

# INSPECTION REPORT

## **COXHOE PRIMARY SCHOOL**

Coxhoe

LEA area: Durham

Unique reference number: 114080

Headteacher: Mr J Brennan

Reporting inspector: Mr P H Cole  
2616

Dates of inspection: 26 – 28 March 2001

Inspection number: 192653

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 years

Gender of pupils: Mixed

School address: Cornforth Lane  
Coxhoe  
Durham

Postcode: DH6 4EJ

Telephone number: 0191 3770294

Fax number: 0191 3773816

Appropriate authority: The Governing Body

Name of chair of governors: Mr R Heslington

Date of previous inspection: March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Coxhoe is a very popular school that has grown considerably in recent years and is heavily oversubscribed. It is of average size with 214 pupils aged between 4 and 11. Almost all the pupils are white and the one child who has English as an additional language has sufficient skills in English to participate fully in all lessons. Two children are from a traveller's family and attend the school during the winter months. The number of pupils who are entitled to free school meals is now slightly below average, having fallen noticeably in recent years. This reflects the changes in the community resulting from the decline of traditional industries and the extensive development of new owner occupied housing in the village. The proportion of pupils with special educational needs, over a third, is noticeably above average. 7 pupils have statements to support their needs, which is also more than is usually found. These pupils have a wide range of different needs although most are related to learning difficulties. Although relatively few pupils attend pre-school classes their average attainment when they enter the reception class is very similar to that found in most schools.

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

Coxhoe is a very good school. Results achieved when pupils leave to go secondary school have been excellent. Standards continue to be high reflecting the very good teaching, well planned lessons and the very detailed and useful assessments that teachers make of their pupils' learning. The school is very well led and managed and given its below average costs provides excellent value for money.

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

- Pupils achieve high standards by the end Key Stage 2 and excellent results in the Year 6 tests.
- Pupils behave exceptionally well and are very positive about school and learning.
- Overall, teaching is very good with particular strengths in junior classes, where both pupils and teachers are exceptionally clear about what needs to be learned next in order to attain high standards.
- The curriculum is very carefully planned to ensure that pupils' learning is being continuously built on and is broadly based. Teachers constantly check what pupils have learned, using this information very well to set targets for each pupil and to adjust their teaching.
- The headteacher and senior management team provide very strong and clear leadership and management. They are well supported by the teachers, in their roles as subject managers, and by an enthusiastic governing body.

### **What could be improved**

- There are no areas that require significant improvement.

*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 March 1997 and no key issues for action were identified. Three minor recommendations were made. These have all been dealt with well by the school. Subject managers now monitor and evaluate the effectiveness of their curriculum areas by looking at pupils' work and by checking teachers' planning, while the headteacher and the deputy headteacher, with appropriate support from the local education authority's

advisory service, formally evaluate the effectiveness of teaching across the curriculum. Although the school has yet to benefit from recent national funding for information and communications technology (ICT) it has carefully developed its resources for this key subject and has ensured that they are used very well across the school to promote successful learning. The school now has well established procedures for evaluating the effectiveness of its spending.

The school has shown no signs of complacency and has striven to raise standards at a faster rate than has been the case nationally. Its success in this is demonstrated by results at the end of Key Stage 2 in 2000 that were in the top 5 percent of all the schools in the country and were acknowledged by the Department for Education and Employment with an excellence award. National initiatives, such as those for literacy, numeracy and the Foundation Stage have been positively embraced, while other subjects and aspects of the schools life have continued to be well provided for or have shown further improvement. For example good quality assessment and marking has led to the introduction of very effective target setting for pupils, particularly in Key Stage 2, which is having a very positive effect in improving the quality of 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
	1998	1999	2000	2000
English	B	A	A*	A*
mathematics	B	A	A*	A*
science	B	A	A*	A*

**Key**

well above average    A

above average        B

average                C

below average        D

well below average    E

The table shows an impressive pattern of improvement in results achieved in the end of Key Stage 2 tests. Over the last three years they have risen from above the national average to very high, being in the top 5 percent of all primary schools in the country. The results in 2000 were also excellent when compared with schools with a similar free school meals entitlement. Overall, pupils in the current Year 6 class, including the relatively large number who have special educational needs, are also achieving very well in the core subjects of English, mathematics and science, both in comparison to the national expectations for their age and also in relation to their ability. Although in a short inspection it is not possible to make firm judgements on standards in all subjects, it is clear from lessons and samples of their work that by the end of Key Stage 2 many pupils are able to produce work of high quality across the curriculum. In the reception class, many pupils are on line to exceed the learning goals identified for the Foundation Stage and they demonstrate real strengths in their speaking and listening skills and in their mathematical and personal, social and emotional development. Infants make sound progress, with a good proportion reaching the expected level in the tests for 7 year olds. The school has comfortably exceeded the targets it has agreed with the local education authority.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils across the school are very positive about learning and work hard in lessons. They are eager to join in activities.
Behaviour, in and out of classrooms	Behaviour is excellent and provides a very firm foundation on which teachers are able to build pupils' learning.
Personal development and relationships	Pupils get on very well with each other, they cooperate well on tasks, willingly accept responsibility and show initiative.
Attendance	Above average and has improved noticeably over the last three years.

The pupils clearly enjoy school and want to do their best. Older pupils in particular talk enthusiastically about what they need to do to improve and understand the value of homework. Pupils across the school willingly join in school and community activities, such as Remembrance Day, Christmas celebrations and environmental projects, as well as school clubs.

## TEACHING AND LEARNING

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

In over 70 percent of the lessons observed teaching was a least good and in over 40 percent it was very good or excellent. There was no unsatisfactory teaching. Most of the very good and excellent teaching was seen in Years 3, 5 and 6. Literacy and numeracy are well taught with particular strengths in literacy in Key Stage 2, where pupils enjoy success in reaching their tough individual targets. The very specific and purposeful focus to lessons in Year 6 prepares pupils extremely well for the end of Key Stage tests. In all lessons teachers share with pupils what they intend to teach them and this ensures that pupils work with their teachers to achieve the learning that has been thoroughly planned and prepared for. Teachers make sure that the needs of the different groups of pupils are met with carefully matched work and, when it is available, support from helpers in the class. As a result all pupils make good progress. In the best lessons teachers challenge pupils with demanding tasks and searching questions that push their learning forward. In all classes teachers manage pupils' behaviour skilfully and unobtrusively and promote positive attitudes to learning through the supportive and encouraging relationships they have developed. In almost all classes teacher's marking of pupils' work is very effective in helping them know what they are doing well and in many classes it is equally effective in helping them to understand what they need to do to make improvements. Teachers make good use of homework to develop pupils' basic skills in English and mathematics and to extend learning that is started in class. Homework makes a particularly strong impact on raising standards at the end of Key Stage 2.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad range of learning opportunities that ensures good coverage of all subjects.
Provision for pupils with special educational needs	The needs of pupils with special educational needs are carefully identified and very detailed plans are produced to meet them. These are implemented well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	A very strong area with particular strengths in promoting pupils' moral and social development.
How well the school cares for its pupils	The school has very effective procedures for ensuring pupils' health and safety and welfare.

The school has very successfully adopted the national literacy and numeracy strategies whilst maintaining a broad and well balanced curriculum. Teachers take full account of evaluations of assessment and test information when planning the curriculum. In addition teachers' routine assessments, particularly in Key Stage 2 lead to very effective target setting both for groups of pupils and for individuals and this makes a very positive impact on learning, especially in English. The school's commitment to promoting the learning of all pupils is seen in the packs of materials that are provided for the traveller's children when they are out of school. The high quality of relationships and an ethos that increasingly places responsibility on pupils underpin their personal development. The school's involvement with the community and the opportunities for pupils to make interesting visits broaden both their learning and their social development.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher works very well with the senior management team to provide clear direction and purpose and to enable the school's staff to be fully involved in the development of the school.
How well the governors fulfil their responsibilities	The governors provide enthusiastic support and commitment to the school and they fulfil their roles effectively.
The school's evaluation of its performance	A thorough and carefully planned programme for monitoring standards, teaching and learning contributes well to the continued success of the school.
The strategic use of resources	The school makes good use of its budget and resources to promote the effective learning of all pupils.

Over several years, the headteacher has very successfully raised expectations and achievement through his considered, approachable and supportive style of leadership and management. Teamwork is strong, all staff have been delegated responsibility and encouraged and supported to make a real contribution to the success of the school. The governors are kept well informed, know how well the school is doing and contribute appropriately when decisions are made. The principles of best value are used effectively to inform and improve the management processes in school.

#### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The good progress their children make and high standards achieved by the time they leave the school.</li> <li>• The high quality of teaching.</li> <li>• The very good behaviour and attitudes to work that the school promotes.</li> <li>• The quality of leadership and management and the approachability of the headteacher and staff.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of out of school activities provided.</li> <li>• A few parents thought that there was too much homework.</li> <li>• A small number of parents did not feel sufficiently well informed about how well their children were getting on.</li> </ul>

The inspectors agree wholeheartedly with the very positive views of parents and would like to reassure the small number of parents who identified areas for improvement. There are satisfactory opportunities for pupils to be involved in out of class activities through the various sporting clubs and involvement in school and community events. Homework is extensive but demands on pupils are reasonable and homework makes a valuable contribution to the excellent results the school achieves. The school works hard to keep parents informed about their children. Teachers provide time each day for parents, there are two very well attended consultations, suitably detailed written reports and an open afternoon, when parents can see lessons. Parents can learn about their children's own targets through the reading diaries and homework books.

## **PART B: COMMENTARY**

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

#### **Pupils achieve high standards by the end of Key Stage 2 and excellent results in the Year 6 tests.**

1 The results achieved by the pupils in the 2000 national tests in English, mathematics and science were exceptional. They were in the top 5 percent of all schools in the country and also in the top 5 percent of schools with similar levels of free school meals. These pupils also did remarkably well when their results in 2000 are compared with those they achieved when they were assessed at the end of Key Stage 1. The very high proportion of pupils (over two thirds) achieving level 5 in all of the core subject tests was particularly impressive. Boys achieved even better than the girls who took the tests and better than boys did in almost all other schools. The girls' results were also noticeably better than those achieved by girls nationally. The results in 2000 were not just a one off; they reflect an impressive trend of improvement over several years. As in most schools there have been dips in the results, with the 1998 results being relatively weaker for this school although they were still better than those achieved in schools across the country. In the last three years the results have improved at a faster rate than results nationally.

2 The current Year 6 class has an unusually large number of pupils with special educational needs but evidence from their past work, and from observing and talking to them in lessons indicates that a large proportion of the class are in line to achieve at least the expected levels for their age when they take the tests this year and the higher attaining pupils are comfortably working above the expectations for their age. Pupils who have special educational needs often work at nationally expected levels on their group activities and many have a good chance of achieving the level 4. What is particularly impressive about the pupils' achievement is their understanding of how well they are doing and what they need to do to improve. They understand, for example, the criteria for level 4 writing, and higher attaining pupils level 5, and apply them when writing their own stories or factual accounts. This reflects the very focussed teaching and use of target setting described below.

3 By the time pupils leave the school, their high achievement is not limited to the core subjects of English, mathematics and science but many subjects across the curriculum. Examples include, the high quality ICT multimedia presentation on the Himalayas produced by higher attaining pupils, and in the well established knowledge and understanding of the Ancient Greeks all the Year 6 pupils brought to their planning and designing of historical based board games. Much of the information used in both of these activities was acquired through the pupils' very effective research skills, which include using the Internet as well as CD-ROMS and information books.

#### **Pupils behave exceptionally well and are very positive about school and learning.**

4 Parents were at pains to point out the very good behaviour of pupils in the school and their eagerness to come to school and to join in all its activities. During the inspection inspectors did not observe any inappropriate behaviour either in class or around the school. In nearly all lessons pupils' behaviour was excellent. This reflects teachers' skilful management of pupils' behaviour and excellent relationships established that have been developed between teachers and pupils across the school. As a result pupils respond very positively in lessons and work very hard, leaving their teachers free to concentrate on what they want to teach their classes.

5 The pupils in the reception class are able to sustain group activities and play without direct supervision and they maintain concentration very well when involved in whole class number games or reading activities, even when these are extended over relatively long periods. This excellent start, in developing pupils' attitudes and behaviour that support good quality learning and good progress, is built on very well in subsequent years. In Year 1, for example, pupils really enjoyed number games and, despite their excitement, wasted no time and successfully consolidated their skills in mentally recalling number bonds. In all classes pupils settle quickly to group tasks and activities and get on purposefully with their work, which allows their teachers to work with focus groups without interruption or distraction. They cooperate well on joint tasks, such as when Year 5 pupils were designing and making their "wish boxes" in art and Year 6 were making their board games in geography. In all classes pupils work very sensibly and carefully with apparatus. This was a strong feature of a science lesson in Year 2, where pupils explored forces through using wheeled vehicles in the playground. The teacher was able to make very effective use of this experience to develop pupils understanding because she could trust them to be sensible, careful and aware of others.

6 All pupils get on very well with each other and the small number of pupils who come from minority backgrounds are fully integrated and involved in the life of the school. The playground is a friendly place where children enjoy each other's company and care for each other. The children can enjoy boisterous play, such as snowballing, without matters getting out of hand and when it is the end of play they quickly join their class lines and stand quietly, without fuss, ready to come in.

7 The school is involved in many community events over the year and almost all pupils are keen to join in, even when events are completely voluntary and out of school time, such as the Remembrance Day celebrations. The oldest pupils eagerly look forward to planning and producing their farewell concert. The pupils' very positive attitudes were illustrated for example, by one child spontaneously taking a newly arrived inspector on an informed guided tour of the school. The desire of pupils to do their best is clearly demonstrated by their willingness to do homework, which can be demanding of them in the last year of the school, and to work towards the targets they and their teachers have identified for their individual improvement.

**Overall, teaching is very good with particular strengths in junior classes, where both pupils and teachers are exceptionally clear about what needs to be learned next in order to attain high standards.**

8 Teaching is a major factor in the success of the school and is strong in all key stages. At Key Stage 2 there are some features of the teaching in the school that have an increasingly influential impact on the standards that pupils achieve by the time they leave for the secondary phase of their education. As a result teaching is very good overall in this key stage.

9 In all classes teachers plan and prepare lessons carefully and this ensures that there is a firm foundation on which they can build pupils' learning. They are confident about what they are teaching and as a result they introduce new learning thoughtfully and provide practical experiences that ensure pupils quickly gain new understanding. A very good example of this was in a Year 3 science lesson where pupils were investigating tooth decay and the protective properties of fluoride toothpaste through a simulation using eggs (predominately calcium, as in teeth) and vinegar (a mild acid). This worked very well and enabled pupils to understand very clearly the impact of acids made by the sugars in sweets, on their teeth and how effects of decay can be reduced by regular treatment with fluoridated toothpaste. In all classes teachers carefully explain to pupils what they will know, understand

or be able to do by the end of the lesson. This is a key feature in the making teaching good across the school. It very successfully focuses the efforts of pupils and enables them to work with their teachers towards achieving a common goal. As a result in almost all lessons pupils make clear progress in their learning.

10 An important result of the careful planning and preparation is that the needs of the different groups of pupils in each class are effectively met. Oddly, despite the thoroughness of teachers' plans they do not always identify what each group will be doing although in practice provision for different groups is consistent strength across the school. Higher attaining pupils are pushed forward by challenging activities, while lower attaining pupils and those with special educational needs are provided with modified tasks and, when it is available, well briefed support from the special educational needs teacher or assistant and other classroom helpers. For example, in a Year 2 numeracy lesson on totalling amounts of money, the class teacher worked with the pupils who needed extra help, while the average and higher attaining pupils were given different and appropriately challenging practical tasks to develop their skills in making up amounts of money with different coins. In a good Year 5 literacy lesson, as in many other literacy lessons at the end of Key Stage 2, the special needs teacher, working from detailed planning that took good account of the pupils' individual education plans, covered the same general objectives as the class teacher with a group of pupils with special educational needs and a child with English as an additional language. Her well focussed discussions and questioning and high expectations for these pupils ensured they achieved the planned objectives and made good progress.

11 Another consistent strength in teaching across the school is the very skilful, and positive management of pupils' behaviour. This is underpinned by the high quality relationships that exist between adults and children in the school. Teachers have established effective routines in their classes and all have clear expectations of pupils' behaviour and involvement in lessons. They create an ethos where pupils want to please and want their teacher to recognise their efforts and achievements. As a result teachers rarely have to remind pupils what is expected and can concentrate all their efforts into teaching and not controlling their classes. This supports effective learning extremely well. Lessons are able to proceed at a lively pace with very little if any wasted time, which in turn maintains pupils' interest and involvement. In an excellent Year 3 literacy lesson, the teacher's very clear explanations, high expectations of pupils and pace of delivery led to very good behaviour and to pupils total concentration on their group tasks of producing choral reading of raps. As a result their reading was full of enthusiasm and expression. Only on the very rare occasions when a teacher has not met their usual high standards when explaining to pupils what they will be doing do pupils ever need reminding to concentrate on the task in hand.

12 What makes the teaching very good in Key Stage 2 is the impact of target setting and especially at the end of the key stage the exceptionally clear focus on what makes for effective work, most noticeably in English. Effective target setting through marking and formally identifying specific regular targets begins in Year 2 but starts to make a real impact on pupils' learning as they progress into Key Stage 2. In Key Stage 2, pupils become more aware of the importance and usefulness of the targets teachers have set them. They consciously work towards achieving them and can see that they are overcoming their weaknesses and building on their strengths. By the end of Key Stage 2 pupils have become very effective collaborators in the learning process. In Year 6, the teacher ensures that all pupils have a very clear idea of what they need to include in their work if they are to achieve the expected level 4 and what they need to do if they are to achieve a level 5. For example, when tackling a piece of writing pupils follow the criteria for each level and strive to include these in their work. The teacher makes constant reference to the criteria when she discusses the tasks she gives to groups and they relate these to their own targets and can

confidently articulate what it is they need to work on to ensure that they achieve a particular level. Higher attaining pupils, for example, analysed two pieces of writing to see which, if any, would achieve a level 5 and used the insight they gained from this to inform their own writing. This rigorous approach by the Year 6 teacher ensures that pupils are exceptionally well prepared for the end of Key Stage 2 tests and is a key element in the very high results the school has achieved.

13 The quality of marking is good overall, but does show some variation from class to class. Almost all teachers give pupils a clear indication of what they are doing well, but the most effective marking links well with the target setting and identifies areas that pupils need to work on in order to improve. The teachers who do this are careful to follow any development points up and this further hones the focus of pupils' learning and enables them to make clear and consistent progress.

14 Teachers across the school set regular homework. This becomes increasingly demanding and challenging as pupils move towards the end of Key Stage 2. The main focus is on developing skills in English and mathematics, but many tasks extend pupils' work in other subjects such as science, history and geography through asking the pupils to research additional information for their topics and to extend written and other tasks started in class. Overall homework is used very well to support learning and it makes a very positive impact, especially towards the end of Key Stage 2 to the achievement of high standards and very high results.

**The curriculum is very carefully planned to ensure that pupils' learning is being continuously built on and is broadly based. Teachers constantly check what pupils have learned, using this information very well to set targets for each pupil and to adjust their teaching.**

15 The pupils have benefited over many years from the teachers' thorough planning of the curriculum. This has ensured that there has been good progression in their learning as they have moved from class to class and that they have had a broad and well balanced diet of the different subjects. Recently, the school has adopted the national model schemes of work, as well as the literacy and numeracy frameworks, in place of its own detailed schemes for the National Curriculum. The teachers' use of these to inform their medium term plans has been thoughtful and well matched to the different years they teach. In addition, analysis of information from the statutory and non-statutory tests has been used to modify each year's planning to address any weaknesses that these assessments may have revealed. In order to make delivery of the numeracy framework more effective the school has banded pupils across the school. This has made it easier for teachers to provide pupils with work at appropriate levels for their different stages of development. For example, higher attaining Year 2 pupils work on the Year 3 syllabus, while Year 3 pupils who find mathematics difficult work on the Year 2 syllabus. Within each of the bands teachers are careful to provide different levels of challenge for groups within their "class". This works well and enables finer differentiation to be provided than is usually the case in mixed ability classes. A good example is in Year 6, where the teacher works with the average and above average attaining pupils and includes access to Year 7 work for those pupils who need extra challenge. This approach clearly supports the achievement of very higher results in the Year 6 tests.

16 Analysis of test information and on-going assessments, based on detailed marking of pupils' current work and assessment tasks, are used very well as the basis for setting targets for groups of pupils within a class and for the specific targets that teacher set for individual pupils. The school is careful to investigate the performance of different groups within the school, including from pupils from minority backgrounds, girls and boys and those who are relatively disadvantaged. Action is taken, when necessary, to support any who may

need it. The quality of formal and day-to-day assessment is also very evident in the very detailed and informative individual education plans that are produced for all pupils on the register of special educational needs. These are then used very well when the work of special needs groups is being planned. The close link made in the school between assessment and teaching is another key element in its success.

17 The good balance and challenge across the different subjects is seen for example in demanding work in ICT across the school. In Year 1, pupils understand the power of computer in drawing graphs to represent information and they can interpret them effectively. By Year 3, pupils are able to undertake a survey of pupils favourite sandwiches and compiled a database file of the information which they search and from which they can present interesting information using a range of different graphs. In Year 4, pupils with expert parental help are producing brochures and understand how digital cameras are useful tools for providing illustrative materials. The impact of this good progression in developing pupils' skills is demonstrated by the multimedia presentation produced by Year 6 pupils that has been described earlier. All of these examples of using ICT were well integrated with and extended pupils' learning in other subjects, such as geography, design and technology and mathematics. Visits, including a residential to France, visitors to school and community linked activities enrich and enhance the learning opportunities that the school provides.

**The headteacher and senior management team provide very strong and clear leadership and management. They are well supported by the teachers, in their roles as subject managers, and by an enthusiastic governing body.**

18 The headteacher has a high profile around the school, which enables him to know the strengths of his staff, and gives him good knowledge of individual pupils and their families. He works very hard to ensure that the school plays an important role in the community. Despite recent upsets over admissions, caused by the school's popularity, he enjoys strong support from parents and others associated with the school, which reflects the respect he has gained over many years. The headteacher has a measured approach to leadership and management that builds on strengths that have been developed over time and embraces the challenge of new initiatives.

19 Responsibility is shared and very effectively delegated and together with appropriate support and guidance has very successfully broadened leadership and management roles within the school. The senior management team play a key role in monitoring the quality of teaching, evaluating standards and overseeing the construction of the school's development plan. Teachers in their roles as coordinators keep a close eye on the coverage of their subjects and the progress made by pupils. This enables them to produce audits and action plans and to work with their colleagues to improve the quality of what the school provides. The shared approach to leadership and management promotes very good teamwork in the school and leads to high levels of consistency in the practices and approaches used by all staff across the school. Professional development opportunities are provided and time is set aside to enable staff to fulfil their management roles. An agreed timetable for monitoring and evaluation ensures that all subjects are audited on a regular and realistic basis. An important aspect in the monitoring and evaluation of the school's performance is the detailed analysis of test results. This enables the school to know how well particular groups of pupils are performing and to see where the curriculum and focus of teaching may need to change in order to improve pupils' learning and raise standards.

20 The governors take a keen interest in the school. The good quality reports from the headteacher, senior management team and coordinators keep them well informed about how well it is doing and where it is going. They are able to fulfil their responsibilities effectively and

play a full role in the discussions that affect the school future, for example spending a day with staff discussing and agreeing the school development plan.

21 Overall, the many and considerable strengths in the leadership and management of the school ensure that new challenges are successfully met, weaknesses are dealt with and the highest standards are aspired to. This is a very good school with the qualities and strengths to become even better.

### **WHAT COULD BE IMPROVED**

22 There are no significant weaknesses for the school to address.

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

23 The school need not take any specific action other than to continue to apply the very effective approaches it uses to promote pupils' learning, to achieve excellent standards and to ensure continued improvements are being made.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	5

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	35	29	29	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	214
Number of full-time pupils known to be eligible for free school meals	0	21

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	0	54

#### 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	11

### Attendance

#### Authorised absence

	%
School data	4.4
National comparative data	5.2

#### Unauthorised absence

	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	18	11	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	17	15
	Girls	11	11	11
	Total	27	28	26
Percentage of pupils at NC level 2 or above	School	93 (88)	97 (94)	90 (88)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	15
	Girls	11	11	9
	Total	27	27	24
Percentage of pupils at NC level 2 or above	School	93 (79)	93 (91)	83 (85)
	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
	200	16	11	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	15
	Girls	10	10	10
	Total	25	25	25
Percentage of pupils at NC level 4 or above	School	93 (90)	93 (90)	93 (97)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	15
	Girls	10	10	10
	Total	25	25	25
Percentage of pupils at NC level 4 or above	School	93 (90)	93 (90)	93 (90)
	National	70 (68)	72 (69)	80 (75)

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

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

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	181
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	1	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)	8.7
Number of pupils per qualified teacher	27.8
Average class size	30.6

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

Total number of education support staff	2
Total aggregate hours worked per week	64

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

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

Total number of education support staff	NA
Total aggregate hours worked per week	NA

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

### ***Financial information***

Financial year	2000
	£
Total income	333,874
Total expenditure	334,672
Expenditure per pupil	1,587
Balance brought forward from previous year	14,411
Balance carried forward to next year	13,613

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	214
Number of questionnaires returned	122

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	34	0	1	0
My child is making good progress in school.	59	40	1	0	0
Behaviour in the school is good.	52	44	1	0	2
My child gets the right amount of work to do at home.	40	45	11	1	2
The teaching is good.	71	28	0	0	1
I am kept well informed about how my child is getting on.	53	30	16	1	0
I would feel comfortable about approaching the school with questions or a problem.	78	16	5	1	2
The school expects my child to work hard and achieve his or her best.	74	25	0	0	2
The school works closely with parents.	58	33	7	2	0
The school is well led and managed.	75	23	2	1	0
The school is helping my child become mature and responsible.	62	37	0	0	1
The school provides an interesting range of activities outside lessons.	34	40	20	1	5