

INSPECTION REPORT

ST HILARY PRIMARY SCHOOL

Penzance

LEA area: Cornwall

Unique reference number: 111799

Headteacher: Mr W E Mann

Reporting inspector: J Palk
23630

Dates of inspection: 16 - 17 January 2001

Inspection number: 192177

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: 4 to 11

Gender of pupils: Mixed

School address: Chynoweth
St Hilary
Penzance
Cornwall

Postcode: TR20 9DR

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Appropriate authority: Governing body

Name of chair of governors: Mr Peter Scrase

Date of previous inspection: 24/02/1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Hilary Primary School is an average sized primary school with 227 pupils on roll. The school is popular and nearly a quarter of the pupils are from outside the immediate area. Three pupils have Statements of Special Educational Need which is above average, although there are fewer pupils on the schools register of special educational needs than found nationally. All pupils use English and for one pupil Russian is the first language. The number of pupils receiving free school meals is below average. Children start school with average standards in reading, writing, number and social skills. Pupils aged between four years and seven are taught in mixed age classes, reflecting the planned growth in pupil numbers and reduction in class sizes.

HOW GOOD THE SCHOOL IS

St Hilary Primary is a very effective school. All pupils achieve well and standards are high. The teaching is good. The very good leadership and management ensure that every child's need is met. The school manages its resources very well to benefit all pupils and provides very good value for money.

What the school does well

- Results in national tests for pupils in their final year are very high; the headteacher, governors, teachers and support staff are strongly committed to sustaining and raising high standards for all pupils.
- There are high expectations of all the pupils and this is reflected in the very good support given to pupils particularly in literacy and numeracy.
- There are very good relationships between all who work in the school and good team work encourages pupils' positive attitudes to learning.
- Teaching is good and staff plan work very well for the different needs in the class.
- The headteacher provides very clear leadership and is well supported by the governors and staff in managing the development of the school.
- Parents are very supportive and satisfied with the education the school provides.

What could be improved

- The school development plan does not effectively show:
 - I. how last year's developments are to be maintained this year;
 - II. how the school is to develop in future years.
- The curriculum is not sufficiently balanced:
 - I. to provide for regular physical education;
 - II. to ensure that the best use is made of the school hall during the morning.

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 February 1997 found St Hilary Primary School to provide a good education. Since then the school has successfully addressed the previous issues and continued to improve in many areas. The results achieved by pupils in national tests at the age of 11 have risen each year. In 2000 tests, over a half of pupils achieved a level above the national average in English, mathematics and science. The school is now successfully

meeting the needs of higher attaining pupils. Assessment arrangements have been improved significantly and provide teachers and staff with a clear insight into the progress each pupil is making and what they need to learn next. Monitoring of teaching and standards is thorough and involves all staff and governors. The school is well placed to improve even further.

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 |
| | 1998 | 1999 | 2000 | 2000 |
| English | A* | A | A* | A |
| Mathematics | A* | A | A* | A |
| Science | A* | A | A | A |

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

Evidence from inspection confirms these high standards. Results in national test for seven year olds were not as high. Inspection found that by the age of seven standards are average. Pupils in Years 1 and 2 are achieving well in reading and writing with a good proportion attaining above average standards in their writing. They make satisfactory progress in mathematics and reach average standards.

The pupils from age seven to 11 make particularly good progress in writing and mathematics as a consequence of the action taken to support them, and standards are above average.

Pupils across the school make good progress in learning how to use computers for a range of purposes, and the majority reach the expected standards by the ages of seven and 11.

Standards of handwriting are above average and presentation of their work is very good.

By the time they leave school all pupils, including those with special educational needs have achieved as well as they can.

The school sets challenging targets for all pupils. The school has a clear action plan to reduce further the proportion of seven year olds reaching Level 1 or 2C¹ and to increase the proportions reaching the higher levels in writing and mathematics. These targets are achievable.

¹ Level 2 is the average level expected of seven year olds. This is split into three bands with 2A reflecting the upper end of performance at this level.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Very good. Pupils are keen to succeed, interested in what they do and feel valued. |
| Behaviour, in and out of classrooms | Is also very good. Pupils are polite and caring of each other and provide very good support to pupils who are new to the school. |
| Personal development and relationships | Very good. Pupils are self assured and confident. They work well together and are keen to be involved in all the school has to offer. |
| Attendance | Good attendance levels and pupils enjoy coming to school. |

There is a strong community spirit in the school that is built on the involvement of the pupils in the parish.

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.

The good quality teaching is consistent throughout the school. In 62 per cent of lessons the teaching was good or very good. The rest was satisfactory.

The teaching of literacy and numeracy is particularly effective in meeting the needs of different abilities in the classes.

The teaching in the reception classes is lively and stimulating. Team planning is effective where classes have mixed age groups in Key Stage 1. Teachers share effectively information about pupils' progress and good strategies are in place to ensure that pupils are challenged in lessons.

All teachers maintain a good pace to the lessons and the teaching element is supported with well chosen resources such as number lines and vocabulary lists. Teachers demand exactly the right amount of intellectual challenge. They inspire pupils with the confidence to share their thinking and the smooth organisation of lessons leaves no time for pupils to waste.

The support staff work very effectively with the teachers in helping pupils learn. They share in the planning of lessons and provide very good support for groups of pupils and individuals in lessons.

Homework is used well throughout the school, to reinforce what has been learnt in class as well as to encourage pupils to find information out for themselves.

The pupils understand what they are doing and why they are doing it. The support staff are also very clear about the expectations for the pupils they are working with.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | The content meets National Curriculum requirements and the needs of all pupils. Not enough time is available for physical education. |
| Provision for pupils with special educational needs | Their needs are very well met within the classroom and when withdrawn from lessons for extra help. |
| Provision for pupils with English as an additional language | The one pupil with English as an additional language receives good support and is making good progress in using English. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | All aspects of moral, social and cultural development contribute very well to the overall personal development of the individual pupil. Aspects of spiritual development are appropriately met through regular worship. |
| How well the school cares for its pupils | Very well indeed. Very good use is made of information to track pupils' academic and personal development and this is used to provide the necessary support. |

Extra-curricular provision is very good for older pupils and very well supported by the parents and members of the local community. Pupils are involved in national competitions and there are a good range of residential visits and local studies which extend pupils' understanding of the richness of the wider world. The school is seeking ways to extend the opportunities for gifted and talented pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Very good indeed. The headteacher has high expectations for all the pupils and very effectively manages the action required to achieve this. The headteacher, staff and governors form a strong and effective team. |
| How well the governors fulfil their responsibilities | Very well. Good systems are in place for monitoring the work of the school. The governors are developing their role in planning the action to be taken to make the school even better. |
| The school's evaluation of its performance | The school is clear about what works and why. It is good at analysing performance data to decide what needs to be done next. Action is only planned in the short term and it is not clear how improvements are to develop or be maintained in future years. |

| | |
|--------------------------------|---|
| The strategic use of resources | Very good use is made of all staff and material resources. Effective use has been made of small spaces for a computer suite and small library but the ample sized hall is not used for the much of the morning. |
|--------------------------------|---|

The budget is used efficiently to train staff and to carry out action plans which are improving the achievements of different groups. The investments in laptop computers have greatly helped the teachers to collect vital information about pupils' achievements and draw up lesson plans. The staff and governors have worked very hard to retain a feeling of community as the school continues to grow. The school carefully monitors its actions to ensure it is giving very good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|---|
| <ul style="list-style-type: none"> • The hard-working staff. • The standards achieved and the progress pupils make. • The way individual pupils are valued whatever their ability. • The well-organised homework. • The range of activities outside lessons and the involvement children have in the local community. • The good information they get on what is going on in lessons and the progress they are making. | <ul style="list-style-type: none"> • More emphasis on other curriculum subjects. |

The inspection team agree with the positive views shared by the parents. Some parents expressed the view that the curriculum included more subjects now than at the last inspection, whilst other parents felt there was an over emphasis on teaching literacy and numeracy. The inspection team judged that the organisation of morning school could be improved to provide more time for teaching other subjects.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Results in national tests for pupils in their final year are very good; the headteacher, governors and teachers are strongly committed to sustaining and raising high standards for all pupils.

1. The results of the 2000 national tests for 11 year olds in English, mathematics and science were an impressive achievement by the school and the pupils. They were an improvement on the previous two years' performances, which themselves were well above national averages and those of similar schools. What marks the 2000 test results out is that all pupils achieved at least a Level 4² in English and science. In addition the school has continued to raise the mathematics scores of pupils gaining a Level 4, year on year since 1997. Slightly more than half the pupils taking the test achieved Level 5 which was also well above that of similar schools. At the time of the last inspection the achievement of higher attaining pupils was a key issue for action. The headteacher and staff have turned this into a success story.
2. The school attributes these particularly good set of results to the effective systems for identifying at an early stage what pupils have learnt or understood and what they are unsure of and need additional support with. This has been a feature of teachers planning for some years and helps teachers judge accurately what can be expected of individual pupils.
3. However the results also reflect the teachers' work in analysing data and particularly in identifying trends. Analysis by gender showed that boys were underachieving in English and girls did not achieve as well in writing as they did in reading. So, for example, in the year leading up to the tests in 2000 a greater emphasis was placed on developing reading and writing skills, particularly for boys. In mathematics the test papers showed that more emphasis was needed on specific areas of work such as data handling and mental responses. This action resulted in improved performances in the tests. Teacher assessments in science have shown gaps in pupils' scientific investigation skills and a comprehensive action plan is being implemented to address this. This thorough work allows teachers to focus their attention on areas that are likely to make a difference.
4. The results for seven year olds in the national tests in reading, writing and mathematics were not as good. Compared with all schools and similar schools, standards attained in last year's reading tests are average and writing and mathematics results were below average. Whilst the proportions of pupils achieving Level 2³ in the tests are above average in reading and mathematics and average in writing the proportion reaching higher levels in these test is below average. The action taken by the school to address standards at the end of this key stage is improving attainment. In particular the early intervention in developing writing skills in Year 1 led to more pupils achieving Level 2B⁴. A new mathematics scheme was introduced to supplement the numeracy strategy and test results showed an improvement on the test scores of lower attaining pupils. The planning and assessment systems are now much more robust than two years ago. The present system for planning ensures that there is no break in the continuity of pupils' learning

² The average level expected of all 11 year olds.

³ The average level expected of all seven year olds.

⁴ Level 2 is subdivided into 2A, 2B and 2C. Level 2C is the next level up from Level 1.

as they move through the key stage. More reading materials have been purchased and the pupils' reading development is checked twice a week. Pupils who are not making the progress expected of them in writing receive extra support in Year 1 and there is a trained literacy support assistant working alongside these teachers. The inspection confirmed that higher attainers are attaining above average standards in their reading and writing and lower attaining pupils are also making good progress. Raising attainment in Key Stage 1⁵ is a major target for the school's senior management team and is being monitored by the governing body.

5. A key strategy in continuing to raise standards is the effective way of assessing pupils' work, judging their progress in lessons and planning what to do next. This area was found to be unsatisfactory at the last inspection. It has been tackled very effectively and with much vision on the part of the assessment co-ordinator and the headteacher. There is a seamless cycle of assessing the outcomes of lessons and planning the next lessons. Additional support is planned into the next lessons for those that need it. The present system ensures that pupils' reports and records are quickly updated and teachers keep track of who is falling behind or doing particularly well. The system is used by teachers to report clearly pupils' achievements in simple statements that keeps parents and other staff updated. The staff regularly looks at samples of work together and discusses what should happen next for individuals and the year groups. They set individual English and mathematics targets for pupils giving them a clear indication of the present level of work and what the next steps should be. Pupils are very clear about their targets and take great pride in moving from one to another. This is also an important factor in raising standards.

There are high expectations of all the pupils and this is reflected in the very good support given to pupils, particularly in literacy and numeracy.

6. One of the main aims of the school is that all pupils should reach at least average standards in the basic skills of literacy and numeracy by the age of 11 and this is seen as fundamental to the pupils' future academic success and personal confidence. This aim is well met in practice. These subjects receive substantial time each day and a great deal of attention is given to ensuring that all pupils make the progress they can. Both the literacy and numeracy hours have been successfully introduced and all classes have additional classroom support in these lessons. Other subjects of the National Curriculum are used well to provide good opportunities for these skills to be used.
7. Pupils with special educational needs are given effective support in English and mathematics lessons and benefit from the individual help they receive. The work done by pupils withdrawn from lessons is linked well to their work in class and to their individual targets. The support assistants have all received training for supporting in the literacy hour and one assistant has trained specifically to support numeracy. The school has participated in the Quality Mark scheme for basic literacy skills teaching and this has given learning support assistants greater confidence when working with small groups.
8. All adults who work in school, as well as those helping on a voluntary basis, are well informed about the lesson objectives by the teacher and share the same high

⁵ There are three stages identified. The Foundation Stage begins when children reach the age of three and finishes at the end of the reception class year typically before a pupil's sixth birthday. Key Stage 1 begins when pupils are rising six and ends after they are seven years old and covers Years 1 and 2. Key Stage 2 starts when pupils are rising eight and are usually completed after they are 11 years old. This key stage covers Years 3, 4, 5 and 6.

expectations of pupils. Increasingly, support staff are sharing in the evaluations of pupils' achievements and this is further strengthening their awareness of how well pupils are getting on. This level of involvement is important to the pupils who see that the school is fully committed to helping them learn.

9. Two recent developments reflect the continuing commitment to achieve the best for the pupils. Higher attaining pupils in Year 5 and 6 have extension lessons in mathematical thinking and a summer school is run for two weeks in the holidays. The latter is primarily targeted at those pupils in Year 4 and 5 whose reading and writing development is checked by the long break from school. This has been welcomed by pupils and parents and assessments show that when pupils start back in Year 6 most are already working in Level 4.

There are very good relationships between all who work in the school and team work encourages pupils' positive attitudes to learning.

10. In classrooms and around the school the behaviour of pupils is very good. The pupils have developed very positive relationships with each other and this is fostered by a strong programme of personal development. Two recent initiatives are building on this provision. In both key stages 'circle time⁶' is a feature of the week. In Year 5 pupils talked with maturity about the importance of collaboration. They listened respectfully to each other's views suggesting that *"it made new pupils feel welcome"* or that *"it helped get work done to share ideas together"*. A school council⁷ benefits pupils' personal development. They see that the school is listening to them and will help resolve problems. In one meeting the members were busy devising slogans to persuade people to help sort out the problem with litter. In the same meeting the members also considered the results of a survey on the subject of homework. Such views are taken seriously by the staff and generally responded to.
11. All the adults who work in the school as well as those who come in on a voluntary basis provide very good role models for pupils. They listen carefully to what pupils say, are interested in them and any problems they may have and demonstrate the courtesy to the pupils that they expect them to show to others. Relationships between the adults are very good. This is maintained by very good lines of communication and shared training days for teachers and support staff. Pupils benefit from the consistent approach they receive from adults and this benefits their academic and personal development.

Teaching is good and staff plan work very well for the different needs in the class.

12. Throughout the school teachers prepared their lessons thoroughly by identifying what needed to be learnt, grouping the pupils carefully, varying the activities, choosing the best methods to use and deciding how to assess what the pupils learn. Teachers ensured that support staff were fully aware of the aims of the lessons. Lessons proceeded at a good pace and were well structured to sustain pupils' interest. For example in a Year 5 lesson an exciting introduction to patterns that could be identified on a multiplication square was developed well when the teacher showed how two known number facts could be combined to calculate a third. The independent work

⁶ The provision of a discussion period called circle time provides a structured time for pupils to talk over issues that face them as part of their everyday life.

⁷ The school council is made up of one pupil representative from each class, and comes together to discuss issues that of current concern to pupils. A wide range of issues may be tackled including behaviour.

was carefully planned to meet different needs in the class with small but easily identifiable targets for each group.

13. Teachers planned their lessons very effectively. They were clear about what pupils are to learn next and how they can be grouped to achieve this. There is good communication between them and also with the assistants and helpers. This was demonstrated well in Year 6 mathematics lesson. The pupils with special educational needs received individual instruction during the lesson from the assistant who encouraged them to answer the challenging questions on percentages that were being asked the class. The instruction demanded a careful balance between reinforcing what this group of pupils already knew about calculating ten per cent, whilst keeping up with the class as they used this knowledge to find out more complex amounts. The teacher skilfully kept in touch with how this group were progressing through questions and praise, whilst leading the rest of the class through a range of strategies. This was effective teaching for all in the class.
14. The teachers collect regular information on how well pupils have understood the work and keep these records up to date. This helps them set specific targets which are then shared with the pupils. Pupils are very positive about the targets and teachers regularly check to see that the work set helps the pupils achieve them. Pupils in Year 2 were proud of the progress they had made with spelling common words or that they are *"now learning to use speech marks in their stories"*. Year 4 pupils like the target cards, and particularly *"that they got good feedback on how they were getting on"*. Homework is used well to extend class work and also to reinforce basic skills. Pupils understood *"that some of the work is just for their group"* and this helped them rise to the personal challenge. These strategies are proving effective because teachers are consistent about implementing them.
15. The early years classes are lively and provided many opportunities for the children to explore and acquire new skills. The café is set up well and encouraged stimulating conversations between the children and adults. The teachers in these classes maintained a good between teaching basic skills and providing children with creative activities that encouraged enquiry and exploration.
16. Teachers provided plenty of opportunity for pupils to work together and share their learning. In a Year 3 science lesson pupils discussed their observations of rocks and together recorded on their illustration the key features. They referred to the good notes the teacher had made at the start of the lesson or found out further information for themselves from books around the class. During a Year 6 lesson on shape, pupils explored the similarities of a range of regular solids, sorting them into prisms and pyramids and sharing with each other the relationships that were emerging between faces, vertices and edges. This effective collaboration is made possible because all teachers maintained a purposeful atmosphere and set the right level of challenge for pupils.

The headteacher provides very clear leadership and is well supported by the governors and staff in managing the development of the school.

17. The headteacher has a very clear vision of where he wants to take the school. He wants it to be one of the most successful schools in the south west, not just for academic results but also for producing well rounded individuals who have high expectations of themselves. The truism *"anything is possible if you work hard at it"* is behind his determination to continue to improve the school.

18. At the last inspection standards were not as high as they should have been, particularly of the more able pupils. In addition the planning scheme was not as effective and assessment was underdeveloped. These areas are now notable strengths. The headteacher and his senior staff worked out a strategy together. The schemes of work were overhauled by all the staff working with advisers, and training programmes were built in so that staff became familiar with the progression of different skills in each subject. Straight forward assessment records were devised to track pupils' progress. However, staff were keen to find a simpler system that would link assessment directly to lesson planning, and to help gather the information to provide meaningful reports to parents. The headteacher and his assessment co-ordinator researched the possibility of using computers to record assessment information and then draw up medium and short-term targets for individuals that would form the basis of lesson planning. Grants were used to equip each teacher with a lap top computers so that information about what pupils have learnt or still need more work on are quickly and simply noted. With the vision and commitment provided by the headteacher, the co-ordinator and staff have gone on to develop the system further. These developments have had an important impact on the quality of teaching and learning and reporting as well as making it easier for the headteacher to monitor planning. The use of information technology in this way is reducing teachers' workload and increasing their effectiveness. It has already aroused much interest in the area.
19. The headteacher has built on the strengths identified in the last inspection, particularly the partnership with parents and the provision for personal development. He has effectively improved systems for monitoring and evaluating standards and identifying what is working well in classes. Well-informed decisions direct the use of booster funds and the impact on pupils' achievements are closely monitored. The results in the year 2000 tests for lower attaining pupils were impressive and rewarded the staff for their high expectations. He knows how to delegate effectively and develops the strengths of staff sensitively. A measure of this success is the promotion of the literacy and numeracy co-ordinators to advisory posts in the local education authority.
20. The headteacher is very well supported by his governing body who contributes substantially to the effectiveness of the school. They are proactive and keep themselves very well informed about what is going on in school. They have high levels of expertise and are well organised and thorough in their approach. The budget is managed effectively with the large carry forward from last year being used to offset an increase this year in expenditure on staffing and learning resources for the extra class in Key Stage 1. The governing body takes a keen interest in monitoring the action the school is taking and lends their support to such initiatives as the summer school. They are open to new ideas such as the use of lap top computers for all the staff or bidding for money to develop an early morning and after school club. Many of the governors work in school on a voluntary basis; help in the information and communication technology suite or supplement the mathematics teaching.

Parents are very supportive and satisfied with the education the school provides.

21. Parents are keen to support the school and their children. This was clear from the comments received on the questionnaires and at the parents' meeting. There is strong sense of effective partnership between the school, home and parish and this enriches the pupils' personal development. The headteacher and governors work hard to develop this aspect and there is a governor with specific responsibility for maintaining the links between all the groups. Information about what is going in school is effectively shared around the parish in newsletters and the school makes

available the hall and the computer suites in the evenings for the parish to use. A number of local cultural events have recently been revived by the school and contribute to a strong sense of community identity amongst the pupils.

22. The wide range of school clubs and extra-curricular activities receive dedicated help from many parents. Activities range from art clubs to softball cricket. There is thriving school band, choir and a drama club that is pivotal in the annual productions. Parents help with residential visits that start when pupils are in Year 1 and demonstrate the school's commitment to a broad education.
23. A large number of parents successfully help in and around the school as well as raising substantial sums of money. In the last two years they have raised over £6000 to equip the school with a computer suite and additional computers which have had a positive effect on standards.

WHAT COULD BE IMPROVED

The curriculum is not sufficiently balanced:

to provide for regular physical education;

to ensure that the best use is made of the school hall during the morning.

24. Overall the curriculum is broad. It gives suitable experiences in the full range of primary subjects and responds well to the different needs of pupils by providing special arrangements for different individuals and for those with statements for specific needs. However not enough time is available for teachers to extend other subjects beyond the basic requirements. The governors lengthened the school day two years ago but the school has not yet evaluated the timetable since the introduction of the national strategies for literacy and numeracy and the new schemes of work for foundation subjects.
25. The present timetable gives more time to literacy and numeracy than is the case in most schools⁸ and the time left for other subjects is less. There are for example only two physical education lessons each week and this is a curriculum subject that is affected by this imbalance.
26. The general pattern of morning lessons means that the school hall is often not in use. Conversely the afternoon sees the hall in great demand for music, gymnastics and dance. This is not making the best use of this resource. A reorganisation of the school timetable may go some way to resolving this issue.

The school development plan does not effectively show:

how last year's developments are to be maintained this year;

how the school is to develop in future years.

27. The school improvement plan is a comprehensive document which addresses the school's aims and reflects the evaluations of its work by the headteacher, subject co-ordinators and governors. Measures to judge success are included and the governing body has evolved a range of strategies (not identified in the plan) for checking on the action carried out and evaluating best value.
28. However the plans only cover one year and do not show the continuity of developments from one year to the next. The 1999/2000 improvement plan for

⁸ from a survey of primary headteacher returns contained in the PICS1 and PANDA annexe.

instance clearly set out how the school was to tackle underachievement in boys' writing. The headteacher and English co-ordinator are clear about how these developments are to be maintained this year. However the 2000/2001 plan does not pick up where this left off nor does it prepare the governors for their continuing role in monitoring this action. A similar picture emerges when considering the development of teaching and learning in information and communication technology. The 1999/2000 plan sets challenging targets for the school to achieve by 2002 but there is no indication of the action to be taken beyond the year 2000.

29. A number of very important developments in the school during this academic year are not mentioned. For example that the staff and governor are working towards the 'Investors in People' standard or the plans to raise numeracy scores at Key Stage 1.
30. The absence of a long-term overview of school improvement limits the important role the governors play in helping plan the action to be taken. The school and governors understand that this is the next stage in the development of their partnership. The school is well placed to carry this forward.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

31. In order to improve further, the school should:
 - (1) review the balance of the curriculum and allow adequate time in the school week to teach all the foundation subjects;
 - (2) present a clear picture of the long-term developments in the school in order to strengthen the role of governors in action planning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 13 |
| Number of discussions with staff, governors, other adults and pupils | 24 |

Summary of teaching observed during the inspection

| | | | | | | |
|-----------|-----------|------|--------------|----------------|------|-----------|
| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
| 0 | 8 | 54 | 38 | 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) | 227 |
| Number of full-time pupils known to be eligible for free school meals | 17 |
| Special educational needs | YR-6 |
| Number of pupils with statements of special educational needs | 3 |
| Number of pupils on the school's special educational needs register | 25 |
| English as an additional language | No of pupils |
| Number of pupils with English as an additional language | 1 |
| Pupil mobility in the last school year | No of pupils |
| Pupils who joined the school other than at the usual time of first admission | 9 |
| Pupils who left the school other than at the usual time of leaving | 5 |

Attendance

Authorised absence

| | |
|---------------------------|-----|
| | % |
| School data | 4.1 |
| National comparative data | 5.4 |

Unauthorised absence

| | |
|---------------------------|-----|
| | % |
| School data | 0.8 |
| 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 | 17 | 14 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 14 | 13 | 16 |
| | Girls | 13 | 12 | 14 |
| | Total | 27 | 25 | 30 |
| Percentage of pupils at NC level 2 or above | School | 87 (82) | 81 (82) | 97 (89) |
| | National | 83 (82) | 84 (83) | 90 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 14 | 16 | 16 |
| | Girls | 13 | 14 | 13 |
| | Total | 27 | 30 | 29 |
| Percentage of pupils at NC level 2 or above | School | 87 (86) | 97 (93) | 94 (93) |
| | 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 | 17 | 18 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|----------|-------------|----------|
| Numbers of pupils at NC level 4 and above | Boys | 17 | 16 | 17 |
| | Girls | 18 | 18 | 18 |
| | Total | 35 | 34 | 35 |
| Percentage of pupils at NC level 4 or above | School | 100 (92) | 97 (96) | 100 (96) |
| | National | 75 (70) | 72 (68) | 85 (78) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------|-------------|----------|
| Numbers of pupils at NC level 4 and above | Boys | 17 | 17 | 17 |
| | Girls | 18 | 18 | 18 |
| | Total | 35 | 35 | 35 |
| Percentage of pupils at NC level 4 or above | School | 100 (77) | 100 (96) | 100 (96) |
| | 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 | 0 |
| Black – other | 1 |
| Indian | 0 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 205 |
| 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 | 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 |
| Number of pupils per qualified teacher | 25 |
| Average class size | 28 |

Education support staff: YR– Y6

| | |
|---|-----|
| Total number of education support staff | 9 |
| Total aggregate hours worked per week | 213 |

FTE means full-time equivalent.

Financial information

| | |
|--|-----------|
| Financial year | 1999-2000 |
| | £ |
| Total income | 366,050 |
| Total expenditure | 364,935 |
| Expenditure per pupil | 1,560 |
| Balance brought forward from previous year | 31,234 |
| Balance carried forward to next year | 32,349 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 218 |
| 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. | 65 | 32 | 3 | 0 | 0 |
| My child is making good progress in school. | 59 | 36 | 2 | 0 | 2 |
| Behaviour in the school is good. | 65 | 32 | 0 | 0 | 3 |
| My child gets the right amount of work to do at home. | 53 | 41 | 5 | 0 | 1 |
| The teaching is good. | 77 | 19 | 0 | 1 | 2 |
| I am kept well informed about how my child is getting on. | 49 | 36 | 11 | 2 | 1 |
| I would feel comfortable about approaching the school with questions or a problem. | 78 | 19 | 2 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 76 | 23 | 1 | 0 | 0 |
| The school works closely with parents. | 65 | 25 | 8 | 0 | 2 |
| The school is well led and managed. | 75 | 23 | 0 | 0 | 2 |
| The school is helping my child become mature and responsible. | 65 | 33 | 2 | 0 | 0 |
| The school provides an interesting range of activities outside lessons. | 56 | 32 | 7 | 2 | 3 |