

# INSPECTION REPORT

## **GREETLAND PRIMARY SCHOOL**

Greetland, Halifax

LEA area: Calderdale

Unique reference number: 107504

Headteacher: Mrs Margaret Earnshaw

Reporting inspector: Mrs Sue Chesters  
23196

Dates of inspection: 4 – 5 June 2001

Inspection number: 193281

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

|                              |                                                                                     |
|------------------------------|-------------------------------------------------------------------------------------|
| Type of school:              | Primary                                                                             |
| School category:             | Community                                                                           |
| Age range of pupils:         | 4 – 11 years                                                                        |
| Gender of pupils:            | Mixed                                                                               |
| School address:              | Greetland Primary School<br>School Street<br>Greetland<br>Halifax<br>West Yorkshire |
| Postcode:                    | HX4 8JB                                                                             |
| Telephone number:            | 01422 372893                                                                        |
| Appropriate authority:       | The governing body                                                                  |
| Name of chair of governors:  | Mr Norman Kemp                                                                      |
| Date of previous inspection: | 7 April 1997                                                                        |

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |                    |                      |
|--------------|--------------------|----------------------|
| 23196        | Sue Chesters       | Registered inspector |
| 9214         | Janet Garland      | Lay inspector        |
| 22516        | John Williams      | Team inspector       |
| 7418         | Kathleen Rollisson | Team inspector       |

The inspection contractor was:

Cambridge Educations Associates Ltd.  
Demeter House  
Station Road  
Cambridge  
CB1 2RS

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## **REPORT CONTENTS**

|                                                       | Page      |
|-------------------------------------------------------|-----------|
| <b>PART A: SUMMARY OF THE REPORT</b>                  | <b>6</b>  |
| 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              |           |
| <br>                                                  |           |
| <b>PART B: COMMENTARY</b>                             |           |
| <b>WHAT THE SCHOOL DOES WELL</b>                      | <b>10</b> |
| <b>WHAT COULD BE IMPROVED</b>                         | <b>13</b> |
| <b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>  | <b>14</b> |
| <br>                                                  |           |
| <b>PART C: SCHOOL DATA AND INDICATORS</b>             | <b>15</b> |

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

### **INFORMATION ABOUT THE SCHOOL**

Greetland Primary School is a community school in the village of Greetland near to Halifax. It has recently gained the status of a Beacon School. Most pupils live in the immediate area. There are currently 363 pupils on roll, 186 boys and 177 girls. This is larger than most primary schools and about the same size as it was at the time of the last inspection. The school is on two sites about a mile apart. The main school comprises the junior department and Year 2 and is sited at the top of the village on the Rochdale Road. The younger pupils are in a newer building, on the lower Saddleworth Road. The percentage of pupils registered for free school meals, six per cent, is low when compared with the national average. The majority of pupils is of white ethnic origin. No pupils are at an early stage of English acquisition. The attainment of pupils on entry to the school is above average, particularly in social and communication skills. There are currently 81 pupils, 21 per cent, on the register for special educational needs, which is broadly average. The school has nine pupils with Statements of Special Educational Need. This is high compared with the national average. The school aims to provide the right environment for the pupils to learn happily and at an appropriate pace.

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

This is an excellent school. It maintains very high standards and constantly strives to improve them. The headteacher and deputy headteacher involve the whole school community in the school's progress. They monitor and evaluate, most effectively, all of the work of the school and take prompt and suitable action, based on the information gathered. The quality of teaching is very good. The school has an excellent curriculum. It appeals to the pupils' interest and enthuses them. In the time that they are at the school the pupils learn rapidly and progress from average attainment levels to those well above average. It gives excellent value for money.

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

The school sustains very high standards because:

- The headteacher gives excellent leadership supported by an outstanding and dedicated deputy headteacher, management team and staff.
- It has, consistently, very good quality teaching in all key stages and in all subjects.
- It has an excellent curriculum, which is relevant to all pupils and offers them a wide range of experiences to prepare them well for their future.

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

- The use of information and communication technology, as a tool in raising standards in all subjects of the curriculum.
- The transition from the Foundation Stage to Year 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 has made very good progress in all of its work since the last inspection. It has addressed all of the issues from the last inspection very well. An issue raised then, to develop the role of the subject co-ordinators to include assessment and monitoring of the teaching and learning, has been very effectively addressed. All co-ordinators now have time allocated to them to monitor all aspects of their subject. Assessment procedures are excellent. Data collated from the assessments is analysed most efficiently, allowing pupils attainment and progress to be tracked and to target their further success. There is now a good range of good quality large equipment for the use of the children in the Foundation Stage. It is sited in a safe and secure location where children can use it daily. The school has very implemented successfully the Foundation Stage for the children under five and the National Literacy and Numeracy Strategies. Standards have continued to rise in all subjects and results in national tests for the seven- and eleven-year-olds have steadily improved.

## STANDARDS

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

| Performance in: | compared with |      |      |                 |
|-----------------|---------------|------|------|-----------------|
|                 | all schools   |      |      | similar schools |
|                 | 1998          | 1999 | 2000 | 2000            |
| English         | A             | B    | A    | B               |
| Mathematics     | A*            | A*   | A*   | A*              |
| Science         | A             | A*   | A*   | A*              |

**Key**

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

*Similar schools are those with up to 8 per cent of pupils entitled to free school meals.*

The above table shows that, by the age of eleven, attainment in the 2000 tests was well above average in English and very high, in the top five per cent nationally, in mathematics and science. These results are also above average in English, and in the top five per cent in mathematics and science, when compared with similar schools. Inspection findings show that standards in English, mathematics and science are well above average throughout the school. This is the result of very good teaching, linked with the effective implementation of the National Literacy and Numeracy Strategies.

Inspection evidence indicates that current pupils in Year 6 and Year 2 are on course to attain similarly high standards in English, mathematics and science in 2001. By the end of the Foundation Stage, children meet or exceed the expectations set out for them within the Early Learning Goals, because there is very good teaching. Pupils with special educational needs make very good progress in their learning. They are supported and challenged very effectively. Standards are also above average in other subjects, such as music, art, information and communication technology and physical education, at the end of both key stages. The school is justifiably pleased with the continued upward trend in standards. It sets very high targets for the pupils who, in fact, exceed them. The upward trend in standards in the core subjects of English, mathematics and science follows the national trend since 1996. There are variations year on year in results due, in part, to the varying numbers of pupils with special educational needs in each year group. There is also a slight increase in the number of pupils who move to, or leave, the school at times other than at the beginning of the reception year. The school continues, very successfully, to move pupils from average attainment, when they enter the school in reception, to standards well above average by the time they leave the school in Year 6. This is very good progress and shows a rapid rate of learning. Throughout the school, all pupils achieve well because of the very good teaching. The quality of learning in most lessons is very good.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment                                                                                                                                                                        |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Attitudes to the school                | Attitudes to school are excellent. Pupils enjoy school and show enthusiasm and high levels of interest in their work.                                                          |
| Behaviour, in and out of classrooms    | Very good. The pupils are very polite, very trustworthy and behave very well, both in lessons and around the school.                                                           |
| Personal development and relationships | Excellent. The pupils have very good relationships with adults and other children. They take responsibility for their own actions and learning. They do this most effectively. |
| Attendance                             | Very good. The pupils love coming to school and arrive promptly.                                                                                                               |

The pupils enjoy learning. They behave very well in lessons because they are interested in their work. They are not afraid to make mistakes and readily ask for help when they are unsure. The excellent relationships throughout the school promote positive, constructive and rapid learning.

## TEACHING AND LEARNING

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

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

The pupils learn happily at this school. One of the reasons for this is that the quality of teaching is consistently very good. One hundred per cent of teaching seen was good or better. The majority, 79 per cent, was very good. The consequences of this very good teaching are very good learning and achievement by the pupils. Teaching, in both literacy and numeracy, is very good. Teachers succeed in making lessons exciting by challenging all groups of pupils most effectively. All staff contribute to a very strong team and work together exceptionally well. This results in the purposeful, but relaxed, atmosphere in school, in which pupils thrive very well and learn very successfully. One of the major strengths in the teaching is that the school uses, very effectively, the special talents of each teacher. This means that the pupils receive the best provision in all subjects. For example, the music teacher and information and communication technology teacher are both specialists in their field and all of the older pupils benefit from being taught by them in those subjects. All teachers plan lessons very effectively and organise very good levels of practical activities, through which pupils experiment and develop their own ideas imaginatively. Teachers make particularly good use of resources to promote rapid learning. They involve the very good quality support staff most effectively. This keeps the pupils interested in their work and, consequently, they learn well. Teachers do not over-direct the pupils but have the confidence to allow children to explore their own ideas. They intervene at timely moments to move individual pupils forward to the next stage of their learning. The very good teaching that the pupils receive is a major strength of the school.

## OTHER ASPECTS OF THE SCHOOL

| Aspect                                                                                      | Comment                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The quality and range of the curriculum                                                     | The curriculum is exceptionally rich and varied. It offers excellent opportunities to all pupils and meets their needs very well. It is enhanced by visits and visitors, by citizenship lessons and by a good personal, social and health education programme.                                                       |
| Provision for pupils with special educational needs                                         | The provision for pupils with special educational needs is very good. The school has developed detailed Individual Education Plans that contain clear and precise targets for improvement. The school has a fully inclusive policy which allows everyone to succeed. It values and celebrates that success joyously. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Spiritual, moral, social and cultural provisions are excellent. They are major strengths of the school. Pupils know right from wrong and care about each other. The school successfully encourages the pupils to become independent learners and they develop a love of learning.                                    |
| How well the school cares for its pupils                                                    | The school knows and understands its pupils very well. All staff know the pupils well and care for them in a very sensitive and supportive way.                                                                                                                                                                      |

The school provides excellent learning opportunities in all subjects. All subjects of the National Curriculum and religious education are taught to a very good standard. Opportunities for children in the Foundation Stage are excellent. The school has implemented the National Literacy and Numeracy Strategies very effectively and pupils use the skills that they learn here across all subjects



of the curriculum. The school is beginning to use information and communication technology as a tool in other subjects, although the school has identified the need to extend this work. The school also places great emphasis on subjects, such as music, art and physical education. It includes industrial links, citizenship and environmental education (known as ICE) in its excellent provision. This added dimension gives a richness and dynamism to the curriculum, which excites and enthuses the pupils. The school also provides very good opportunities for pupils to socialise. They learn to respect one another, recognise differences in outlook and culture and live together in harmony. Extra-curricular provision and the opportunities for pupils to learn through activities outside the classroom are outstanding. The school works very closely with parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect                                                           | Comment                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Leadership and management by the headteacher and other key staff | Excellent. The headteacher gives outstanding professional leadership to the school and manages all aspects of the schools work exceptionally well. She is very well supported by the deputy headteacher and all the very dedicated and hard-working staff.                  |
| How well the governors fulfil their responsibilities             | The governors are very effective and fulfil all their statutory obligations very efficiently. They support the work of the school in monitoring its effectiveness and have a clear vision for its future. The governing body acts as a truly critical friend of the school. |
| The school's evaluation of its performance                       | Excellent. The school monitors and evaluates all of its work very effectively and acts promptly on its findings to promote further success.                                                                                                                                 |
| The strategic use of resources                                   | Very good. The school uses its funds very prudently and always seeks to get the best value for the money available.                                                                                                                                                         |

Resources and staffing are good for the number of pupils on roll. Staff use the time available to them, very efficiently, keeping pupils interested and active. Accommodation is satisfactory and very well maintained. It is a credit to the work of the caretaker and cleaning staff. Members of staff ensure that pupils work is displayed prominently around the school, providing an aesthetically pleasing and stimulating working environment.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most                                                                                                                                                                                                                                                                                                                                                                                              | What parents would like to see improved                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Their children like coming to school.</li> <li>• Their children make good progress at school.</li> <li>• Children work hard and the school expects them to do their best.</li> <li>• Teaching is good and staff are approachable.</li> <li>• Children behave well and are developing sensible and mature attitudes.</li> <li>• The school is well-led and managed.</li> </ul> | <ul style="list-style-type: none"> <li>• A few parents feel that their children do not receive the right amount of homework.</li> </ul> |

Twenty-three parents attended the meeting with the registered inspector before the inspection and 130 questionnaires were returned. Inspection findings support strongly the positive views of parents. In relation to the provision for homework, the inspectors find that relevant homework is set and this adequately supports childrens learning in lessons.

## **PART B: COMMENTARY**

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

1. The school is a stimulating and exciting place in which to be. Consequently, pupils learn rapidly. They achieve very high standards in all that they do and learning is of a very high quality. The pupils love coming to school because they know that the challenges set in lessons will be exciting and fun to do. The school's expectations are very high but the pupils know that, if they try hard and do their best, they will succeed very well and their results will be celebrated. Pupils say that they feel valued and are encouraged to do their very best. They say that they like their teachers and want to achieve well in order to please them. They also realise that success brings its own rewards for them. They also feel good about themselves because they work hard. The school encourages these excellent attitudes and the consequence is evident in the very good learning that takes place and in the resulting high standards. All pupils, throughout the school, make very good progress and achieve highly. This most stimulating atmosphere is the result of a number of factors that are outlined in the following paragraphs and which combine to ensure success.

**The headteacher provides excellent leadership supported by an outstanding and dedicated deputy headteacher, management team and staff.**

2. The school is led and managed outstandingly well. The headteachers excellent, clear vision for the further success of the school rightly includes all pupils attaining to the best of their ability, both academically and personally. In her own words, she "makes time each day for the people of the school". Her vision is already substantially achieved. She and the deputy headteacher are a dynamic team, whose presence is evident in the day-to-day running of the school. They have an exceptionally good, cohesive working relationship and compliment each other's strengths most efficiently. They enjoy the support of all of the hard-working and dedicated staff, who share their vision and strive to achieve it in all of their work. The governing body supports the staff with enthusiasm and understanding. This drive for excellence pervades all the work of the school and enthuses everyone, including the pupils. As a result, they work hard and make rapid progress, learning much and to a high level.
3. The governors understand, very well, the importance of the school's philosophy. They are fully involved in all aspects of school life and work very effectively with the headteacher to monitor and evaluate the work of the school. They are very effective in fulfilling their statutory responsibilities, and take excellent action to support the school's work through highly appropriate financial planning. The principles of best value are very appropriately applied to ensure that high standards are maintained. This thirst for excellence is first and foremost the motive for all the school's work, and results in the pupils' outstanding achievements.
4. The outstandingly efficient way in which the school plans and monitors its work, and takes prompt and successful action on its findings, means that it maintains high standards. It sets good criteria in the school development plan, against which it judges the success of its actions. Additionally, the school spends its money most prudently. For example, the money allocated to special educational needs is wisely used to provide very good support for the pupils on the special educational needs register. This means that they are able to achieve the targets set in their Individual Education Plans and, therefore, make good progress. Funding is made available to ensure that the needs, identified in the school improvement plan, are met. For example, the Standards Fund enables staff to have release time for further monitoring of their subject areas. This is identified in the school improvement plan. Careful budgeting ensures that high standards are maintained in all aspects of the school's work.

**It has, consistently, very good quality teaching in all key stages and in all subjects.**

5. The quality of teaching is very good and is a major strength of the school, with the result that pupils learn rapidly. They achieve high standards in all subjects. No unsatisfactory teaching was seen during the inspection. Indeed, in 100 per cent of lessons seen, teaching was good or better. Over three-quarters of the lessons seen were very good, notably in literacy, numeracy,

music, information and communication technology, religious education and citizenship. All the teaching in the Foundation Stage was very good or excellent.

6. This high standard of teaching promotes very good learning by pupils, in all subjects and in all key stages. Classroom assistants give very strong support to teachers and this, together with the consistent approach adopted by all staff, leads to the pupils making very good progress. Teachers plan lessons very carefully. They precisely target what each pupil is to learn in each lesson and they share this with all pupils. This means that pupils have a very clear understanding of what they are to do. For example, in a Year 6 citizenship lesson, the clear and precise instructions that the teacher gave to the pupils about how to conduct a formal debate, meant that they knew exactly what they were to do, and why. The pupils tackled, enthusiastically, the task of working out a range of ideas to support all sides of the argument and carried out the debate in a very mature and orderly way.
7. Teachers expect pupils to behave well, work hard and be independent. The pupils respond well to this encouragement and quickly learn to think for themselves. In a Year 3 physical education lesson, the teacher's enthusiastic approach and her expectation that all the pupils would join in and enjoy themselves, meant that the whole class did just that. Teachers plan interesting lessons with challenging activities that are well matched to the needs of individual pupils. In a Year 2 numeracy lesson, pupils found information from a bar chart/pictogram. Because of the way in which the information was presented, the imagination of all pupils was caught very successfully. The information that they were required to find varied according to their ability level. Thus, pupils were very well-motivated and worked to a high standard. After lessons such as these, the pupils remark that they think learning is fun.
8. Teachers have good subject knowledge. They share their expertise with the pupils well. They focus carefully on the specific language associated with each subject. Consequently, the pupils become familiar with technical vocabulary and use it confidently. For example, in a Year 4 science lesson, the teacher focused on the vocabulary of 'teeth' and the pupils quickly learned to use correctly words, such as 'incisors', 'canine' and 'decay', in their work.
9. The school utilises its teachers specialist expertise very effectively. This is one of the major strengths of the teaching. It means that the pupils receive the best provision in all subjects. For example, the music teacher and information and communication technology teacher are both specialists in their field. All of the older pupils benefit from being taught by them in those subjects. The teachers who have a special talent or interest in teaching particular subjects, such as religious education, citizenship or personal, social and health topics, teach those subjects to Years 3 to 6 during the 'roundabout' afternoons. Thus, pupils gain much from being taught by knowledgeable and enthusiastic teachers.
10. During their lessons, teachers' use probing questions at the right level for individual pupils, to make them think and extend what they know. This means that pupils move quickly to the next stage of their learning. Teachers have confidence in their pupils' abilities to learn and do not over-direct them. They are extremely good at intervening, at just the right moment, to move pupils' learning forward. Through good questioning, the teacher encouraged Year 6 pupils in a religious education lesson to take part and express their views confidently. She extended their understanding well, by intervening with an appropriate question at the right moment and by ensuring that each pupil made good progress. The lesson was conducted at a good pace, which also added to the good progress being made because the pupils were kept busy and were well-motivated throughout. They learned much about the traditions of Buddhism. The teacher treated them as adults and allowed them opportunities to think about their own beliefs and how they would have felt in Prince Siddhartha's place.
11. All staff monitor teaching in their subject areas very effectively. They are very aware of one another's strengths, and quick to give support where it is needed. They value one another's work. Relationships between all adults are excellent. The teachers are exceedingly good role models for the pupils, who learn well from their example. Teachers clearly enjoy teaching very much and their passion and enthusiasm spills over to the pupils. Thus, pupils enjoy their learning and reach high standards.

**It has an excellent curriculum, which is relevant to all pupils and offers them a wide range of experiences to prepare them well for their future.**

12. The school provides an excellent range of learning opportunities in all subjects. It also places great emphasis on aspects of the curriculum that provide for pupils' personal development. The curriculum is very well-balanced and is taught in great depth. The excellent systems in place to assess pupils attainment and progress, and the outstanding way in which the information collected is used, supports the curriculum very effectively. The subjects of English, mathematics and science are given a good proportion of school time. However, this is not to the detriment of such subjects as music, geography, history and physical education. All subjects of the National Curriculum, and religious education, are taught regularly and to a good standard.
13. The National Literacy and Numeracy Strategies have been fully and effectively implemented. They give clear guidance to teachers and they support very well the very good teaching in English and mathematics. The strategies have had a positive effect on the pupils' learning, and this is reflected in the improved results achieved in National Assessment Tests, particularly in mathematics. The teachers encourage the pupils to use, in other subjects, the skills that they learn in literacy and numeracy lessons. Consequently, pupils use their speaking and listening skills very effectively in all subjects. They join in class discussions and debates, using well-reasoned arguments and a good level of vocabulary. They share their ideas very well and listen to each other carefully. Consequently, they not only learn from one another, but they contribute much to the pace and interest of lessons.
14. However, what makes this school's curriculum exceptional is the outstanding way in which the school provides for the pupils' spiritual, moral, social, cultural and personal development. These aspects form an important part of teachers planning and appear strongly in routine school events, such as assemblies and plays. Teachers have analysed carefully what they offer pupils, and how the curriculum affects pupils personal development. They have pulled together aspects which impinge on pupils personal development: such as the way in which industrial and community links are used in school, how citizenship is represented and how they use the environment in lessons. They have, then, put all of these links, and the opportunities they offer, together as an ICE project (industry, citizenship, environment). This is now a planned part of the curriculum and included in the roundabout system of lessons, for all Key Stage 2 pupils. During these lessons, teachers take all classes in turn and teach to their particular strength. For example, one teacher will plan and teach the citizenship lessons, while another develops personal development through religious education. Hence, pupils are offered very good opportunities and receive very good specialist teaching. This results in very good achievement in pupils understanding of themselves and in the way they respect other peoples values and beliefs. This, in turn, is apparent in the excellent personal development of all pupils.
15. The school places great importance on pupils spiritual development. Time is given for pupils to reflect on their actions and the effect that those actions have on others. In assemblies and in lessons, teachers plan quiet moments to enable pupils to appreciate the wonder of the world around them. They plan exciting activities and allow time for the pupils to take in what they have learned. Displays of pupils' work promote a feeling of wonder. For example, a label attached to a display of children's work about insects said 'A baby fly is a maggot. Wow!' Teachers teach pupils what is right and what is not acceptable. They plan opportunities into the curriculum for pupils to debate and discuss moral issues and to explore and develop their own ideas and beliefs. There are many opportunities for pupils social development every day. Pupils are constantly encouraged to work together, share ideas, help each other and care for all of their friends. They learn about their own cultural heritage through a wide variety of activities. They study the similarities and differences between their lives and those of other cultures through religious education, art, music, history and geography.
16. Added to this outstanding feature of the curriculum are the extra-curricular activities and opportunities for learning outside of lessons. There is an excellent range of extra-curricular activities. Pupils take part in many sporting activities, football, netball, rugby and gymnastics. They are very successful and often win against local schools and in local leagues, bringing much acclaim to the school. There are chess, French, reading and environment clubs, all of

which are supported very well by a large number of pupils. The school joins in poetry festivals and has art weeks and technology challenges; all designed to stimulate pupils interest and challenge their intellect. There are many educational visits, including a residential trip for Year 6. Visitors are welcomed regularly into school to share their experiences with the pupils and to extend pupils knowledge and understanding of the world around them. There are also many excellent musical opportunities, of which many pupils take advantage. The school choir sings beautifully and performs regularly for its own enjoyment and to give pleasure to others. The school enjoys a good working relationship with the Peripatetic Music Service, and many pupils undertake weekly instrumental tuition. The work of the peripatetic teachers makes a valuable contribution to the school's music and is much appreciated by the school. All of this work is valued by the school and there are regular opportunities for pupils to share their talents in assembly and lesson times.

17. The pupils are inspired by this rich, well-rounded curriculum. The school has a totally inclusive policy, which means that everyone is valued and everyone is given the opportunity to succeed in some way. All success is shared and celebrated. The outcome of the school's provision is seen in the mature, sensible and academically-adept pupils.

## **WHAT COULD BE IMPROVED**

### **The use of information and communication technology, as a tool in raising standards in all subjects of the curriculum.**

18. The standards in information and communication technology at aged seven and eleven are good. In many areas of the subject, standards are above average. For example, pupils in Year 6, use desktop publishing programs to produce brochures and programmes for events, such as their sports-day. They introduce artwork and text, moving adeptly between programs to produce the desired effect. Younger pupils compose and edit their work using computers. They show clear understanding of how to save, change font style and size, and print their work. All pupils enjoy using the new computer suite and show very good understanding of the care that they should take when using the resources provided. This good practice is instrumental in enabling the pupils to make good progress and achieve well.
19. The school has prepared a very good action plan, which clearly identifies the next areas for development. Its target is to raise the standard by improving the delivery of knowledge and understanding in lessons. In part, the roundabout system of lessons, whereby the specialist teacher teaches all pupils the skills required for greater success, accomplishes this. The intention is that this will also give pupils wider access to multimedia programs and to control techniques. The school has also identified the need to assess, carefully and accurately, the attainment and progress of all pupils and to match individual achievement to the National Curriculum Programmes of Study. As pupils' skills increase and become more secure, they can begin to use them in other subjects. Thus, the application of information and communication technology enhances learning in other subjects. This supports and helps to raise standards even further.

### **The transition from the Foundation Stage to Year 1.**

20. The school has implemented the curriculum for the Foundation Stage<sup>1</sup> extremely well. The early years experience in the reception classes provides a very positive introduction to school routines. Children explore and investigate their environment through practical activities and structured play. They make very good gains in their knowledge and understanding and learn quickly, and to a good level. The very good teaching in the Foundation Stage influences children's learning very effectively and they make rapid progress through the stepping-stones in each area of learning. By the end of the Foundation Stage, most children exceed the goals set

---

<sup>1</sup> Foundation Stage is the provision for children aged from three to the end of the reception year. The QCA (Qualification and Curriculum Authority) has produced a set of Early Learning Goals for the end of the Foundation Stage. These goals are sets of skills, knowledge and understanding that children might be expected to achieve by the age of five. There are six areas of learning; personal, social and emotional development, language and literacy, mathematics, knowledge and understanding of the world, creative development and physical development.

for the age group. Children are very well prepared for the next stage of their education as they begin the National Curriculum Programmes of Study in Year 1.

21. However, the school has identified that the transition from reception to Year 1 is a difficult time for the children and may well give them confused messages. For example, they move from a highly active curriculum in reception, with most lessons involving practical tasks, to a more formal approach in Year 1. This is because of the current structure of the Key Stage 1 curriculum. Year 1 teachers are eager to adopt a similar approach to that in reception. They are working towards reaching the same high standards that they achieve now, through structured play and practical tasks. This takes time and a great deal of planning. The lay-out of the classrooms and the style of furniture and equipment are not ideally suited to a more active day. To this end, staff, parents and pupils are working together to design, cost and plan for the new approach. This achieved, children will then find the move from the reception year to Year 1 to be a more natural progression and a continuation of their learning process.

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

22. In order to further improve the quality of education and standards achieved, the headteacher, staff and governors should:
- (1) continue the development of information and communication technology, as identified in the school improvement plan, so that:
    - the skills of staff and pupils increase still further;
    - those skills are used, where appropriate, as tools to further raise standards in all subjects of the curriculum.
  - (2) fully implement the plans, outlined in the school improvement plan, to improve the transition of children from the Foundation Stage to Year 1.

## PART C: SCHOOL DATA AND INDICATORS

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

|                                                                      |    |
|----------------------------------------------------------------------|----|
| Number of lessons observed                                           | 28 |
| Number of discussions with staff, governors, other adults and pupils | 23 |

### Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 4         | 79        | 17   | 0            | 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)      |         | 363     |
| Number of full-time pupils known to be eligible for free school meals |         | 23      |

FTE means full-time equivalent.

| Special educational needs                                           | Nursery | YR– Y6 |
|---------------------------------------------------------------------|---------|--------|
| Number of pupils with statements of special educational needs       |         | 9      |
| Number of pupils on the school's special educational needs register |         | 81     |

| English as an additional language                       | No of pupils |
|---------------------------------------------------------|--------------|
| Number of pupils with English as an additional language | 0            |

| Pupil mobility in the last school year                                       | No of pupils |
|------------------------------------------------------------------------------|--------------|
| Pupils who joined the school other than at the usual time of first admission | 14           |
| Pupils who left the school other than at the usual time of leaving           | 5            |

### Attendance

| Authorised absence        | %   |
|---------------------------|-----|
| School data               | 3.7 |
| National comparative data | 5.2 |

| Unauthorised absence      | %   |
|---------------------------|-----|
| School data               | 0.1 |
| 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 | 30   | 21    | 51    |

| National Curriculum Test/Task Results       |          | Reading | Writing | Mathematics |
|---------------------------------------------|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | 28      | 28      | 29          |
|                                             | Girls    | 17      | 19      | 20          |
|                                             | Total    | 45      | 47      | 49          |
| Percentage of pupils at NC level 2 or above | School   | 88 (90) | 92 (94) | 96 (96)     |
|                                             | National | 84 (82) | 85 (83) | 90 (87)     |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---------------------------------------------|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above   | Boys     | 27      | 28          | 29      |
|                                             | Girls    | 18      | 20          | 20      |
|                                             | Total    | 45      | 48          | 49      |
| Percentage of pupils at NC level 2 or above | School   | 88 (90) | 94 (88)     | 96 (88) |
|                                             | 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 | 35   | 18    | 53    |

| National Curriculum Test/Task Results       |          | English | Mathematics | Science   |
|---------------------------------------------|----------|---------|-------------|-----------|
| Numbers of pupils at NC level 4 and above   | Boys     | 29      | 33          | 35        |
|                                             | Girls    | 17      | 17          | 18        |
|                                             | Total    | 46      | 50          | 53        |
| Percentage of pupils at NC level 4 or above | School   | 87 (80) | 94 (96)     | 100 (100) |
|                                             | National | 75 (70) | 72 (69)     | 85 (78)   |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---------------------------------------------|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 30      | 32          | 33      |
|                                             | Girls    | 18      | 18          | 18      |
|                                             | Total    | 48      | 50          | 51      |
| Percentage of pupils at NC level 4 or above | School   | 91 (84) | 94 (86)     | 96 (94) |
|                                             | 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      | 0            |
| Black – African heritage        | 1            |
| Black – other                   | 0            |
| Indian                          | 0            |
| Pakistani                       | 0            |
| Bangladeshi                     | 0            |
| Chinese                         | 2            |
| White                           | 308          |
| Any other minority ethnic group | 0            |

*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) | 14.4 |
| Number of pupils per qualified teacher   | 25   |
| Average class size                       | 28   |

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

|                                         |     |
|-----------------------------------------|-----|
| Total number of education support staff | 16  |
| Total aggregate hours worked per week   | 311 |

*FTE means full-time equivalent.*

### **Financial information**

|                |           |
|----------------|-----------|
| Financial year | 2000/2001 |
|----------------|-----------|

|                                            | £      |
|--------------------------------------------|--------|
| Total income                               | 656474 |
| Total expenditure                          | 643308 |
| Expenditure per pupil                      | 1763   |
| Balance brought forward from previous year | 10500  |
| Balance carried forward to next year       | 23666  |

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

### **Questionnaire return rate**

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 363 |
| Number of questionnaires returned | 130 |

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

|                                                                                    | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|------------------------------------------------------------------------------------|----------------|---------------|------------------|-------------------|------------|
| My child likes school.                                                             | 68             | 30            | 2                | 0                 | 0          |
| My child is making good progress in school.                                        | 65             | 33            | 0                | 0                 | 2          |
| Behaviour in the school is good.                                                   | 58             | 36            | 2                | 2                 | 2          |
| My child gets the right amount of work to do at home.                              | 48             | 43            | 9                | 0                 | 0          |
| The teaching is good.                                                              | 72             | 25            | 1                | 0                 | 2          |
| I am kept well informed about how my child is getting on.                          | 54             | 40            | 5                | 0                 | 1          |
| I would feel comfortable about approaching the school with questions or a problem. | 75             | 23            | 1                | 1                 | 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.                                             | 62             | 35            | 3                | 0                 | 0          |
| The school is well led and managed.                                                | 83             | 14            | 2                | 0                 | 1          |
| The school is helping my child become mature and responsible.                      | 70             | 29            | 0                | 0                 | 1          |
| The school provides an interesting range of activities outside lessons.            | 48             | 40            | 6                | 0                 | 6          |