

# INSPECTION REPORT

## **HADLEIGH COMMUNITY PRIMARY SCHOOL**

Hadleigh, Suffolk

LEA area: Suffolk

Unique reference number: 124559

Headteacher: Mrs. J. Auber

Reporting inspector: Mr R Fry  
21073

Dates of inspection: 4 – 5 February 2002

Inspection number: 193601

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

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## GLOSSARY

Foundation Stage – (young children up to the age of 5+ of nursery and reception age)  
The curriculum includes the 'Areas of Learning' - language development, mathematical understanding, knowledge and understanding of the world and creative, physical and social development.

Key Stage 1 – Years 1 and 2.

Key Stage 2 – Years 3, 4, 5 and 6.

Curriculum – everything the school teaches pupils in and out of class, such as English, science and health education, visits and visitors.

Schemes of work – courses of lessons in e.g. English, for teachers to use when planning lessons.

ICT – information and communication technology.

Baseline assessment – tests for young children when they join the school or in their first year.

Co-ordinator – teacher in charge of organising a subject, such as English or physical education.

School development (or improvement) plan – set of plans that shows how the school will improve over the coming year or longer, what its priorities for action are and how it will spend its money.

National averages – refer to National Curriculum test results and teachers' assessments in English, mathematics and science where there are national comparisons with all schools and similar schools.

National expectations – most pupils are expected to reach Level 2 in all National Curriculum subjects at the age of seven years and Level 4 at the age of eleven.

Set – group of pupils drawn from across a year who work together because they have similar abilities eg. in mathematics or English.

Ethos – sense of atmosphere in a school.

## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: Station Road  
Hadleigh  
Ipswich

Postcode: IP7 5HQ

Telephone number: 01473 822161

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Appropriate authority: Governing body

Name of chair of governors: Mr. P. Jay

Date of previous inspection: 14 April 1997

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

### **INFORMATION ABOUT THE SCHOOL**

Hadleigh Community Primary is a large school for boys and girls aged between three and eleven years. The school educates pupils from Hadleigh and the surrounding area. It has 494 pupils on roll, including 52 young children who attend the nursery part-time. The number of pupils who attend the school has increased over the last four years. Children's attainment on entry to the school is average. Twelve per cent of pupils are eligible for free school meals, which is a broadly average proportion. Nineteen per cent of pupils have special educational needs, which is an average proportion. Some pupils, for example, need extra help with reading and writing skills. The school has a ten place Area Support Class for pupils with statements of their special educational needs, funded by the local education authority. Four pupils have English as an additional language.

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

Hadleigh Community Primary is a very good school. It makes very good provision for all pupils, including pupils with special educational needs. Pupils make good progress. The teaching is good and the work that pupils are set is challenging. All adults work very well together and seek to improve the standards of pupils' work. The school promotes the inclusion of pupils in all that it does very effectively. The cost of educating pupils is above average and the school provides good value for money.

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

- Pupils attained above average standards in Years 2 and 6 in 2001 and they achieved well.
- The leadership and management of the school are very strong.
- The teaching and learning are good. The teaching has many strengths.
- Pupils' attitudes, behaviour and personal development are very good.
- There is a rich curriculum for all pupils and young children in the nursery.

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

- Some parents are not satisfied with the homework set for their children.

*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 April 1997. Three key issues were identified. Since then, the school has made very good improvements. Teachers write their lesson plans using a common format in the Foundation Stage and children are well supported by adults in all activities. The headteacher and deputy headteacher monitor lessons and there is a systematic programme of checks on the school's work. Teachers who are responsible for subjects now lead them very well. The school has adopted national guidance for science, geography, information and communication technology and other subjects. Lessons in these subjects are planned effectively across the school. Teachers plan lessons that identify clear learning targets for pupils to attain in lesson plans.

There have been many other improvements since the last inspection. Pupils' standards of work have improved. Teachers set pupils targets regularly to improve their rate of progress. The teaching is better and no unsatisfactory lessons were observed during this inspection. The school has grasped all new initiatives, such as the National Literacy Strategy and the National Numeracy Strategy, and has managed them effectively. The school has continued to improve in the areas where it was strong previously. The provision for pupils with special educational needs is even more extensive. The school includes pupils from a very wide range of backgrounds and needs. The programme for extra-curricular activities is even better than at the time of the last inspection. The accommodation is very good and it is very well cared for.

### **STANDARDS**

*The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.*

Performance in:	Hadleigh Primary compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	D	A	A
mathematics	C	E	C	C
science	E	E	B	B

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

In National Curriculum tests in 2001, Year 6 pupils' standards of work in English were well above average compared with all schools nationally and similar schools. In science results were above average and in mathematics, they were average. Pupils reached their targets. In 2000, results were below average in English and well below average in mathematics and science. Last year's results (summer 2001) were considerably better than those in 2000. The improvement has occurred because, for example, there has been a concerted effort by teachers to set all pupils challenging targets that quicken the rate of their progress. The positive effects of the school's organisation of lesson planning and of the curriculum have begun to raise standards. Year 6 last year was also an able group. The standards of work of Year 6 pupils observed during the inspection were often above those expected nationally in English and mathematics. In all three subjects, pupils were found to be progressing well in lessons. There were examples of high standards in more able pupils' writing and in their understanding of algebra in Year 6.

English and mathematics results in Year 2 over the last four years have varied between well below average and above average in comparison with all schools nationally. At the end of Year 2 in 2001, pupils' National Curriculum test results were above average in reading, writing and mathematics in comparison with schools nationally and similar schools. During the inspection, Year 2 pupils' standards of work observed were mostly in line with the standards expected nationally in English and mathematics and were occasionally above. Pupils often made good progress with the tasks that they were given in the lessons observed. Five years olds attain standards typical of children nationally. They make good progress in lessons in all the 'Areas of Learning' they study. Young children soon become confident and learn many important skills, such as how to work together with others and settle to tasks.

Pupils' achievement is good. Teachers have high expectations of pupils and the quality of teaching ensures that pupils make good progress from the time they enter the school until they leave it. Across the school, the teaching has been effectively focussed on what pupils need to learn. Pupils with special educational needs in mainstream classes also achieve well and they attain the targets in their individual education plans. Pupils who attend the Area Support Class achieve well and benefit from high quality teaching. Pupils settle well to tasks and attain the targets set for them in their work.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils show a very keen interest in school life and enjoy going to school. Pupils listen attentively to teachers and each other during lessons. They

	respond confidently in lessons and enjoy the extra-curricular clubs.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in most lessons, at playtimes and in the hall at lunchtime. Pupils work well together on shared activities. Movement around the school is also very good and many pupils have a great sense of personal responsibility.
Personal development and relationships	Very good. The school's emphasis on developing pupils' moral awareness and social skills has been very successful. Pupils have responded very well to the opportunities that the school gives them to take responsibility for their work.
Attendance	Well above average.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

Teachers' close attention to young children's individual needs in the nursery and reception classes helps children make a good start to their education. Activities are varied and well planned. Teachers take full account of children's emotional and social needs. They provide, for example, very exciting role-play opportunities in reception where children learn more about caring for one another. Teachers in Years 1 and 2 continue the good start made in the Foundation Stage.

The good organisation and challenging work set in literacy and numeracy lessons have led to pupils' good progress in lessons and good results in Year 6. Across the school, English (reading, writing, listening and speaking) and mathematics (numeracy) are taught effectively. Teachers and support staff reinforce ideas and repeat key points of lessons regularly so that pupils often learn at a good pace. Teachers are clear about what it is that pupils will learn in each lesson and they assess pupils' understanding regularly. Work is well matched to the needs of small groups of pupils in each class. Pupils are grouped in classes of similar ability in Years 4, 5 and 6 for English and mathematics. This arrangement is successful and has contributed to better standards.

There is a purposeful atmosphere in classrooms. Teachers and support staff question pupils well and use this method to encourage pupils to think about new ideas and to check understanding. Teachers have a wide spread of knowledge and skills that they use to good effect. For example, pupils have learned to draw very attractive symmetrical patterns on computers because they have been very well taught in Year 4. Pupils' capacity to learn is extended effectively and the needs of all pupils are met in lessons with the help of support staff. Pupils with special educational needs learn effectively because teachers and support staff meet their needs quickly. The teaching in the Area Support Class is very effective. Pupils learn, for example, to attend school regularly, settle quickly to work, concentrate and to get on well with one another.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the	Very good. The school gives high priority to teaching the basic skills of literacy, speaking and listening and numeracy. Investigative work in science is a strength.

curriculum	The school has strong links with partner schools including a nearby special school. The Foundation Stage curriculum meets the needs of young children effectively. The personal and social education programme is excellent.
Provision for pupils with special educational needs	Very good. The provision is very well managed for all pupils, including the Area Support Class. Pupils make good progress towards the targets in their individual education plans. Support staff help pupils effectively in lessons and in small group work. Pupils with statements of their special educational needs are very well integrated into all lessons, including practical lessons.
Provision for pupils with English as an additional language	Very good. All pupils are very well integrated into all lessons. Most have no difficulties with English and they make similar progress to their classmates. The school successfully arranges a special curriculum for pupils who have little English and also involves outside agencies with additional expertise.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. All pupils have the opportunity to take part in everything that the school does. There are many clubs, teams and residential visits for pupils to join, which they enjoy. The school provides many opportunities for pupils to sing and perform in public. The social and moral tone of acts of collective worship is very strong.
How well the school cares for its pupils	Very good. Procedures for improving pupils' behaviour are unobtrusive. Information about pupils' progress is used effectively to guide teachers' work.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides excellent leadership, such as team-building skills. The newly appointed deputy headteacher has begun to have a positive influence on the school's work. Teachers with responsibilities are very effective in their work. The administration of the school is very efficient indeed.
How well the governors fulfil their responsibilities	Excellent. The chair and many governors are excellent 'critical friends' to the school. Many governors take an active role in helping to manage the school. They understand its strengths and what needs to be done. The staffing committee, for example, successfully appoints good staff. Governors' working parties are a very effective way of dealing with school business.
The school's evaluation of its performance	Very good. The school development plan is used to check progress towards targets very well. The school uses the results of its checks on teaching and learning effectively to improve the quality of its work. The improvement in standards is evidence of the school's success in this area.
The strategic use of resources	Excellent. The school has made exceptional use of the money available to it and 'best value' is found for all purchases and contracts. The school has been able to maintain a high number of support staff, to very good effect. Financial control and monitoring is exceptionally thorough. The small under-spend is kept in reserve to ensure, for example, that the high level of support staff is maintained.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Fifty two per cent of questionnaires (257) were returned and 40 parents attended the meeting

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Children like going to school very much and make good progress with their work.</li> <li>Behaviour is good.</li> </ul>	<ul style="list-style-type: none"> <li>Some parents feel that the school does not set the right amount of homework.</li> </ul>

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• The teaching is good.</li> <li>• The school works closely with parents and they feel comfortable when approaching the school with a question or problem.</li> <li>• The school has high expectations of children and it helps them to mature and be responsible.</li> <li>• The school is well managed and led.</li> <li>• There is a good range of extra-curricular activities.</li> </ul> |  |
|--|--|

The inspection team agrees with parents' many positive views. The school has a very good partnership with parents. Inspectors found that the homework set or referred to by teachers during the inspection to be appropriate. However, some parents are not content with several aspects of the homework provided, and as a result inspectors have asked the school to meet with parents to resolve the matter.

## **OTHER INFORMATION**

The governing body is responsible for drawing up an action plan within 40 days of receiving the inspection report, showing how the school will tackle the improvements needed. This action plan will be circulated to all parents at the school.

## **PART B: COMMENTARY**

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

**Pupils attained above average standards in Years 2 and 6 in 2001 and they achieved well.**

1. There are many reasons why pupils' standards of work and achievement have improved since the last inspection. The school has managed the budget expertly and provided as many staff as possible and good quality resources for pupils to use. A good example is in information and communication technology. A very good new computer suite is used to teach pupils in half-class groups. Teachers display pupils' work and important information clearly. There are very many good displays of work, which are examples for pupils to aspire to. For example, there is a very interesting design and technology display in the pupils' entrance. In a Year 6 class, the teacher has made a small rain forest display near the door using live plants. Pupils' eyes naturally fall on the work displayed with it and they gain a strong sense of what a good standard of work is. Lessons are planned so that all pupils have work that challenges them. Teachers provide interesting and well written work sheets and other information for pupils to use. Pupils are always clear what they have to do and how long they have to do it. They receive rewards when a job is well done. Consequently, pupils have a sense of pride in their work.
2. The school has carefully identified its areas of relative weakness over the years and has improved them. Adults work closely together and there is a high level of consistency throughout the school. The headteacher and senior staff make checks on the quality of teaching, which has been a significant factor in improving the quality of lessons. Teachers plan lessons thoroughly on a daily basis and identify areas that pupils will need to revise the next day or later in the term.
3. Pupils achieve well. Teachers have high expectations of pupils and the good quality of teaching ensures that pupils now make good progress from the time they enter the school until they leave it. Parents are very pleased with the progress their children make and in the interest they have in lessons. The school has identified, for example, the need for an improvement in boys' standards in science in Years 1 and 2. The mathematics co-ordinator has identified further refinements in the way pupils are grouped and in the provision of books and equipment, to improve pupils' standards of work. In all subjects across the school, teachers give pupils challenging tasks, particularly where older pupils are 'set' in groups of similar ability across year groups. Standards have risen consequently. Pupils with English as an additional language achieve as well as their peers. Standards in art across the school are above those expected nationally.
4. Five years olds attain the standards expected nationally and achieve well in the 'Areas of Learning' they study. The teaching in the nursery and reception classes has had a positive effect on young children's standards of work. Young children soon become confident and learn many important skills, such as how to work together with others, settle to tasks, recognise letters and count. Young children were observed using their senses in science to help them understand how substances change state, such as ice to water.
5. Results in Year 2 over the last four years have varied between well below average and well above average in comparison with all schools nationally. This pattern is largely explained by variations from year to year in pupils' capacity to learn. Teachers in the infant years plan carefully, and include accurate targets for pupils to attain by the end of each lesson. This factor has a major influence on the success of lessons. During the inspection in Year 2, pupils showed they could write in sentences, read and discuss a well known traditional tale and use interesting new words in their work.
6. Teachers use a range of good teaching tactics. For example, lessons are well planned so that pupils revise their previous knowledge and only then start to learn new ideas and knowledge. The school uses the funds for 'booster' classes effectively to improve the chances of some pupils to attain the nationally expected standards in Year 6. Pupils who

are on the borderline between levels 3 and 4 of the National Curriculum receive this extra attention. The success of these processes is evident in the school's results and in the sense pupils have of feeling included and of being important and valued. Achievement in Year 6 last year was good overall. In a Year 6 mathematics lesson, pupils showed that they knew how to subtract complex numbers, such as 9.55 from 10.23. The group showed they had very good estimation skills when working on an investigation.

7. Pupils with special educational needs across the school achieve well. They attain the targets in their individual education plans because of the quality of the individual education plans and the good teaching they receive. The school responds quickly to their needs. Pupils' targets are short-term and pupils' progress is measured easily and accurately. Pupils, for example, have targets that refer to learning particular letter sounds or types of words over periods of a few weeks. The Area Support Class pupils also achieve well.

**The leadership and management of the school are very strong.**

8. Since the last inspection, the school has responded very effectively to what needed to be done. The progress that has been made reflects the quality of the leadership in the school. There is a systematic programme of checks on the school's work. The most senior teachers teach all classes. Therefore, all teachers have time away from their classes so that they can carry out some of their additional duties. Through this arrangement, senior staff keep a check on pupils' standards of work and on the quality of all aspects of the school, such as pupils' attitudes to work. The headteacher and deputy headteacher also monitor teaching. Teachers receive reports about their work and they successfully take on the points for improvement. The consistency of lesson planning and in the way teachers respond to pupils are evidence of the success of the monitoring of lessons.
9. The headteacher provides excellent leadership and direction for the school. The headteacher has clear and high expectations of all staff. In spite of the size of the school, she knows pupils well and takes a detailed interest in their standards of work. There is a strong emphasis on caring for pupils before, during and after the school day. Every pupil is valued and parents confirm there is a family atmosphere in the school. The newly appointed deputy headteacher sets a very good example in his teaching. He has brought new ideas to the school and works very closely with the headteacher. The management of the school has steadily improved the quality of education, in keeping with improvement nationally. The management ensures that all pupils' needs are met each day and parents strongly confirm that this is so.
10. The general aims of the school underpin a strong sense of shared purpose evident between all groups involved. The school sets out to be a caring community where all adults work for the benefit of children. The school has committed itself to a rich curriculum with an outstanding emphasis on the spiritual, moral, social and cultural development of pupils.
11. The governing body provides excellent leadership and support for the management of the school. The governing body makes a very significant contribution to the school development planning process. Many governors work in the school and others visit school regularly and work in classes. Governors raise funds and attend all school productions. The chair of governors has an excellent understanding of the strengths of the school and what it needs to do next. He and the leaders of working groups challenge the school to justify what it is doing very regularly and they expect good detailed reasons.

Governors make many checks on what the school does and any matters that arise are discussed thoroughly.

12. A group of governors regularly reviews the way the school spends its money. They make an outstanding contribution to the management of the school because they and the bursar have an excellent knowledge of the school's finances. The headteacher is able to give outline plans for the school's development and the bursar and governors decide what can be done and what alternatives are available depending on the importance of a proposal. The school has an excellent long-term financial forecasting system based upon predicted pupil numbers and staff costs. Rightly, the headteacher and governors have supported a school organisation based on a generous pupil-to-adult ratio. They recognise that pupils need much adult support to be successful in their work. Pupils have benefited greatly from this decision. The governors responsible for staffing successfully appoint good staff. The school building is well maintained and pupils use modern books and equipment. The site has been very skilfully developed to make best use of space.
13. The bursar keeps a careful daily check on spending and ensures that governors receive regular accurate reports about financial matters. The administration of all aspects of the school is very efficient. There is a good system for recording attendance. Few pupils arrive late, or do not have a good reason for their absence.
14. All staff feel that they have an important role to play. There is a whole school approach to change. All teachers, for example, plan lessons that have clear learning targets for pupils to attain. Co-ordinators for all subjects, with the help of groups of colleagues, have developed their subjects very well. Consequently, pupils' achievement is a strength of the school. Each subject has an action plan. These very good documents give the reader a very clear indication of what the priorities for subjects are. In the plan for English, the co-ordinator sets out her expectations for the subject. Consequently, targets for lessons are consistently well written throughout the school. Overall, the school is successful because all teachers work together to improve what the school does. Teachers are thorough in what they do and share expertise regularly. They attend many courses and bring back information for all to hear and to act upon. The school has adopted national guidance for science, geography, information and communication technology and other subjects.
15. The provision for pupils with special educational needs is very effectively managed. The school works very closely with the Area support Class staff. The school identifies pupils with special educational needs early in their school careers. Early identification of pupils with needs has allowed the school to develop individual education plans for pupils that boost their performances considerably, in some cases up to the standards that are expected nationally by the time pupils are eleven years old. Pupils make good progress. All pupils with special educational needs are included in all the school does and staff help to meet their needs very effectively. Teachers give clear directions about what pupils need to learn next or practice again after the lesson has finished. This method of organisation results in pupils' good achievement.
16. The headteacher, governing body and staff have successfully recorded the school's priorities in the school improvement plan. Targets are reviewed regularly and they are very useful tools for judging the school's progress. The school development plan contains the main areas that the school needs to address to make further progress. The document indicates that the school knows its strengths and areas for development very well. The school correctly maintains a sum of money for contingencies, such as to

provide extra staff to meet a particular group of pupils' needs in the future and to provide for pupils who may join the school in the future.

17. The school's evaluation of its performance is very good. The school checks its progress rigorously using the school development plan and associated documents. Staff have analysed the quality of pupils' work and watched their colleagues teach. The school has identified its strengths and areas for improvement. The management of the school realised how important self-evaluation is. The deputy headteacher undertakes analyses of pupils' test results so that trends can be understood and corrective action planned when necessary.

**The teaching and learning are good. The teaching has many strengths.**

18. There is a purposeful atmosphere in classrooms. Teachers reinforce ideas effectively and repeat key points of lessons regularly, therefore pupils learn at a good pace. Teachers are clear about what it is that pupils will learn in each lesson. All teachers check that the intended learning has happened using the agreed assessment system. Work is well matched to the needs of pupils in each class because the results of assessments are used to plan the next day's group, class or set activities. Pupils repeat what they have not understood, which gives them a much better chance of grasping new knowledge. The daily lesson planning is successful because there is close attention to what pupils need to know next and whether all pupils understood what was taught yesterday. On rare occasions some pupils do not listen attentively because a task is a little too difficult.
19. Good teaching is the main reason for pupils' standards of work and their good achievement. Many examples of good and very good teaching were observed during the two days of the inspection. Teachers share common goals and discuss ideas and plans together. The teaching is monitored effectively and the management of the school gives clear direction about how the curriculum should be taught. Since the last inspection teachers have worked hard to improve their skills further, for example, by attending courses to support their work in literacy and numeracy lessons. Teachers question pupils well and use this method to revise knowledge from previous lessons. Relationships between adults and pupils are very good. Pupils want to learn because they feel valued and included in all lessons
20. Teachers in this large school have a very wide spread of knowledge and skills that they use to very good effect. Many examples were observed of teachers' expertise and knowledge of how younger children and pupils learn. Teachers in the nursery and reception classes skilfully ensure that each child receives the personal attention that they need. There is a happy and constructive atmosphere in the nursery and reception classes. All adults are clear what they want children to attain. Children make a good start to their education. Activities are varied and well planned. Teachers take full account of children's emotional and social needs and provide, for example, role-play opportunities in the many areas in the nursery
21. In an excellent reception class lesson, children learned a great deal about travel. The teacher adopted several roles and stayed in role most of the lesson. Consequently, they had to respond very quickly to situations the teacher presented. Children learned why safety belts are used, to care for other 'passengers,' how to book passengers at a travel agent and some information about Australia. Relationships and children's responses were very good. The method of teaching immersed children in a learning situation.

22. Teachers in Years 1 and 2 continue the very good start made in the Foundation Stage. In Year 2, pupils learned about materials that attract a magnet in science. The teachers had a pleasant manner with pupils that encouraged all to participate in answering questions. Pupils learned to investigate and record their findings clearly. Most, for example, found that a magnet attracts many metals but not plastic. A pupil with special educational needs was very sensitively involved in one of the lessons and was given enough help to ensure that she learnt as much as any other pupil. The support adult worked very effectively with her.
23. English (literacy) and mathematics (numeracy) are taught effectively. The challenging work set in literacy and numeracy lessons has led to pupils' good achievement. In a lively literacy lesson in Year 6, pupils listened to each other talk about mystery stories they liked. Later, good use was made of reading groups. The teacher moved the lesson on at a good pace and used much expression in her reading so that pupils could begin to copy her style. Pupils learned to use dashes and hyphens successfully and answered most questions in the comprehension activities correctly. All pupils were very well supported as they worked and the teacher asked questions as she moved around the class to stimulate thinking.
24. In a very good mathematics lesson in Year 6, the teacher had a very good rapport with the class. Pupils gave virtually every ounce of their energy to the lesson and very good progress was observed. The teacher presented such a wide range of activities to explore the addition and subtraction of decimal numbers, that most by the end of this lesson were proficient. The teacher challenged pupils by asking them questions such as, 'The sum of an odd number of odd numbers is...?' Pupils enjoyed answering greatly.
25. Pupils' standards in literacy and numeracy benefit from work done in other subjects. For example, teachers develop pupils' understanding of spelling, punctuation and grammar in many lessons, such as history. Pupils learn to write clearly, to read for information and to express their ideas clearly when speaking throughout the school. In design and technology, pupils use their powers of estimation and measurement to help them make things as accurately as they can.

### **Pupils' attitudes, behaviour and personal development are very good.**

26. Pupils' attitudes to work, behaviour and personal development are very good. Pupils' responses enhance their progress and the standards they attain because virtually all pupils make the most of what they are offered. They show an exceptional interest in school life and most have a thirst for knowledge. Pupils work very well together and they behave very well in lessons. Pupils respond very well to the teaching. The school's management and all staff successfully provide a rich curriculum and pupils have every opportunity to respond positively to school. The school works closely with parents and they feel that children's behaviour at school is very good, and they are right. Parents have great confidence in the school and their trust is communicated to their children.
27. There are many examples of pupils' and children's very good responses to school. In the nursery, young children have learned to tidy things away and most stay on task for long periods. Children line up patiently when ready for physical education. Children's positive

attitudes begin when they are very young because the staff reinforces social behaviour very strongly. There is a family atmosphere where pupils care for one another.

28. Pupils with special educational needs respond very well to the extra support they receive in classes and in the Area Support Class. Pupils from the support class walked sensibly to the swimming baths. The teaching in the Area Support Class is highly skilled and pupils respond very well. In one lesson observed, pupils settled quickly to work and all were soon involved in the activities. Pupils' engagement in lessons has clearly improved greatly since they have joined this class. The teacher ensures through many repetitions of information that pupils gain in confidence and feel they have achieved something worthwhile. Pupils respond very well to the praise they are given and the teacher has a very good relationship with the group. Pupils who have experienced disaffection previously have settled well.
29. In many lessons, pupils showed very good powers of concentration. Pupils were attentive and concentrated very well on the teaching, because the teaching is interesting and teachers' expectations of pupils' attitudes are high. In Year 4, pupils responded very well indeed to the ICT lesson where pupils applied their knowledge of making patterns to very good effect. There was exceptional pace in this lesson and very good learning. The results were delightful and all pupils were pleased with what they had done. They showed that they could concentrate for long periods on difficult tasks, working on their own. Pupils produced a good standard of work and achieved very well.
30. Most pupils are keenly aware of how they can get better at their work and contribute more fully to school life. Most pupils are confident yet willing to listen to other points of view. Pupils play co-operatively and sensibly in the playground and play a variety of games. Pupils have opportunities to collect and deliver things to classes, which they enjoy. Pupils carry out these activities reliably.

**There is a rich curriculum for all pupils and young children in the nursery.**

31. The curriculum the school provides in the nursery and reception classes gives young children a good start to their education. Each morning and afternoon, teachers present children with a wide range of activities based on the curriculum for the Foundation Stage. (Social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical and creative development.) The curriculum helps develop children's motivation to learn. It begins to develop young children's respect for their own culture and of those of other people. Pupils experiment with reading and writing, make up their own stories and learn to spell. The curriculum introduces children to counting, addition, subtraction and patterns in numbers. Children use their senses to investigate the world around them and to move with greater control and co-ordination.
32. Pupils have very good opportunities to use computers. Teachers make good use of the information and communication technology suite and of national guidance to help them plan lessons. The oldest pupils have conversational French lessons, which they enjoy. One teacher has a particularly good accent and capacity to converse fluently in French. In one valuable lesson, pupils were learning about the Euro. They found out what the notes look like and how much they are worth. The science curriculum is firmly based on investigations rather than the learning of facts only. From the evidence of pupils' work in Year 6, it is clear that most can prepare and carry out an investigation fairly. The school is very successful in making links between subjects. Teachers use passages from, for example, history to develop pupils' writing skills.

33. All subjects of the National Curriculum are taught consistently across the school. High priority is given to teaching the basic skills of literacy and numeracy. The quality of the curriculum is a major positive influence on the standards that pupils attain. The curriculum is well matched to pupils' needs by the skilful teaching. The yearly and termly planning of the curriculum is very good. Teachers use assessments of what pupils know, understand and can do effectively to help them plan learning in subsequent lessons. Parents report that their children feel that the school makes learning fun. The school offers a very good curriculum for art. The displays in the hall, such as 'Jonah and the Whale' are of exceptionally high quality.
34. However, there are moments when the literacy and numeracy timetable is too demanding for reception age children. Young children's needs are served best by breaking up the long lessons into smaller parts and giving children time for other activities, so that pupils can maintain their concentration.
35. The behaviour policy is based on a very secure set of beliefs and values, which state clearly that in a large school there is room for everyone. Non-academic achievement is celebrated in the school. There were moments observed when pupils' reactions to each other's work were very positive. Pupils showed genuine pleasure at seeing the success of other pupils during acts of collective worship.
36. The school has developed a very strong personal, social and health education programme. The management of the school feels it underpins the positive atmosphere of the school. There is evidence in all school activities of the success of the programme, such as in pupils' very good behaviour, the provision for pupils with special educational needs and the curriculum generally. The school has very good links with a nearby special school and pupils learn to be more tolerant and to help one another. A group of pupils helps to maintain the gardens around the school. Recycling and general safety topics feature in the curriculum, such as fire and road safety. The school raises funds for charities, such as the Red Cross and the very committed caretaker raised funds for the school by running a marathon. Relationships with the community are very good.
37. There is a very good range of additional activities available to all pupils as they move through the school. There is a strong emphasis upon pupils' personal development. All pupils have the opportunity to learn the recorder. Clubs include netball, table tennis, computers, drama, short tennis, junk band, athletics, chess, dance, hockey, keyboards, football, guitar, choir, cycling and needlecraft.
38. The overall provision for pupils with special educational needs is very good. The school explains the success of the programme as the result of teamwork across the school. The school has taken advice from the local education authority and works closely with local schools, for example, when pupils are placed in the Area Support Class.
39. Teachers assess pupils' capabilities before pupils are placed on the special needs register in the main school. Parents are kept well informed about their children's progress and the provision the school makes for them. The provision is flexible. Pupils who need extra support receive it in the areas where their need is greatest. For example, several pupils attend the Area Support Class for short periods. Others receive extra help in small groups with the school's support staff.

## **WHAT COULD BE IMPROVED**

40. Inspectors found that the homework set or referred to by teachers during the inspection to be appropriate. Teachers monitor completed homework and pupils mark some of it themselves. However, some parents are not content with several aspects of the homework provided. A few parents said that homework is not set consistently in some classes and is not always marked. Some parents felt that there is too much homework and that tasks take too long. A small group felt that homework tasks should be more frequent. Some parents felt that learning through games is very successful at home and all members of families could join in.

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

41. The governors, headteacher and teachers need to:

- meet with parents from each year and agree a suitable homework timetable;
- base homework on the revision of tasks given during lessons;
- allow pupils several days to complete the homework set;
- adapt the home-school agreement accordingly.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

30
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Number of discussions with staff, governors, other adults and pupils

14
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### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	10	14	5	0	0	0
Percentage	3	33	47	17	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents three percentage points.

### Information about the school's pupils

<b>Pupils on the school's roll</b>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	446
Number of full-time pupils known to be eligible for free school meals	0	49

FTE means full-time equivalent.

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs	3	20
Number of pupils on the school's special educational needs register	4	88

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	4

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	22

### Attendance

#### Authorised absence

	%
School data	4.5
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.0
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 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	29	39	68

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	28	27	28
	Girls	35	34	38
	Total	63	61	66
Percentage of pupils at NC level 2 or above	School	93 (80)	90 (75)	97 (99)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	28	27
	Girls	33	34	31
	Total	61	62	58
Percentage of pupils at NC level 2 or above	School	90 (79)	91 (85)	85 (88)
	National	85 (84)	89 (88)	89 (88)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	35	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	28	32
	Girls	30	23	30
	Total	60	51	62
Percentage of pupils at NC level 4 or above	School	92 (73)	77 (66)	94 (81)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	32	33	31
	Girls	29	28	29
	Total	61	61	60
Percentage of pupils at NC level 4 or above	School	90 (69)	90 (72)	88 (83)
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	1
Chinese	0
White	408
Any other minority ethnic group	6

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	18.1
Number of pupils per qualified teacher	21.5
Average class size	26

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

Total number of education support staff	17
Total aggregate hours worked per week	318

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25
Total number of education support staff	4
Total aggregate hours worked per week	93
Number of pupils per FTE adult	5

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2.4
Number of teachers appointed to the school during the last two years	4.4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

### **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.*

### **Financial information**

Financial year	2000/2001
	£
Total income	949797
Total expenditure	938739
Expenditure per pupil	1912
Balance brought forward from previous year	38636
Balance carried forward to next year	49694

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	494
Number of questionnaires returned	257

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	40	5	0	1
My child is making good progress in school.	46	47	2	0	5
Behaviour in the school is good.	44	51	2	0	3
My child gets the right amount of work to do at home.	31	53	11	2	3
The teaching is good.	53	43	2	0	2
I am kept well informed about how my child is getting on.	35	49	10	4	2
I would feel comfortable about approaching the school with questions or a problem.	58	35	3	2	2
The school expects my child to work hard and achieve his or her best.	60	37	0	1	2
The school works closely with parents.	34	53	7	3	3
The school is well led and managed.	60	35	1	1	3
The school is helping my child become mature and responsible.	53	42	2	0	3
The school provides an interesting range of activities outside lessons.	59	31	5	1	4

### Other issues raised by parents

Parents strongly supported the school at the meeting for parents. One issue arose, some parents were not content with the homework that the school provides.