

## INSPECTION REPORT

### HERON WAY PRIMARY SCHOOL

Horsham

LEA area: West Sussex

Unique reference number: 125887

Headteacher: Mrs C.Hatfield

Reporting inspector: Mrs A.J.Pangbourne  
23818

Dates of inspection: 26<sup>th</sup>-28<sup>th</sup> November 2001

Inspection number: 194655

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: Heron Way  
Horsham  
West Sussex

Postcode: RH13 6DJ

Telephone number: 01403 261944

Fax number: 01403 262369

Appropriate authority: The governing body

Name of chair of governors: Mrs L. Willmott

Date of previous inspection: May 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Heron Way Primary School is situated in a residential area close to the town of Horsham. It draws its pupils from the local area, which comprises owner occupied properties. In recent years, property prices have meant that an increasing number of pupils live in areas a little further from the school. Children's attainments on entry are broadly above average. At the time of the inspection there were 293 pupils on roll. There were 36 pupils with special educational needs, which is a well below average proportion. Two pupils had statements of special educational need, which is below average. There were few pupils from ethnic heritages and five pupils speak English as an additional language. This is also below average. There are slightly more girls than boys. The socio economic circumstances of the pupils are above average with less than one per cent entitled to a free school meal, which is well below average. Since the previous inspection, extensive building works have provided a computer suite and a new entrance. The school is experiencing some difficulties in recruiting staff, with one vacancy currently filled by a temporary teacher.

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

This is a very effective school with many very good features. Attainment on entry is above average for most children and pupils attain well above average standards by the time they leave the school at the age of eleven. This is because the quality of teaching and the leadership and management by the headteacher, staff and governors are very good. The school provides very good value for money.

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

- The headteacher, senior staff and governors provide very good leadership, which contributes very positively to the success of the school and the very good improvement since the previous inspection.
- Teachers have very high expectations and use interesting strategies to motivate the pupils and this contributes to well above average standards in English and mathematics by the time the pupils leave the school.
- The quality of teaching is very good and leads to very good learning.
- The school provides very good opportunities for spiritual, moral, social and cultural development, successfully encouraging pupils to show very good attitudes to their learning and to behave very well.
- The way in which pupils work together in pairs and small groups contributes very positively to their personal development.

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

- There could be a closer dialogue with parents both about their children's progress and about the school's expectations with regard to homework.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

There has been very good improvement since the previous inspection in 1997. The already high standards at the end of Year 6 in English, mathematics and science, have been maintained, broadly in keeping with national trends over that period. The quality of teaching and learning has improved significantly with seven times as much teaching judged to be very good or better and no unsatisfactory teaching. The school has very successfully addressed the issues pointed out in the previous inspection and also addressed other less important weaknesses. Although standards in design and technology, information and communication technology, music and religious education were not investigated in depth on this inspection, samples of work and observation of some lessons in these subjects suggest that standards have risen. Curriculum planning, based on good schemes of work, has been successfully implemented and subject co-ordinators now provide very good leadership. Good assessment procedures are now in place and provision for cultural development is now very good, whereas it was unsatisfactory. Cost effectiveness has improved because the school thoroughly evaluates its spending to meet the

needs of the pupils. The school is on course to meet its very challenging targets and is very well placed to make even further improvement.

### 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:	Compared with			
	All schools			similar schools
	1999	2000	2001	2001
English	A	A	A	B
Mathematics	B	A	B	C
Science	A	A	A	A

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

In order to calculate the grades in the above table, points are allocated to the levels attained and schools' average points are compared. This shows that apart from in mathematics, where results have fluctuated depending on the ability of the pupils in the year group, standards have remained well above average in recent years. The school has set challenging targets and is on course to meet them. Inspection evidence shows that, by the end of Year 6, standards are well above average in English and mathematics. Standards in any other subjects were not investigated on this inspection. Standards in mathematics are higher than in 2001. There are two reasons for this. Firstly, the National Numeracy Strategy is now firmly established and the beneficial effects of this contribute to higher standards. The arrangements for teaching pupils in groups according to their ability from across the age ranges ensures that tasks are well matched to the needs of the pupils. By the end of the reception year, children exceed the early learning goals in all the areas of learning. By the end of Year 2, standards are well above average in reading, writing and mathematics. The pupils achieve well with above average standards on entry to the school and well above average standards by the end of Year 6. Pupils with special educational needs and those for whom English is not their first language make good progress. Higher attaining pupils also do well with an above average proportion exceeding the expected Level 4 in English and mathematics.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school because they are offered interesting activities. They are eager to learn and very keen to succeed.
Behaviour, in and out of classrooms	Very good. Pupils follow the school's very high expectations of behaviour and behave very well both in and out of the classroom and this contributes to an orderly environment.
Personal development and relationships	Very good. Pupils use their initiative and show a very good level of independence. Relationships are very good and teachers know their pupils very well.
Attendance	Very good. It is well above the national average.

The way in which pupils work in pairs and small groups is a strength.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Insufficient evidence	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 overall and leads to very good learning. The quality of teaching is highest in Years 3-6 where over half the lessons seen during the inspection were very good or better, with one excellent lesson seen for pupils in Years 3 and 4. English is taught very well across the school and no lessons were less than good. Literacy is also taught very well because the school has very successfully adapted the National Literacy Strategy to meet the needs of the pupils, with a structured approach to the teaching of spelling and writing. This contributes to the high standards in writing. The teaching of mathematics is very good in Years 3-6, where pupils are taught in groups according to their ability from across the classes. It is good in Years 1-2. Numeracy skills are taught very well.

Strengths in the quality of teaching include very high expectations, interesting strategies that motivate the pupils and encourage them to work hard, the use of challenging questions to extend learning and a very good knowledge of the subjects that they teach. Lessons are conducted at a brisk pace. As a result, pupils make very good gains in their learning. They have a good understanding of their own learning because teachers explain the focus of the lesson at the beginning and check their understanding at the end. They show very good levels of independence and interest in their work and a determination to succeed. In the small number of satisfactory lessons, mostly in Years 1-2, some pupils did not make as much progress as they might have done because they had to wait too long for adult support in their group and misunderstood what they had to do. The school meets the needs of all its pupils very well. Tasks are planned to challenge higher attaining pupils and also to meet the individual needs of those with special educational needs and those for whom English is not their first language.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. A wide range of visits and visitors enriches it. Pupils develop their literacy and numeracy skills well across many areas of the curriculum.
Provision for pupils with special educational needs	Very good. Individual education plans identify clear targets. Very good support from teachers and classroom assistants.
Provision for pupils with English as an additional language	Very good. These pupils are very well integrated into the school and receive very good support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school very effectively promotes collaborative and co-operative work that has a very positive impact on pupils' personal development. Very good emphasis is placed on understanding local culture and visitors from other cultures regularly share their values with the pupils.
How well the school cares for its pupils	Very well. Teachers know their pupils very well and very effectively monitor their personal development.

The curriculum meets statutory requirements.

## 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 very strong and caring leadership and sets a very high standard that contributes to the success of the school. She is well supported by the deputy headteacher and senior staff, who work very effectively as a team towards continued improvement.
How well the governors fulfil their responsibilities	Very good. The governors play a very effective part in the management of the school, contributing to very high standards in many of its aspects. They have successfully introduced a system for parents to discuss their views with them as part of their annual meeting for parents.
The school's evaluation of its performance	Very good. The school evaluates its performance very thoroughly and takes steps to address any weaknesses. For example, it identified that standards in spelling could be higher and so it has introduced a structured system for teaching spelling. As a result, standards are rising even further.
The strategic use of resources	Very good. The provision of a part time teacher to enable pupils to be taught mathematics in smaller groups contributes very positively to the standards attained.

- A particular strength is the very good leadership of the headteacher. She has established a strong team, who work successfully together towards continual improvement. She has ensured there has been very good improvement since the previous inspection, through careful analysis and prioritising of areas for development.
- The school applies the principles of best value very effectively and evaluates and compares its spending very effectively. It takes care to consult parents on their views of the school.

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

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Behaviour is good.</li> <li>• Their children enjoy coming to school.</li> <li>• Their children make good progress because they are expected to work hard</li> <li>• The school helps their children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• More activities to be provided outside lessons.</li> <li>• Some parents would like the school to work more closely with them.</li> <li>• More information about how their children are getting on.</li> <li>• Clearer information with regard to homework.</li> </ul>

The inspection team fully supports the positive views held by parents. With regard to their concerns, inspectors found that there is a satisfactory range of extra-curricular activities and that a good range of visits to places of interest and visits by artists and authors take place outside lessons. Although the annual reports and other written information sent to parents are judged to be very good, there is room for a closer dialogue with parents about their child's progress and for clearer expectations with regard to homework. The school takes every effort to seek parents' views of the school.

## **PART B: COMMENTARY**

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

**The headteacher, senior staff and governors provide very good leadership, which contributes very positively to the success of the school and the very good improvement since the previous inspection.**

1. The headteacher, senior staff and governors have a very good vision for the continual development of the school focused on high standards. This shared commitment ensures that pupils do well by the time they leave the school. There are several reasons why the school is so successful and that standards are high. Firstly, the headteacher, staff and governors analyse its performance very thoroughly and take steps to raise standards. For example, a structured programme for the teaching of spelling has recently been introduced for pupils in Year 1 and Year 2 to raise standards further. Pupils are grouped according to their ability from across the classes and are taught 'spelling rules' and handwriting skills for half an hour most days. As a result, pupils in Year 2 write 'I love to get presents at Christmas' with correct spelling and well-orientated handwriting. Pupils with special educational needs receive one-to-one and small group support during these sessions, which enables them to make very good progress. This recently established initiative is sensibly to be reviewed before its introduction for older pupils. The system of 'setting' for mathematics, where pupils are taught in groups of similar ability from across the classes, was initially introduced in Year 5 and Year 6 to ensure that the needs of all pupils were met. As a result of its success, this system was introduced for pupils in Year 3 and Year 4. There is an established programme for reviewing standards and teaching which results in agreed targets in reading, writing and mathematics for each year group. It is the continual self-review of its performance and the initiatives the school introduces to raise standards which are fundamental to its success.

2. Another reason for the success of the school is the commitment shown to addressing the areas of weakness identified in the previous inspection. Then, the headteacher was newly appointed and there were no schemes of work or planning systems in place. Consequently, standards were below average in design and technology, information and communication technology, music and religious education because not all the required elements of these subjects were taught. The school has very successfully introduced good planning systems and schemes of work to ensure that pupils develop their skills systematically. Although standards in these subjects were not investigated on this inspection, evidence from planning documents, the wealth of work in these subjects on display and from a small number of lessons seen indicates that all aspects of these subjects are now taught and that standards have improved. Other key issues for improvement, such as developing the role of the subject co-ordinator, have been very successfully addressed. The co-ordinators for English and mathematics have a very good understanding of the areas for development in their subjects and all co-ordinators have compiled very attractive collections of work throughout the school to show development. These are a valuable resource for teachers. Of particular note is the attention paid to improving pupils' personal development. Although it was not a key issue, a lack of opportunity for taking responsibility was identified. The school has addressed this very well and it is now a strength of the school.

3. The role of the governors is very well developed and they play an active part in the management of the school. They take their responsibilities very seriously and have produced their own very useful document showing how they work together effectively as a governing body. This document includes clear information about their commitment to improvement. They keep themselves very well informed through regular planned visits and are committed to providing the best possible education for all pupils. This is well illustrated by the way in which they manage the funding available to them. For example, the provision of a part time teacher to allow pupils to be taught mathematics in groups according to their ability, contributes very positively to the well above average standards. They evaluate spending very carefully and use all available grants for the benefit of the pupils. The recent improvements to the buildings to provide a computer suite, to resite the library and improve the entrance to the school are examples of this. The governors make every effort to keep parents informed. Their termly newsletters provide very good information about, for example, standards, spending decisions and the structure of the literacy hour. Another very good initiative introduced by the governors is the session during their annual meeting for parents where governors, staff and parents discuss their views of the school in small groups.

This gives very good opportunities for a shared understanding. All these initiatives contribute very positively to the success of the school.

**Teachers have very high expectations and use interesting strategies to motivate the pupils and this contributes to well above average standards in English and mathematics by the time the pupils leave the school.**

4. In the National Curriculum tests for pupils at the end of Year 6 in 2001, pupils reached well above average standards in English and above average standards in mathematics. Standards this year are well above average in both English and mathematics. One of the reasons why standards are so high is because teachers have very high expectations and use interesting strategies to motivate the pupils. Consequently, pupils are keen to learn and strive to do their best. Numerous examples were seen during the inspection where teachers took care to plan activities that were interesting and well matched to the pupils' needs. For example, in an English lesson for pupils in Year 2, they developed their vocabulary to use in a Christmas poem by handling tinsel garlands. This fascinated the pupils who offered words such as 'itchy', 'sparkly' and 'spiky'. In another English lesson for pupils in Year 1 and Year 2, a walk in the grounds provided first hand experience of winter weather and, as a result, pupils suggested phrases such as 'naked trees' and 'steamy breath' to use in their winter poems. Pupils in Year 5 and Year 6 learned the importance of stage directions by acting scenes from 'The Demon Headmaster', while their peers identified what they thought the stage directions were from the expressions of the actors. Very good equality of opportunity allowed a boy to play the part of a girl. In an excellent poetry lesson for pupils in Year 3 and Year 4, a very well designed 'writing frame' where pupils were required to write their verses in different sections on their sheet, allowed pupils to concentrate on their writing. This resulted in lines such as 'the sound of a singing Christmas Tree waiting to be decorated' and 'the taste of a smooth, silky towel'. Interesting strategies such as these contribute very positively to the standards attained, particularly in writing.

5. Teachers use similar strategies to motivate pupils in mathematics. For example, in a lesson for pupils in Year 5, pupils were motivated to count because they were required to say 'moo' for multiples of three, 'quack' for multiples of five and 'moo quack' for multiples of both. The teacher gradually increased the speed, providing a very challenging activity to which the pupils responded very positively. In another lesson, for pupils in Year 2, pupils used whiteboards to record their answers to division calculations, enjoying the activity. In a lesson for lower attaining pupils in Year 5, the teacher gave pupils clues to help them remember how to identify shapes such as hexagons, pentagons and octagons. They learned to identify parallel lines by thinking of a train on a track. Strategies such as these help pupils to learn and lead to high standards.

6. Pupils respond very well to teachers' very high expectations. Pupils in Year 3 and Year 4 eagerly rose to the challenge to write lines of poetry including something impossible related to taste, producing text such as 'the taste of the white wind howling.' Younger pupils in Year 1 were expected to clap and sing the alphabet while jumping on hearing the initial of their name. In a mathematics lesson for pupils in Year 5 and Year 6 the teacher's very high expectations were evident in the vocabulary used by the pupils when classifying quadrilaterals. Pupils referred to 'congruent' shapes and successfully met the teacher's expectation that they should be precise when identifying their criteria. For example, they needed to identify whether they meant one pair or two pairs of parallel lines, as the teacher did not accept just 'parallel lines'. Very high expectations to which the pupils respond very positively have a positive effect on standards.

**The quality of teaching is very good and leads to very good learning.**

7. The very high quality of the teaching is another reason why the school is so successful. A particular strength is the way in which teachers use questions to challenge and extend learning. For example, in an English lesson for pupils in Year 3 and Year 4, to write poems including something impossible related to each of the senses, the teacher asked 'Does water have a colour?' in response to a comment from a pupil. This engendered much discussion and resulted in the pupils learning that water only looks blue if the sky is blue. In another English lesson, for pupils in Year 1 and Year 2, the teacher asked 'If winter was as cold as metal, what would that mean?' This again promoted much discussion with pupils sharing their experiences. Pupils with special educational needs were challenged to develop their

vocabulary for writing a winter poem when the classroom assistant extended their contribution by asking 'What is the roof of your house like in the middle of winter?' This enabled them to offer words such as 'icy' and 'sparkly'. Older pupils in Year 5 and Year 6 learned the need to be very clear when giving stage directions because the teacher asked 'Are they going to leave from the left? Are they going to walk? How fast?' This provoked thought and resulted in improvement in their stage directions later in the lesson.

8. Teachers often target their questions to individual pupils, particularly in mathematics. This ensures that the needs of all pupils, including higher attainers, those with special educational needs and those for whom English is not their first language, are well met. For example, in a lesson for lower attaining pupils in Year 5, questions such as 'Can you explain the properties of this shape?' enabled the pupil to explain what he knew, but also allowed other pupils to contribute what they knew about isosceles triangles. As a result, pupils made very good gains in their learning. In another mathematics lesson for pupils in Year 5 and Year 6, questions such as 'What shape has one property different to a square?' promoted much useful discussion. The emphasis placed on challenging questions contributes strongly to the high standards attained.

9. All teachers have an enthusiasm and very good knowledge of the subjects that they teach and this is another factor leading to high standards. For example, in a music lesson for pupils in Year 5, the way in which the teacher introduced the pupils to musical notation and his own knowledge and demonstration ensured that they learned the importance of where to place rests when devising their own ostinato rhythms. In another music lesson, for pupils in Year 1 and Year 2, the teacher's enthusiasm motivated the pupils to sing their names back to her, showing their understanding of pitch. In an information and communication technology lesson for pupils in Year 1, the teacher's very good subject knowledge enabled pupils to use a 'text box' to label their pictures, using correct terms for the functions of the program. In another lesson, for pupils in Year 6, the teacher and classroom assistant demonstrated their very good subject knowledge, resulting in high quality 'Powerpoint' displays about the life of Henry the Eighth.

10. Other features of very good teaching include the very effective use of time targets to ensure that pupils know how long they have to complete an activity. This results in pupils remaining on task and settling quickly to activities. Teachers manage their pupils very well and are very well prepared. As a result of all these very good features, pupils have a very good understanding of their own learning and work very hard to succeed. They know they are expected to work hard and are well motivated to complete a very good quantity of work.

**The school provides very good opportunities for spiritual, moral, social and cultural development, successfully encouraging pupils to show very good attitudes to their learning and to behave very well.**

11. Pupils of all ages behave very well and have very good attitudes to their learning. They enjoy coming to school because they are offered interesting activities. There is a very strong emphasis on spiritual development and this permeates the ethos of the school. Pupils are encouraged to reflect on their actions, marvel at the wonder of the world and to show respect for the views of others from an early age. Assemblies provide very good opportunities for spiritual development. This was exemplified during the inspection when the headteacher shared her own wonder at the colour of the morning sky and then very effectively promoted a sense of 'awe and wonder' in a story about a man falling in front of a bear. The pupils explored the qualities of friendship and how a friend could save him. In a class assembly, pupils were spellbound by accounts of life as a refugee, based on the story of 'The Silver Sword'. Opportunities for spiritual development are also taken in lessons. For example, children in the reception class reflected on how they felt when they gave and received presents. Pupils in Year 1 and Year 2 closed their eyes, listened silently and imagined what they had seen as their teacher read the list of 'winter' words collected on their walk. Older pupils in Year 3 and Year 4 joined in their teacher's reflection when discussing vocabulary to be included in their poems about 'The first thing' and 'The last thing'. Very sensitive discussion promoted an excellent response from the pupils who empathised with the teacher's contribution of 'the last smile of a best Dad.' It is opportunities such as these that contribute very

positively to the climate of respect for the values of others and particularly those for whom English is not their first language, evident in the school.

12. Behaviour is very good both in classrooms and when pupils are moving around the school. Pupils respond very positively to the school's high expectations of behaviour. A particularly good example was seen during the inspection when pupils in Year 1 and Year 2 walked to the playground to experience winter weather. When asked to explore the area and to bring their chosen words to be scribed by an adult, all behaved very responsibly, walking sensibly and touching the trees and benches gently. Many examples were seen of sensible, mature behaviour as pupils moved around the school to their music lessons, prepared for their after school football activity or when going to the playground. Opportunities to reinforce moral issues are taken in lessons and all adults provide pupils with very good role models and manage them in a consistent and positive way.

13. There is a very strong emphasis on cultural development and the school has worked hard to improve this since the previous inspection. The school takes care to ensure that resources are carefully chosen to reflect a multicultural society. Pupils are helped to develop an understanding and respect for the views of others and parents and visitors from other cultures share their values with the pupils. All pupils are encouraged to contribute pocket money each week to support children in Africa and India through an 'Action Aid' programme, and each class takes it in turn to write letters to these children. The information that they receive in return broadens their understanding of other cultures. The school also promotes multicultural understanding very effectively through the study of other religions. A rich range of visits and visitors also helps to promote an understanding of local culture. All these opportunities contribute to the climate of respect for the values of others evident in the school.

**The way in which pupils work together in pairs and small groups contributes very positively to their personal development.**

14. A particular strength is the way in which pupils are encouraged to work in pairs and small groups. Numerous examples were seen of pupils giving spontaneous help to others and sharing resources. Teachers plan opportunities for pupils to work together and this contributes very positively to pupils' personal development. For example, pupils in Year 6 worked in pairs to annotate play scripts, highlighting speech and identifying the speakers, sharing their ideas and challenging each other. They then worked in small groups to act a scene from 'The Demon Headmaster', collaborating very well to plan their performance. This resulted in confident and amusing performances showing that pupils had learned the importance of dramatic conventions. These performances were very well received by the other pupils. In another English lesson for pupils in Year 5 and Year 6, pupils worked in groups to act out play scripts written by others. The rest of the class noted the stage directions that they thought were included. This resulted in much discussion and pupils learned the need to be very clear when writing stage directions because of the views of their peers. The opportunity to evaluate the work of others in this way contributed very positively to personal development. In another English lesson for pupils in Year 3 and Year 4, the opportunity to work with a partner ensured pupils could share their ideas to produce phrases such as 'a spark from my trainers when chasing a friend.'

15. Mathematical activities also provide very good opportunities for pupils to work with a partner. For example, pupils in Year 1 help each other to find change from 20 pence and pupils in Year 2 work well in pairs to choose numbers from a pack to compose their own sums. Older pupils in Year 5 and Year 6 work effectively in pairs to use Venn diagrams to group quadrilaterals according to their properties. The opportunity to work together and share ideas resulted in pupils using criteria such as 'two pairs of parallel sides' and 'equal sides'.

16. Pupils show particularly mature personal development when using computers in the new suite. Younger pupils in Year 1 work sensibly in pairs, taking turns amicably to label their pictures and older pupils in Year 6 show confident skills when composing their 'Powerpoint' demonstrations. They willingly share their skills with each other, carefully explaining how to use functions of the program. Other opportunities to work collaboratively were evident in music lessons. Younger pupils worked effectively in a small group to compose music to illustrate the story of 'The Three Billy Goats Gruff', showing a good understanding of how to use instruments to tell a story. Older pupils worked very productively in small groups to compose an eight beat ostinato, working sensibly in areas not under the direct supervision of

the teacher. Pupils respond very positively to the trust placed in them. The expectation that pupils should take some responsibility for their own learning contributes very positively to their personal development.

#### **WHAT COULD BE IMPROVED**

**There could be a closer dialogue with parents both about their children's progress and about the school's expectations with regard to homework.**

17. Most parents who responded to the questionnaire were positive about many aspects of the school. For example, their children like school and are making good progress, behaviour is good, their children are expected to work hard and are helped to become mature and responsible. However, a significant proportion of the parents who responded expressed concerns about activities provided outside lessons, information about how their children are getting on and the partnership the school has with its parents. Some parents expressed concern about the school's expectations with regard to homework.

18. The range of extra-curricular activities is similar to that found in many schools and is judged to be satisfactory. There is also a good range of visits and visitors, which enrich the curriculum. The school takes every effort to involve parents in the work of the school with regular very good written information from the headteacher, governors and the parent-teacher association. Very good provision is made at the governors' annual meeting with parents to discuss their views of the school. Very good annual reports provide very clear information about pupils' progress and include what pupils need to do next. The school also offers a formal opportunity for parents to discuss their children's progress in the autumn term and an open afternoon in the spring term, where pupils show their parents their work. In the summer term, parents may request an appointment to discuss their child's report. Teachers are available for informal discussions in the playground each week and parents are welcome to make an appointment at any time. However, the school should review the number and timing of the formal opportunities to discuss pupils' progress with parents to improve the partnership with them.

19. Some parents expressed a concern about the homework that their children are expected to do, being unsure what and when their children were expected to do it. Inconsistency between classes was also mentioned. The very clear policy in the prospectus shows that the school's philosophy is to encourage pupils to take some responsibility for their own learning. Consequently, older pupils are expected to note their own homework in their homework diaries. Inspection evidence shows that although the arrangements for homework are judged to be appropriate, the school should ensure that parents are made fully aware of its expectations with regard to homework.

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

20. In order to continue the very good work of the school, the headteacher and governors should now address the following in their action plan:

- (1) Improve the way in which the school works with parents by:
  - reviewing and improving the number of formal occasions for parents to talk to teachers about their children's progress;
  - providing clear guidance about the school's expectations regarding homework. (paragraphs 17-19)
- The school has already identified this area as in need of improvement.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	6

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	9	8	4	0	0	0
Percentage	4.5	41	36.5	18	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 more than four percentage points.

### Information about the school's pupils

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	293
Number of full-time pupils known to be eligible for free school meals	2
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	36
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	5
<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	7
Pupils who left the school other than at the usual time of leaving	7

### Attendance

#### Authorised absence

	%
School data	3.8
National comparative data	5.2

#### 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 Year 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	23	24	47



National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	20	23
	Girls	23	24	24
	Total	42	44	47
Percentage of pupils at NC level 2 or above	School	90 (95)	93 (97)	100 (95)
	National	82 (83)	85 (84)	90 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	22	16
	Girls	24	25	19
	Total	42	47	35
Percentage of pupils at NC level 2 or above	School	90 (97)	100 (95)	87 (97)
	National	85 (84)	89 (88)	89 (88)

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

#### **Attainment at the end of Year 6**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	18	26	44

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	16	17
	Girls	24	22	26
	Total	41	38	43
Percentage of pupils at NC level 4 or above	School	93 (88)	86 (80)	98 (94)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	15	17
	Girls	24	22	23
	Total	41	37	40
Percentage of pupils at NC level 4 or above	School	94 (88)	84 (80)	91 (96)
	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	2
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	1
White	265
Any other minority ethnic group	0

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

**Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

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

Total number of qualified teachers (FTE)	12.6
Number of pupils per qualified teacher	23.3
Average class size	26.64

**Education support staff: YR – Y6**

Total number of education support staff	11
Total aggregate hours worked per week	150

*FTE means full-time equivalent.*

**Recruitment of teachers**

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

**Financial information**

Financial year	2000/01
	£
Total income	578674
Total expenditure	574306
Expenditure per pupil	1934
Balance brought forward from previous year	26550
Balance carried forward to next year	30918



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	304
Number of questionnaires returned	147

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	44	5	0	0
My child is making good progress in school.	36	55	4	1	4
Behaviour in the school is good.	40	56	1	1	3
My child gets the right amount of work to do at home.	20	60	16	1	3
The teaching is good.	34	55	5	0	7
I am kept well informed about how my child is getting on.	13	53	27	4	4
I would feel comfortable about approaching the school with questions or a problem.	36	45	12	5	2
The school expects my child to work hard and achieve his or her best.	50	47	1	1	1
The school works closely with parents.	17	46	30	6	1
The school is well led and managed.	23	57	8	3	8
The school is helping my child become mature and responsible.	27	66	3	0	5
The school provides an interesting range of activities outside lessons.	10	35	31	18	5

### Other issues raised by parents

Some parents were unsure whether spelling skills were taught systematically and whether the needs of higher attaining pupils were met. Inspection evidence shows that a new policy for spelling is being developed and that the needs of higher attaining pupils are well met.