

INSPECTION REPORT

HEPWORTH JUNIOR AND INFANT SCHOOL

Holmfirth, Huddersfield

LEA area: Kirklees

Unique reference number: 107657

Headteacher: Mr A J Beaumont

Reporting inspector: Mr D Byrne
28076

Dates of inspection: 23rd-24th January 2001

Inspection number: 193637

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Maingate
Hepworth
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Huddersfield

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Appropriate authority: Governing Body

Name of chair of governors: Mrs.C.Poole

Date of previous inspection: 17th March 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hepworth Junior and Infant school is smaller than other primary schools. There are a total of 104 girls and boys on roll aged 4 to 11. The school is situated in a largely residential village near to the Pennine town of Huddersfield. The school takes pupils from the surrounding district with predominantly high socio-economic backgrounds. The majority of pupils benefit from pre-school experience and start school with above average skills. The percentage of pupils on the school roll eligible for free school meals is below the national average, at 4.8%. Nineteen children are identified on the school's special educational needs register, of whom two have statements of special educational needs. There are no pupils from minority ethnic backgrounds and none require support for English as an Additional Language.

HOW GOOD THE SCHOOL IS

Pupils are provided with a very good quality of education that results in all pupils achieving very well by the age of eleven. Standards in all subjects but particularly English, mathematics and science are well above the national average and pupils develop very high skills of independence in their learning. Pupils' behaviour and attitudes to school are excellent and relationships between pupils and between staff are exceptionally good. Teaching is very good and pupils make good progress throughout the school. The head teacher, supported by an effective governing body, provides excellent leadership and management. Staff are highly motivated and committed to the school and there are high levels of support from parents and the community. The school is giving very good value for money.

What the school does well

- Very good teaching ensures that pupils make good progress throughout the school so that by the age of eleven pupils achieve high standards in English, mathematics and science.
- Pupils achieve high standards in music, art, dance and environmental education and they are successfully encouraged to perform confidently in front of others.
- Pupils' behaviour and attitudes are excellent and they demonstrate high levels of independence.
- A stimulating and exciting curriculum is provided for all pupils and this is enhanced by excellent links with the community and very good use of resources in the local environment.
- Excellent opportunities are provided to promote pupils' spiritual, moral, social and cultural development.
- The leadership and management of the school are excellent. All available resources are very effectively used so that the best is gained from both staff and pupils alike.

What could be improved

- The targets to improve pupils' work, which are too general and need refining.
- The resources and facilities for the physical development of children in the foundation stage.
- The accommodation in some classrooms, which is very cramped, which makes it difficult for pupils to perform some elements of practical work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since its last inspection in March 1997, the school has continued to develop and has improved at a good rate. Standards in English, mathematics and science have been maintained at above the national average and improvements in standards are evident in all other subjects. Standards in art and music are now outstanding. The National Strategies for Literacy and Numeracy have been successfully implemented and resources for learning have been improved, especially in information and communication technology. The curriculum is very well managed and has improved. There are now well-planned and organised schemes of work. Good systems for assessing pupils have been introduced and the information is used to evaluate the impact of teaching upon pupils' progress and attainment. School development planning is much better than it was. Regular consultation with governors, staff, parents and pupils results in a well structured and effective school development plan. The excellent quality of leadership and management and the commitment and high quality of the teaching and support staff ensure that the school has a very good capacity to continue to develop and improve in the future.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

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

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

The table shows that in 2000 pupils' performance in English was well above the national average and also well above the average for similar schools. In mathematics, standards were above the national average but close to the average for similar schools. Standards in science were very high and in the top 5% of schools nationally and in comparison to similar schools. Over the last three years, the pupils' performance has consistently exceeded the national average in English, mathematics and science at the end of both Key Stage 1 and 2. In 2000, the school set appropriate targets for pupils' performance at the end of Key Stage 2 and these were achieved. The inspection findings indicate that standards in English and science are well above the national average. In mathematics, inspection findings indicate that standards are better than the data indicates and are very high overall. The impact of changes in the way pupils are taught mathematics in Key Stage 2 have improved standards and a high percentage of pupils in Year 6 are achieving standards that are well above national expectations.

By the end of Key Stage 1, pupils attain standards in English, mathematics and science that are well above the national average. Pupils are achieving as well as they are capable in all subjects by the end of both key stages with an exceptionally high standard of performance in music, dance and art.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Virtually all pupils have enormous enthusiasm for school and develop high levels of self-esteem. They enjoy school and have a thirst for knowledge.
Behaviour, in and out of classrooms	Excellent. During lessons and lunch and playtimes, pupils are thoughtful, polite and considerate. They talk with respect to adults and treat others with sensitivity and care. Pupils respond well to the school's behaviour policy and there is no aggressive behaviour.
Personal development and relationships	Pupils are very independent and competently work on their own. Excellent relationships exist between pupils and levels of co-operation and involvement in group work are very high.
Attendance	The high levels of enjoyment by pupils for school life are reflected in very high levels of attendance and very low levels of absence.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
23 lessons observed	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 quality of teaching is very good. In the lessons observed during the inspection the quality of teaching was excellent in 13% of lessons, very good in 57% and good in the remaining 30%. Lessons are very well planned so that the needs of everyone, including higher attaining pupils and those with special educational needs, are very well met. A sense of urgency during lessons, coupled with high expectations ensures that pupils learn rapidly, particularly in literacy and numeracy. Teaching of English and mathematics across the school is very good. Very good use is made of resources to support pupils during lessons and to help to explain ideas. The quality of work done by non-teaching support staff is very good and has a positive impact upon the progress of all pupils but especially those who find learning difficult. Pupils are very well managed and they gain confidence from the positive use of praise and encouragement. Teachers use homework effectively to support pupils' learning and they have a good knowledge of the strengths and weaknesses of pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is exciting and relevant to the needs of pupils. It provides very good opportunities for pupils' to learn how to work on their own. Excellent links with the local community and the regular involvement of pupils in outdoor activities enhances pupils' education.
Provision for pupils with special educational needs	Very good support is provided for pupils with special educational needs. Pupils with learning difficulties are provided with suitable targets for improvement that are regularly checked to gauge the pupils' progress.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	The school makes excellent provision for pupils' spiritual, moral, social and cultural development. Opportunities to develop pupils' spirituality are well developed through subjects such as art, music, environmental studies and religious education. Exceptionally close links with the community enable the development of social skills and a good understanding of local culture. Moral development is successfully promoted.
How well the school cares for its pupils	The care and support of pupils by all staff is very high. Pupils' academic needs are very well met so that everyone is appropriately challenged. A strong family atmosphere pervades the school and this promotes pupils' emotional and personal development and contributes to the pupils' sense of security.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The head teacher provides a very clear direction to the school that ensures that pupils maintain high standards in English and mathematics within a broad and varied curriculum. A strong sense of teamwork has been built between staff that ensures that all school policies are successfully implemented.
How well the governors fulfil their responsibilities	The governing body is knowledgeable and effectively monitors the impact of the head teacher upon the school. Governors are supportive but knowledgeable enough to be critical when necessary.
The school's evaluation of its performance	Very good quality systems exist for checking on the quality of teaching and the progress and standards of pupils. All information is evaluated to find ways of making the school even better.
The strategic use of resources	All resources are very well used. Staff are wisely deployed, every nook and cranny of the building is meticulously organised and resources are very well managed.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The behaviour in the school.• The quality of teaching and the leadership of the head teacher.• The support pupils receive to become mature and responsible.• The communication between them and the school.	<ul style="list-style-type: none">• The size of the classrooms.

Inspection findings confirm the very positive views of parents and acknowledge that the accommodation is cramped for pupils in Years 3 to 6.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Very good teaching ensures that pupils make good progress throughout the school so that by the age of eleven pupils achieve high standards in English, mathematics and science.

1. Pupils do very well in English and mathematics and exceptionally well in science. By the time pupils reach the age of eleven, they consistently achieve standards in English that are well above the average for similar schools. In science in 2000, the performance of pupils was in the top 5% of schools nationally. In recent years, standards in mathematics have been lower than those in English and science, being only close to the average for similar schools. The school has identified the need to improve standards in mathematics and taken very effective measures to do so. The subject co-ordinator has altered the way in which mathematics is taught so that higher attaining pupils are given more directed teaching. The higher expectations made of pupils in mathematics has resulted in improvements in the standards in mathematics. Inspection findings are that standards in mathematics are now well above the national average and as good as they are in English and science.
2. The daily mathematics lesson is fully implemented following the guidance of the subject co-ordinator. Teachers plan their work very well so that the wide range of needs of pupils in the mixed age classes are catered for. Throughout the school, pupils are thoughtfully grouped so that pupils of similar ability work together. Higher attaining pupils' knowledge, understanding and skills are challenged by work that is set at a level that makes pupils think for themselves and work independently. Pupils with special educational needs are also given work that matches their needs. Very good use is made of support staff so that pupils with special educational needs benefit from individual support where required.
3. All teachers have a secure knowledge of how to teach basic skills of reading, writing and number and they have worked hard to successfully implement the strategies for literacy and numeracy. Children starting school in the Reception class are assessed soon after they begin school and the resulting information is used to identify the needs of each child. The majority of children start school with above average skills and knowledge for their age. They are articulate in using a good range of vocabulary and most pupils are socially adept in working together and sharing. The teacher accurately assesses the standards of children when they start school and provides them with tasks that are suitably challenging. Pupils in the Reception class are very quickly working at a level that matches expectations for Year 1 pupils. Pupils in the Reception and Year 1 class are provided with a stimulating and exciting range of activities that successfully promote a love of learning amongst pupils. The school is currently involved in developing evaluations of its provision for children in the Reception class through its commitment to, "The Effective Early Learning Project", in association with the University College of Worcester. The commitment of the school to such a project indicates that the school continually looks for ways to improve and there is no complacency.
4. In Years 1 and 2, the good start to pupils' school life is continued. Pupils make good progress in both English and mathematics so that by the age of seven, the vast majority read well, communicate with a good style of writing and are developing a good knowledge of number. Most pupils write well and effectively use punctuation in their sentences including a good range of descriptive words. By the age of seven, pupils have an especially good understanding of the tens and units and the value of numbers

in larger numbers such as 125. Most pupils know and understand how to add and subtract up to 100 and understand 2x, 3x, 5x and 10x multiplication tables. They develop a good knowledge and understanding of shapes and space and are confident to apply their knowledge in order to solve problems.

5. Teachers have very high expectations of pupils in English, mathematics and science in Years 3 to 6. Pupils are expected to write independently and poetry is a strong element of pupils' work. Pupils' English work is well organised and the standards of handwriting, spelling and punctuation are high. A wide range of independent writing is planned and taught and pupils are familiar with writing letters, creating their own stories and writing factual texts. Pupils in Year 6, benefit from additional funds aimed at helping pupils to reach the highest possible standards. These funds are being used well to ensure that as many pupils as possible in Year 6 reach standards that are above the national average in mathematics and English. Most pupils by the end of Key Stage 2 are good mathematicians. They have a very secure knowledge of number and competently solve problems involving adding, subtracting, multiplying and dividing numbers and decimals up to a thousand. Pupils confidently apply a wide range of strategies to find answers.
6. Throughout the school, teachers expect pupils to develop the ability to plan their own work, to perform it and to record what they do. The impact of this approach is particularly evident amongst pupils in Years 5 and 6 where pupils work on their own with high levels of enthusiasm and independence. In science, pupils' investigational skills are particularly high and much better than normally found. During an investigation into the best materials for keeping things warm, pupils not only demonstrated a good knowledge of thermal conduction and insulation, but also of how to conduct an investigation. Pupils set hypotheses, planned ways of fairly gathering experimental data and then used information technology to record the results using a spread-sheet.
7. Teachers work hard to create excellent relationships amongst pupils and to build high levels of self-esteem in everyone. The impact of this is seen in the good progress that pupils make in lessons and the way that pupils willingly and effectively work together. Lessons are exciting and where possible, made relevant to the needs of the pupils. Teachers are skilled in blending together the skills and knowledge of mathematics, English and science and information and communication technology to support learning in all subjects. As a result, pupils develop a good ability to use and apply skills and knowledge to new and challenging situations. Non-teaching staff support the teaching force very well in the school and a strong team spirit makes sure that the quality of education is of a very high standard.

Pupils reach high standards in environmental education, music, art and dance and they are successfully encouraged to confidently perform in front of others.

8. Teachers have a very good knowledge of music, art, dance and environmental studies. This knowledge is used well to offer pupils an unusually high quality of lessons and activities in each of these areas. As a result, the provision of these subjects is a strength of the school and results in pupils reaching high standards.
9. Music is an intrinsic part of school life. From a young age pupils develop the ability to create sound and rhythm. They use percussion instruments, voices and parts of the body. For example, they used hands to create rhythms and beats. Pupils have a wide range of opportunities to develop their early skills and many pupils make rapid progress in learning to play recorders, brass instruments, guitars and violins. They develop good skills of reading music and by the time they reach Key Stage 2, music groups are confidently performing in front of others during Christmas concerts and school

productions. The quality of singing is very high. Pupils sing with enthusiasm. During the workshops led by a South African musician, pupils of all ages participated with enjoyment and obvious confidence. Groups demonstrated great concentration and discipline by singing in the round and composing music based upon body sounds. The standard of choral performance is high and pupils across the school develop an unusually good sense of rhythm and sound. Links are often made between music and other subjects. For example, pupils in Years 5 and 6 have produced an audio tape of "Headline Lyrics" featuring poems and raps about events in the news, such as the petrol shortage and the American Presidential Election. The quality of performance to parents is excellent.

10. Highly committed staff provide pupils with opportunities to learn about traditional British folk dancing and associated music. During a lesson seen in the inspection, excellent teaching made sure that pupils develop the essential skills required of good dancing - good concentration, posture and lightness of foot. Excellent use of music and very clear directions made sure that pupils in Years 3 and 4 rapidly fitted together fluent movements involving circling left and then right and then creating a star. Pupils made excellent progress from working initially in pairs to performing a "Sicilian Circle". Dance is used to promote an awareness of other cultures as well. For example, pupils have explored both Indian and African dancing.
11. The art co-ordinator has a strong influence upon the development of art in the school, supported by other keen and knowledgeable staff. The standard of art is very high. Some excellent paintings of animals using photographs as a stimulus show how well even pupils in the Reception and Year 1 class can use brushes and paints to create lively and effective pictures. Pupils' knowledge of famous artists is very good. By the age of seven, pupils very confidently use chalks to create outstanding paintings based upon the Mother and Child by Picasso as well as using clay to create some excellent models. Pupils in Years 3 to 6 continue to make very good progress and build upon their very good grounding in Key Stage 1. During activities linked to science, pupils demonstrated excellent close observational skills in representing cross sections of fruits and in Year 6, pupils used a range of techniques to create drawings of local scenes based upon the work of a local artist. By the age of eleven, pupils know how to use a wide range of materials including pencils, chalk, crayons and paint to create good quality compositions with good perspective and use of light and shade.
12. Environmental education is a strong feature of the school and is recognised by the appointment of a knowledgeable and energetic co-ordinator. Pupils have access to an outstanding pond and wildlife area that is managed very well to encourage a variety of animals and plants. Pupils have access to the area to support art, science and aspects of expressive and creative work. In addition, three residential visits provide pupils with excellent opportunities to gain confidence in outdoor adventure activities.

Pupils exhibit excellent behaviour and attitudes and demonstrate high levels of independence.

13. Excellent behaviour exists throughout the school. Pupils respect teachers and support staff and respond to the teachers' energy and enthusiasm. Pupils respond to high standards set by adults and talk politely and behave courteously to each other and to other adults. Very good provision for playground games overcomes the restrictions posed by cramped hard play areas and enables pupils playing to do so happily and without any boredom. The school has clear procedures for promoting good behaviour and these are known and valued by pupils who are also well aware of what constitutes unacceptable behaviour and the sanctions that exist if it occurs.

14. Pupils clearly enjoy school life. They thrive on the challenging work provided and the broad and varied curriculum that reflects their interests and needs. Because teachers speak clearly and offer good explanations both at the beginning and during lessons, pupils know exactly what is expected of them and therefore get on with work quickly, without any fuss. Pupils listen very well to teachers during activities such as sharing stories from big books. Pupils willingly try out new activities and have the confidence to work on their own. Pupils organise themselves very well. In Year 5 and 6, pupils respond exceptionally well to expectations for them to plan and independently complete well organised activities in science, history, religious education and design and technology. Very good use of homework extends learning and demands that pupils apply their well-developed skills of research. Pupils are very well versed in using the library to pin-point and interpret information selected from books as well as using CD Rom.

A stimulating and exciting curriculum is provided for all pupils enhanced by very good links with the community and use of resources in the local environment.

15. The school successfully provides pupils with a very wide and varied curriculum. All statutory requirements are fulfilled to meet the needs of pupils aged 4 to 11 but the school offers a programme of activities that are broader than often found. Pressures on time have developed as a result of introducing the National Literacy and Numeracy Strategies but excellent management and subject co-ordination have ensured that pupils are taught all subjects regularly and for an appropriate amount of time. Although there is appropriate emphasis upon the development of basic skills of English, mathematics, science and information and communication technology, pupils also benefit from having a particularly rich curriculum in music, dance, art and environmental education. The breadth of the curriculum ensures that every pupil has the opportunity to succeed in something and this contributes to the high level of self-esteem evident amongst pupils.
16. The curriculum is thoughtfully planned to meet pupils' needs. There is a detailed scheme of work for each subject that ensures that each pupil's learning builds upon previously learnt skills and knowledge. Teachers carefully evaluate the impact of the schemes of work upon the progress and attainment of pupils and accurately and honestly recognise what is being done well and where improvements might be made. Good use is made of extra-curricular activities to extend learning. Pupils have opportunities to learn music, attend art clubs, a range of sporting activities and older pupils have the chance to attend outdoor educational events including climbing, orienteering and walking.
17. Excellent links with the local community enhance the education of pupils. Parent helpers offer good support to pupils by being involved in activities that are well directed by teaching staff. Members of the local community who are not parents willingly get involved in school as well. Pupils have the opportunity to perform to the community at Christmas, take part in the village pantomime, share in events such as the Hepworth Feast and participate in a wide range of educational visits to support lessons.

Excellent opportunities are provided to promote pupils' spiritual, moral, social and cultural development.

18. The curriculum and acts of collective worship offer pupils a wide range of opportunities to develop their sense of spirituality. During a whole school assembly, pupils were captivated by the head teacher's discussion of the way Hindus worship. The clever introduction of a range of Hindu artefacts, supported by excellent explanations about the different objects, held everyone's attention and enabled pupils to think and reflect upon the lives of others. Music and art pervades all aspects of school life, offering pupils a wide range of opportunities for appreciating the beauty of sound, shape and form. A piano composition from Debussy played during assembly created a sense of serenity and time for pupils to be quiet. The excellent nature area gives pupils the chance to observe nature and develop sensitivity to the beauty and wonder of animals and plants and the changes of the seasons.
19. The school places importance on the development of pupils' social skills and makes excellent provision for this aspect of their education. From the first days in school in the Reception class, pupils are expected to work together. They share resources and ideas and learn to organise themselves. Excellent links with the community enable pupils to get involved in and understand the lives of others. Each month, pupils participate in providing coffee for residents of the local village and they take part in local events. For example, pupils perform productions at Christmas and participate in the village pantomime. Regular residential educational visits help pupils in Key Stage 2 to develop experiences of being away from home with others. Pupils in Years 5 and 6 alternate each year between staying at a youth hostel in Boggle Hole and staying at a hostel in Malham and pupils in Years 3 and 4 stay at Cliffe House. Links with local schools are exploited in activities related to sport. Their participation in events such as cross-country and soccer offers pupils the chance to integrate with children from other backgrounds.
20. There is a strong moral code throughout the school. Clear and well-established expectations exist for pupils' behaviour, supported by clear reward systems. The involvement of pupils in establishing class rules and codes of behaviour is a strong feature of the school. Pupils rapidly develop a sense of right and wrong and respond to very good role models provided by staff. The recent introduction of a school council extends opportunities for pupils to develop a sense of citizenship by maturely discussing issues that have an impact upon their school life. Teachers treat pupils with respect and pupils' ideas are listened to and valued. Regular opportunities are provided for pupils to discuss news events in the world. Many pupils have a strong awareness of the way that western culture and its economy influence the lifestyle of people in developing countries. Staff value environmental awareness and pupils' awareness of related issues is encouraged throughout the school.
21. The school is outward thinking. It recognises the need to prepare pupils for living in a multi-cultural world and provides pupils with excellent opportunities to develop a very good understanding of their own culture and that of others. The strong subject knowledge and involvement of most staff in music, dance, art and environmental issues is sensitively employed to benefit pupils in their cultural development. Pupils are offered many opportunities to learn about music and art not only from Britain but also from the rest of Europe. The dance programme is excellent and gives pupils the chance to learn traditional steps and movements. Involvement in local events such as the Hepworth Feast develops pupils' knowledge and understanding of local history and visits to local museums extend this. Wherever possible, pupils are given the chance to learn about

the richness and diversity of other cultures. A musician from South Africa demonstrated and involved pupils in a wide and varied range of activities that helped them to understand rhythms and sounds from another culture. Staff were excellent role models by dressing up in appropriate clothing and performed with the pupils. Work in religious education and geography extends pupils' knowledge of the world and other faiths. Teachers' own experiences benefit pupils too. For example, the knowledge and understanding of Hinduism gained as a result of a teacher travelling in India was shared with pupils during a whole school assembly. Pupils' knowledge of other cultures is further developed through the use of information and communication technology with E-mail pals being well established with children in Seattle and there are also links with Australia.

The leadership and management of the school are excellent. All available resources are very effectively used so that the best is gained from both staff and pupils alike.

22. The head teacher is a caring, committed and highly motivated leader who sets high standards for staff and pupils alike. There is a very clear direction for the school and a commitment to providing each pupil with a broad and balanced education that not only develops good skills in literacy and numeracy but also in other subjects. Great importance is placed upon the personal development of pupils and school policies reflect this. School policies are clear and fully implemented.
23. There is an exceptionally strong and competent team of teaching and support staff. Everyone is totally committed to giving the best possible quality of education and the head teacher has very good procedures for evaluating and monitoring just how good the school is. Regular meetings between the head teacher and staff, both formal and informal, help to keep an eye upon how the school is developing. Excellent staff development procedures ensure that the needs of the school are recognised and planned for whilst enabling individual staff to pursue their own particular interests. The head teacher's belief in using the strengths of individual teachers to benefit pupils is reflected by the high quality of teaching and the way pupils are taught a wide and varied programme of activities. Staff morale is very high. Everyone is valued equally, including support staff and midday assistants. Excellent school development planning procedures make sure that everyone's views are listened to and considered, including staff, governors, parents and pupils.
24. The head teacher successfully combines a large teaching responsibility with the management of the school. The school administrator, who efficiently organises and monitors many aspects of day-to-day financial management, gives very good quality support. The head teacher makes sure that the school is very well run. Every nook and cranny of the building is meticulously organised and high standards of décor and presentation of information and of pupils' work creates a bright and lively atmosphere. This very good organisation reduces the negative impact of the very small and cramped classrooms. The governing body is well aware of the need to extend the school and is planning to do so as soon as funds allow.
25. The governing body is an effective group of committed and knowledgeable people. They support the head teacher and staff and set high expectations for the school. There is no complacency about the high standards and the good school results in the end of the key stage National Curriculum tests. All available information about standards, including reports from the head teacher and evidence gathered from visits by governors to the school, is carefully analysed so that any decline is immediately identified and steps taken to stop it. Governors make sure that the income received is carefully spent to

benefit pupils and critical analysis of the impact upon pupils' standards ensures that a sense of best value is maintained. Governors have made the strategic decision to retain an above average size of budget surplus in order to enable the school to be extended when resources allow. The head teacher and governing body are of one accord in the way the school needs to function and through regular discussions governors are well informed. All statutory requirements are met.

WHAT COULD BE IMPROVED

The targets to improve pupils' work, which are too general and need refining.

26. Although pupils currently have targets set for their development, they are annual and the targets are very general. Given the high levels of independence and ability of many pupils, and the willingness of pupils to evaluate and improve their work even more, the quality of targets could be improved. Targets that are regularly set each term, for example, would enable pupils to become even more responsible for their learning and would allow parents to share in some of the work required to reach the targets.

The accommodation in some classrooms, which is very cramped, which makes it difficult for pupils to perform some elements of practical work.

27. Although teachers manage the space very well, numbers in classes for Years 3 to 6 are too big for the comfortable accommodation of pupils. Pupils are cramped and it is difficult for them to move around and to carry out some practical activities. At times, pupils use the extra space provided by the hall but this is not always possible as the hall is used for other things and requires additional adult support.

The resources and facilities for the physical development of children in the foundation stage.

28. Although there is available space adjacent to the Nursery class for outdoor activities that is currently used by the class teacher, it is far from ideal. With the growing importance of the Foundation stage of education for children, better provision in the form of a secure and well-equipped environment would enhance the development of pupils' physical development and give further scope for outdoor imaginative activities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve further the very good standards that the school already achieves, the governing body, head teacher and staff should work together to:

- 1) refine the targets for improving pupils' work further so that they are more specific and set for a shorter time span. (*paragraph 26*)
- 2) improve the resources and accommodation for children in the foundation stage when resources allow so that they have access to a suitable outdoor play area resourced with suitable equipment. (*paragraph 28*)
- 3) improve the available space for learning by continuing to seek funding to implement the existing plans for extending the school. (*paragraph 27*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
13	57	30	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)	0	104
Number of full-time pupils eligible for free school meals	0	5

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	19

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	8
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	3.2
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	13	4	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	3	3	3
	Total	16	16	16
Percentage of pupils at NC level 2 or above	School	94 (100)	94 (81)	94 (88)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	3	3	3
	Total	16	16	16
Percentage of pupils at NC level 2 or above	School	94(94)	94(100)	94(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	7	9	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	7
	Girls	9	8	9
	Total	15	15	16
Percentage of pupils at NC level 4 or above	School	94(73)	94(91)	100(100)
	National	70 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	6	6
	Girls	8	8	9
	Total	15	14	15
Percentage of pupils at NC level 4 or above	School	94 (60)	88(73)	94(91)
	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	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	104
Any other minority ethnic group	0

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)	4.6
Number of pupils per qualified teacher	23.26
Average class size	26.75

Education support staff: YR – Y6

Total number of education support staff	4.0
Total aggregate hours worked per week	67

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	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	1999-2000
	£
Total income	210150
Total expenditure	205914
Expenditure per pupil	1924.42
Balance brought forward from previous year	8450
Balance carried forward to next year	12686

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

107

Number of questionnaires returned

42

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	36	0	3	0
My child is making good progress in school.	61	33	6	0	0
Behaviour in the school is good.	64	36	0	0	0
My child gets the right amount of work to do at home.	32	55	13	0	0
The teaching is good.	13	81	6	0	0
I am kept well informed about how my child is getting on.	52	39	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	77	23	0	0	0
The school expects my child to work hard and achieve his or her best.	81	13	3	0	3
The school works closely with parents.	58	36	6	0	0
The school is well led and managed.	84	16	0	0	0
The school is helping my child become mature and responsible.	77	20	0	0	3
The school provides an interesting range of activities outside lessons.	55	39	3	3	0

