, and oversee the budget effectively. Development planning has improved since the last inspection, but still needs clearer criteria for review to help the governors monitor and evaluate progress.
The school's evaluation of its performance	This is an increasingly important aspect of the school's work, following a joint staff and governor whole-school review last year. All staff and governors are involved in the annual cycle of review and planning, led by the headteacher and deputy.
The strategic use of resources	Staff, both teaching and non-teaching, support pupils' learning well because the school uses their skills and expertise effectively. Financial resources are strategically targeted to areas of priority, efficiently administered, and carefully monitored.

The headteacher and key staff give clear direction to the work of the school, developing a very good ethos for learning and a high quality of education. Teamwork is a strength here. The chair and other governors regularly visit the school, observing lessons and other aspects of the school, which they report back to the full governing body. Their monitoring is becoming more sharply focused on pupils' standards of attainment and the quality of teaching, in order to target planned improvements to areas of need. The school applies the principles of best value successfully, and is considering how to improve this aspect of its work further. For instance, very good use is already being made of the recently fitted computer suite.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The teaching is good, and teachers expect children to work hard and give of their best. • The school is well led and managed. • The staff are approachable. • Children make good progress in their learning. • Behaviour is good. • Homework is as they would wish. • Children are helped to become mature and responsible. 	<ul style="list-style-type: none"> • The quality of information they receive, particularly in annual written progress reports. • The range of activities outside lessons.

Inspection findings support the parents' positive views of the school. They also support the parents' concerns about written progress reports, but find that the range of activities outside lessons is similar to that in many primary schools currently.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The high quality of teaching is a strength of the school and leads to high standards in the pupils' work, reflected in their results in national tests at 11 in English, mathematics and science.

1. Overall, teaching is very good. From the high quality of work in the reception classes, to the very skilled teaching in Year 6, the teachers' commitment to high standards for themselves and the pupils is translated into very good learning, and very good progress.
2. All the teaching seen in the reception classes was very good. The more experienced teacher effectively oversees the work of a newly appointed colleague, who achieves high standards in her teaching. She is already skilled in posing quick-fire questions to improve the youngest children's understanding of number, such as 'how many are here?', 'what comes before six?', 'where does zero come?'. This helps the children to concentrate, and to develop quick facility with numbers to ten.
3. In the other class, the teacher's relationship with the children is excellent, helping considerably in her skilled and sensitive management of the whole class, groups, and individuals. Linked to her good subject knowledge, and her understanding of the learning needs of young children, this gives a very powerful impetus for learning. In using a big book to help the children recognise rhyming words, she skilfully encouraged them to see beyond the literal meaning so that they inferred from the text that one of the characters was dreaming. This is work of high level for such young children, and illustrates well the teacher's high expectations translated through careful planning to challenging but appropriate tasks for the children. Because of this, they often make very good progress in their learning. For example, in a music lesson, the teacher's good-humoured but precise teaching helped the children to play successfully an impressive range of tuned and untuned percussion instruments to accompany a recorded song. She used a succession of very effective strategies to guide them to recognise the beat, and play it in time because of this: their listening and musical appreciation skills developed very well.
4. The majority of the teaching seen at Key Stage 2 was very good. It is particularly strong in Year 6, where both teachers set highly challenging work for the pupils, which they respond to enthusiastically. The work planned for the different sets, based on prior attainment, pushes the higher attaining pupils to achieve at high levels. It also ensures that lower attaining pupils are expected to make good progress, and to achieve as high a level in all their work as they can. Support for pupils with special educational needs is good because, for example, a group of pupils with special educational needs in English were skilfully encouraged by their teacher to debate the implications of building a by-pass through a village. The teacher helped them to order their thoughts, and develop a reasoned argument to support their opinions, prior to writing a persuasive text.
5. Teachers are skilled in making links across different subjects, in order to use time efficiently, and to help the pupils appreciate that learning is often integrated. In a very effective science lesson with Year 3 pupils as the culmination of a topic on food hygiene, the teacher also covered very successfully the required work in English to write clear instructions. Not only do these links make good use of time: they also give purpose to pupils' learning by helping them to use their skills from one subject to develop their understanding in another. In a Year 5 mathematics lesson, the teacher taught the pupils how to use rulers, protractors and drawing compasses with sufficient skill to construct accurate geometric figures. As well as making very good progress in mathematics, the pupils learned skills which will be very useful in any designing activity.

6. There are also examples of very good teaching for Year 4 and Year 5 pupils. In a Year 4 mathematics lesson, the teacher used her very good subject knowledge, good humour, and very good relationship with the pupils to promote very good learning in extracting information from tables set out in columns and rows. In a Year 5 literacy session on myths and fables, the teacher effectively helped the pupils to recognise 'hidden' verbs by saying, for instance, "Say the word in your head. Make sure it makes sense."
7. Half of the teaching seen at Key Stage 1 was good or better, with occasional very good or outstanding lessons. Outstanding teaching at the key stage is exemplified by the way the teacher of a Year 2 class very skilfully organises the opening session of the day. The pupils know the routines, and organise themselves independently to complete a challenging punctuation task prepared for them on the board. The teacher greets them individually, talking with particular pupils about their work. As they finish the set task, pupils engage in a variety of planned choice activities, from listening to a piece of classical music playing quietly in the background, reading a book from the class library, or composing tunes in the carpeted area, using chime bars and guidance prepared by the teacher. When most pupils are ready, the teacher gathers them together quietly, takes the register, encourages them to share their news, and sets out the next tasks for them. This is an excellent example of very good routines understood and applied by the pupils, leading to high levels of independent learning.
8. At both key stages, the literacy and numeracy strategies are helping to improve standards in English and mathematics, particularly for higher attaining pupils. The need to raise the attainment of more able pupils was a key issue from the last inspection, and the school has responded to this challenge very well. Very good oral sessions in both subjects lead to the pupils developing good mental agility, and the ability to explain their thinking logically, using appropriate technical language.
9. From the beginning of the school year, pupils have covered a wide range of skills and topics in their literacy work. This has included making good use of their study of sections of 'Romeo and Juliet' to analyse how language alters to suit the mood and tone of the subject. In this work, they develop good control of complex sentences, and learn to paragraph their work successfully.
10. In a literacy session to help pupils in a high attaining set to understand persuasive writing, the pupils became skilled in identifying fact, point-of-view and emotive language. They planned a piece of persuasive writing from a particular character's point of view very well, identifying and using the relevant arguments accurately.
11. In mathematics, the introduction of the numeracy hour has helped teachers to focus sharply on the pace of learning, helping the pupils to make good progress in their speedy recall of number facts, and in their use of quick mental strategies.
12. Over the year, pupils have covered a good range of work in their mathematics' books. They have concentrated on using their growing skills in computation to solve problems, for instance in working out such sums as 64.05 multiplied by 29, which they do accurately. They also gain good understanding of probability, using appropriately such expressions as 'fair chance', 'likely', or 'impossible'. They are skilled in using mathematical instruments to construct geometric drawings, including measuring angles to the nearest degree.
13. During a numeracy lesson to understand the use and interpretation of pie charts in handling data, pupils practised various mental techniques to convert fractions to percentages. They then applied what they had learned to create mental images of fractional and percentage amounts to split a circle. For instance, the teacher encouraged them first to think of quarter divisions and to work up or down from this mental picture. The pupils successfully applied what they had learned both in mental activities, and on paper.

The headteacher, ably supported by his deputy and other staff, ensures a strong ethos for

learning, leading to high achievement by the pupils.

14. The headteacher provides strong and caring leadership, which sets the tone for the powerful atmosphere for learning shared by the whole school community, and strongly supported by parents. He is very well supported in this by his deputy, and by other staff in key positions. The deputy headteacher exemplifies in his teaching and general manner the core of the school's aims. Between them, key managers give clear direction to the work of the school, developing a very good ethos for learning and a high quality of education.
15. Teamwork is a strength because the headteacher and deputy have fostered excellent working relationships throughout the school, which enable the staff to work effectively together and to respond successfully to local and national initiatives, such as the literacy and numeracy strategies. In discussions with the senior management team, and with the co-ordinators who share responsibility separately for English and mathematics, the over-riding impression is of a well organised and cohesive approach to the school's work, including its improvement.
16. The governing body is closely involved in the work of the school, and is strongly supportive of its work. Governors are kept fully informed of progress and pupils' performance by the headteacher and other staff, and oversee the budget effectively. The chair and other governors regularly visit the school, observing lessons and other aspects of the school, which they report back to the full governing body. This is an increasingly important aspect of the school's work because it ensures that all staff and governors are involved in the annual cycle of review and planning, led by the headteacher and deputy. This is becoming more sharply focused on pupils' standards of attainment and the quality of teaching, in order to target planned improvements to areas of need.
17. The school uses the expertise of both teaching and non-teaching staff well because they support pupils well. For instance, the school has invested in a focused reading programme for pupils needing extra help. The staff who use this programme have been trained in its methods, and it is successful in promoting better progress for those pupils involved in it. A further good example of the skilled use of all staff occurred during a mathematics session for reception children. Here, the teacher concentrated on specific groups to help them make the next step in their understanding of written numbers. A classroom support assistant, and a volunteer parent, provided good support to other groups, guiding them skilfully to think and talk about their work, resulting in very good progress for the children.
18. Financial resources are strategically targeted to areas of priority, efficiently administered, and carefully monitored. A good example of how this impacts directly on standards and the quality of education is in the use already being made of the recently fitted computer suite. In this lesson, pupils in Year 6 had been set the challenging task by their teacher to work co-operatively in pairs to design a multi-media presentation on the computer to be used by other pupils. They had to import text, pictures and sounds from other programs, whilst monitoring the skill demand of the presentation as it developed. This was high quality work, showing the value of the investment both in equipment and in staff training.
19. The school applies the principles of best value successfully, and is considering how to improve this aspect of its work further. The school's finance officer is currently reviewing all the financial procedures relating to purchasing, and has already identified areas of good practice, and others requiring improvement.

The pupils' attitudes to learning and their behaviour are very good.

20. In over half of the lessons, pupils' attitudes, behaviour and personal development were very good, and in one in ten lessons they were outstanding. This is a result of the acceptance by the pupils of the school's high expectations, and their willingness to co-operate well with their teachers.

21. From a very young age, the pupil's concentration on their work, and their application and desire to work hard reflects very well on the school's commitment to helping them achieve the highest standards of which they are capable. For example, Year 6 pupils enacted the story of 'The Good Samaritan' during an assembly. They did this well, and the other pupils empathised with the characters, and took part as an audience exceptionally well.
22. In all situations, from entering school in the morning, to playing in the playgrounds at playtime and lunchtime, to leaving the school at night, the pupils' behaviour is a testament to the parents' overwhelming view that their children enjoy coming to school. They take part enthusiastically in all activities, but are aware of what is and is not acceptable. If they misbehave, they readily accept being corrected, and show a growing maturity as they move through the school.

The school provides a very good curriculum, broad, balanced and efficiently managed, as part of which provision for the under-fives is very good.

23. The school has adopted the national literacy and numeracy strategies in order to further improve the quality of teaching and the pupils' standards of attainment in these key areas. The teachers take every opportunity to reinforce the learning of the basic skills in their work in other subjects, such as checking the accuracy of spellings in general written work, or accurate computation or reading of scales in science.
24. The school has also sought to cover all the other subjects in as broad a manner as possible, notwithstanding the relaxation nationally of the requirements of the National Curriculum in six of the subjects.
25. Good examples of work in art and design are on display round the school, and much of this work is of a high standard. The pupils are encouraged to sing tunefully in music sessions, and to learn a wide repertoire of songs. Pupils in Key Stage 2, for example, sang 'Shalom' in two parts very well during an assembly.
26. As the weather was good during the inspection, though still early March, the teachers took their classes outside for games practice. They made good use of the school's physical education resources and playground accommodation, and ensured that the pupils had the opportunity to develop their physical abilities alongside their intellectual progress.
27. Good work was also seen in information technology, and in religious education. Teachers' planning shows good coverage of all the subjects of the National Curriculum during the year. For example, in one Year 2 classroom, there were displays covering castles made in design and technology sessions, accompanying stories written during English lessons, houses with transparent and translucent windows from science, and pastel drawings depicting the story of St. George. There were also self-portraits using a paint program on the computer, science and geography in a display about the weather and growing plants, examples of how to make 20 with two numbers in mathematics, and a further display of a celebratory meal from a study of Judaism.
28. In both reception classes, the children experience a wide curriculum, planned to cover the recommended areas of experience, and to lead into the early stages of the National Curriculum. The staff recognise how important it is to settle the children quickly, and it is to everyone's credit that this is so well managed. The children are quickly confident in the school's routines, and in developing skill and patience in working on their own without direct supervision.
29. Very good use is made of the whole teaching area by the staff to provide an interesting and challenging variety of activities during the day. Non-teaching staff provide very valuable help to the children both in practical situations such as art and craft work, and also in aspects of

literacy and numeracy. The high quality of teaching ensures that the children make rapid progress in their learning, particularly in basic skills such as reading, well supported by parents.

The provision for pupils' personal development, including their spiritual, moral, social and cultural development, is very good, and there are very high standards of care.

30. The high ethos for learning is founded in the strength of the working relationships that exist in the school. The teachers offer very good models in the quality of their working relationships in year teams, and as a school. From entry to the reception classes, friendliness, co-operation and sharing of space and resources is stressed by the staff, and parents commented on how well the school encourages their children to become mature and responsible.
31. A very good example of the school's work in promoting the all-round development of the pupils was seen in a video from the Christmas concert, made in collaboration with a national television company. Years 3 and 4 were involved in designing the set and Years 5 and 6 performed exuberantly to packed audiences. They showed highly developed speaking and listening skills, but also great self-confidence and awareness of their audience, who clearly loved the production.
32. Assemblies and religious education contribute well to pupils' very good spiritual development, as does their study of literature, art and music, where pupils reflect on their feelings and attitudes towards them. These also contribute well to their cultural development, further improved by visits to places of historical interest, and by visitors to the school.
33. There are many opportunities in lessons for pupils to develop their independence. For example, in a Year 4 games session, pupils were asked to make up their own games in small groups, and to devise the rules they should play to. Older pupils are offered the opportunity to perform jobs round the school, such as helping with younger pupils at playtime and lunchtime. This they do willingly.
34. Year 6 pupils describe how they have been encouraged to make up their own experiments in science, and develop investigatory work at home in mathematics. They feel that such opportunities as visiting the Millennium Dome, Kenilworth Castle, and a residential visit to develop independence in outdoor pursuits have contributed strongly to their personal development. This is rounded off well for them by a Personal Challenge booklet, which will be presented to them on ' Graduation Day', listing their personal achievements.
35. Almost all parents feel comfortable in approaching the school with problems, and the pupils report that the staff are very helpful to them when they have difficulties in lessons or at other times.
36. The pastoral system, based firmly in the class teacher's relationship with her pupils, and supported by the year team and senior managers, is very effective. Child protection procedures are firmly in place and understood by all the staff.
37. Pupils with special educational needs make good progress. This is due to the meticulous concern for them, and the skilled intervention taken in their learning to help them to improve towards the targets in their education plans. A very good example of this is the adoption by the school of a reading help programme called 'Reading Quest.' Following intensive training, staff work with individual pupils for 30 minutes per day to improve their reading, writing and spelling skills. This is already having a powerful effect on their progress, most having made the equivalent of six months' progress in six weeks.

38. The teachers all know the pupils and their parents well, and have good systems in place to assess the pupils' learning. They use this information successfully in planning further tasks for them, and in setting targets for end-of-key stage attainment.

WHAT COULD BE IMPROVED

How the governing body monitors the success of planned developments.

39. Overall school development planning has improved since the last inspection, but still needs clearer criteria for review to help the governors monitor and evaluate progress. For example, in setting out developments planned to improve the teaching and learning in numeracy, the success criterion by which governors will check its effectiveness merely says, " Numeracy hour implemented". There is no outcome given referring directly to improvements in the quality of pupils' education, progress or standards.

Written reports to parents on pupils' progress.

40. Although parents feel that the information they receive at meetings with the teachers is informative and helpful, they have found the change to a written report based on a pre-set menu of subject comments unhelpful and bland. Inspection findings support them in this. The annual reports show what pupils know and can do in general terms, but there are very few references to the progress that they have made, and no firm indication of the pupil's level of achievement. They are not personal enough for parents to recognise their own child.

Higher attainment in writing by the end of Key Stage 1.

41. Although teachers' marking is generally thorough, pupils are not always expected nor encouraged to think further about their work after the teacher has checked it and made comments or corrections on it. For example, one child had written a piece of work which was selected for display. The teacher had corrected some spellings, but in the piece prepared for display, some words altered by the teacher were still incorrect, some had been altered to be correct, and others that had been correct were now incorrect.

42. More importantly, there had apparently been no attempt to improve the content of the writing by reconsidering the sentence structure, the phrasing, or the type of language used to get the message across. This is actually the pattern in writing in most classes, but has its greatest impact in Year 2, where there are fewer pupils reaching higher levels than could be the case.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

43. In order to improve the quality of education further, and raise the pupils' standards of attainment, the headteacher, governors and staff should:

- continue to improve whole school development planning by:-
 - a. being specific as to how the governing body will measure the achievement of priorities in the annual review;
 - b. Ensuring that success criteria are clear, have a fixed time-scale for review, and are used by staff and governors in the evaluation of school improvement;
- ensure that annual written reports to parents about their children clearly inform them about the progress they have made, and set targets for future learning;
- improve attainment in writing by the end of Key Stage 1 at higher levels by providing more opportunities for pupils to reconsider and redraft their written work.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

30

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

18

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	50	20	26	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	428
Number of full-time pupils eligible for free school meals	38
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	69
English as an additional language	No of pupils
Number of pupils with English as an additional language	7
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	94.8
National comparative data	94.1

Unauthorised absence

	%
School data	0.3
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	35	31	66

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	31	28	31
	Girls	27	28	25
	Total	58	56	56
Percentage of pupils at NC level 2 or above	School	88(82)	85(97)	85(90)
	National	82(80)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	31	34
	Girls	28	25	28
	Total	55	56	62
Percentage of pupils at NC level 2 or above	School	83(93)	85(92)	94(99)
	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	45	47	92

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	36	36	39
	Girls	41	32	41
	Total	77	68	80
Percentage of pupils at NC level 4 or above	School	84(75)	74(75)	87(81)
	National	70(65)	69(59)	78((69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	37	36	41
	Girls	40	34	42
	Total	77	70	83
Percentage of pupils at NC level 4 or above	School	84(78)	76(81)	90(85)
	National	68(65)	69(65)	75(71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	2
Indian	6
Pakistani	4
Bangladeshi	
Chinese	1
White	414
Any other minority ethnic group	1

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		
White	2	
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.

Financial information

Financial year	1998/1999
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	£
Total income	673352
Total expenditure	700377
Expenditure per pupil	1602
Balance brought forward from previous year	40800
Balance carried forward to next year	13775

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	428
Number of questionnaires returned	142

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	35	3	1	0
My child is making good progress in school.	54	39	4	1	1
Behaviour in the school is good.	40	50	4	0	6
My child gets the right amount of work to do at home.	42	53	4	1	1
The teaching is good.	55	40	4	1	1
I am kept well informed about how my child is getting on.	31	43	18	5	3
I would feel comfortable about approaching the school with questions or a problem.	46	45	8	0	1
The school expects my child to work hard and achieve his or her best.	54	41	1	0	4
The school works closely with parents.	34	46	13	4	3
The school is well led and managed.	47	43	4	0	6
The school is helping my child become mature and responsible.	41	52	3	0	4
The school provides an interesting range of activities outside lessons.	10	14	31	23	22

Inspection findings support the parents' positive views of the school. They also support the parents' concerns about written progress reports, but find that the range of activities outside lessons is similar to that in many primary schools currently.