

INSPECTION REPORT

HARVEY ROAD PRIMARY SCHOOL

Rickmansworth

LEA area: Hertfordshire

Unique reference number: 117131

Headteacher: Mrs A Gauntlett

Reporting inspector: Mr P B McAlpine
21552

Dates of inspection: 5-6 February 2001

Inspection number: 194721

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:	3 to 11
Gender of pupils:	Mixed
School address:	Harvey Road Croxley Greed Rickmansworth Hertfordshire
Postcode:	WD3 3BN
Telephone number:	01923 773801
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Appropriate authority:	The governing body
Name of chair of governors:	Mr G Hill
Date of previous inspection:	3 February 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This community school moved into new buildings three years ago, on the same site as the old school. There are 215 boys and girls aged from four to eleven years, attending full time and organised into seven single aged classes. A further 18 three-year-old boys and girls attend a nursery class part time. The school is over subscribed and the number on roll has remained constant over the past five years.

The proportion of pupils from backgrounds that are advantaged socially and economically is above average. Fewer than three per cent of pupils are eligible for a free school meal; this is well below average. Four per cent of pupils speak English as an additional language; none are in the early stages of learning English; first languages include Punjabi, Urdu, Bengali, and Cantonese. Sixteen per cent of pupils are on the special educational needs register, a proportion that is below average. Three pupils have a statement of special educational need; this is a typical number for a school of this size. The proportions of pupils with special educational needs and with statements of need have remained constant over recent years but the distribution of these pupils between the year groups varies and this has the potential for affecting standards in some classes but not others. Very few pupils join or leave the school at other than the normal admission and transfer times. Nearly all pupils receive some form of pre-school education and the proportion entering the reception year with typical or better attainment for their age is above average. The headteacher and the deputy headteacher were appointed to their posts after the previous inspection. Two thirds of the teaching staff have changed since that time.

HOW GOOD THE SCHOOL IS

This is an outstanding school, which has been transformed significantly for the better by the teachers and governors since the previous inspection. In broad terms, above average standards on entry are raised by the teachers to very high standards by the age of eleven; representing very good educational value-added. Standards among eleven-year-old pupils in reading, writing, mathematics and science are within the highest five per cent in the country. The teaching is consistent throughout and is of a very high overall quality. The leadership and management and the work of the governing body are excellent. The cost of educating a pupil is no more than average; and given the very high standards attained with such funding, value for money is excellent.

What the school does well

- The test results among eleven-year-old pupils in English, mathematics, and science are excellent.
- The teaching is very good and is consistent in quality throughout the school.
- The attitudes and behaviour of the pupils are very good.
- Leadership and management are excellent.
- The arrangements for assessing pupils and tracking their progress are very good.

What could be improved

- The policy for gifted and talented pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement has been very good. The previous inspection was in February 1997. Significant weaknesses in standards, teaching, and management were found at that time. The current headteacher and deputy headteacher were appointed shortly afterwards and, together with the teachers and the governing body, have successfully turned the school around. Since then, standards have risen sharply, especially among high attaining pupils where previously there was considerable underachievement. Unsatisfactory standards in design and technology, geography, and information and communications technology, have been raised to satisfactory or better levels. The teaching has improved beyond recognition and this is why standards have risen. The management has improved significantly, and this is why the teaching has improved.

The response of the headteacher and governing body to the issues for improvement arising from the previous inspection has been very positive. Clear links between the governors and senior management have been established, together with appropriate roles and responsibilities. The school development planning procedures are appropriate and the development plan is of good quality. Arrangements to check the quality of teaching and the performance of the school have been introduced and are of good quality. Assessment arrangements, procedures for tracking the progress of pupils, and systems for using the test data have improved significantly.

STANDARDS

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

Performance in:	compared with			
	all schools			Similar schools
	1998	1999	2000	2000
English	A*	A*	A*	A*
mathematics	A*	A*	A*	A*
Science	A*	A*	A*	A*

Key	
very high (top 5%)	A*
well above average	A
above average	B
Average	C
below average	D
well below average	E
very low (bottom 5%)	E*

Standards attained by eleven-year-olds have been consistently within the top five per cent of schools for three years; such performance is exceptional. Although not clear from the table, results have risen sharply since the previous inspection, especially in the proportion of pupils that exceeded national expectations. Standards at age eleven are rising faster than is typical nationally. At age seven, the results in 2000 were well above average in reading and writing, and above average in mathematics.

Boys and girls attain comparable standards, which is not the case nationally. Boys are doing particularly well in English compared to boys nationally and girls are doing exceptionally well in mathematics compared to other girls. The achievement of the pupils tested in 2000 was excellent by the age of eleven in reading, mathematics, and science compared to their attainment when aged seven, and very good in writing. The educational value added is high and the typical eleven-year-old is one or more years ahead of national expectations in all core subjects. Underachievement among the pupils is very rare. The standard of current work in reading, writing, mathematics and science is fully consistent with the latest test results. The small amount of evidence in other subjects, including design and technology, geography, and information and communications technology, which were previously weak, indicates that standards are satisfactory or better and the shortcomings found at the previous inspection have been remedied. Pupils with special education needs, and those with English as an additional language, make very good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Nearly all pupils like school and are well motivated by lessons.
Behaviour, in and out of classrooms	Behaviour in lessons is excellent. Behaviour at midday and playtimes is very good. Very little bullying and no racist or sexist behaviour is reported and none was seen. There have been no exclusions within the latest reporting period.
Personal development and relationships	Very good. Pupils are involved in daily routines and show good levels of initiative. They are able to plan and organise their work and are very confident.
Attendance	Very good. The rate of attendance is well above average and punctuality is good.

TEACHING AND LEARNING

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

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

The amount of very good and excellent teaching is very high compared to the national picture. All of the teaching is satisfactory or better. Seven per cent, one lesson is satisfactory; all of the remainder, 93 per cent,

is very good or excellent, including 33 per cent that is excellent. The teaching in English and mathematics is very effective. Literacy and numeracy skills are excellently taught.

Improvement since the last inspection is considerable. The wide variations in quality between the key stages that were found at that time have been fully remedied. The teaching throughout the school is highly consistent in quality and extensively incorporates good practice. The needs of all pupils are very well met. Pupils with special educational needs are strongly supported through the planning and the work of the assistants and the teachers regularly make the involvement of pupils with special educational needs an integral part of shared work in literacy and numeracy lessons. Pupils that are more able are well extended by the teaching and almost all of them attain the high standards of which they are capable. The few pupils with English as an additional language receive appropriate support, where this is necessary, and all of them make the progress that they should.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The planning is thorough and effectively promotes continuity and progression in learning. Statutory requirements are fully met.
Provision for pupils with special educational needs	Very good. The needs of these pupils are identified early and accurately. The provision is well planned and specific to needs. Pupils with special needs are fully integrated into their classes and make very good progress.
Provision for pupils with English as an additional language	No pupil with English as an additional language is in the early stages of learning English. No extra support from national grants is provided or currently necessary. The support provided by the school from within its own resources is appropriate and sufficient for these pupils to make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Collective worship and religious education meet requirements. Collective worship is well used to help pupils learn about themselves and the values and beliefs that are important in life. Teaching pupils to know right from wrong and to live as constructive members of the community is very effective. Good use is made of the local community to teach pupils about different cultures.
How well the school cares for its pupils	Good. Child protection procedures are consistent with local requirements and staff have been trained appropriately. The health and safety arrangements are very good.

This is a caring school. Pastoral needs are well provided for. There are very good systems for monitoring the attainment and progress of pupils. Links with parents are very good. Parents are very supportive of the school and very satisfied with the standards achieved.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The educational direction to the work of the school is very clear. Team work is very well developed and the work of the deputy headteacher, coordinators, and others with management responsibility shows shared commitment to high standards and excellence in teaching and full support for the headteacher.
How well the governors fulfil their responsibilities	Excellent. All relevant statutory requirements are met. The work of the governing body is well organised and managed by the chair of governors. There is very strong commitment to the development of the school. Strategic planning is highly developed and very effective.
The school's evaluation of its performance	Very good. Appropriate systems are in place to check the quality of teaching, the curriculum, and the progress of pupils; prompt action is taken when these systems reveal shortcomings.
The strategic use of resources	Very good. Income and expenditure are projected forward over three years and the cost of developments are appropriately identified.

The cost of educating a pupil is broadly in line with the national average. The pattern of expenditure is typical of most schools. Overall, money is tight and the governors do well to live within budget. The school is very well resourced, reflecting the grants received to equip and move into the new buildings. Staffing levels are

satisfactory. Numbers on roll in classes meet requirements in the infant key stage and are typical of most schools in the juniors.

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 parents think that standards are very high, the teaching is excellent, and the leadership and management very good.• The behaviour of the pupils is very good.	<ul style="list-style-type: none">• Withdrawal of pupils with SEN from lessons.• The computerised end of year reports.• The cleanliness of the cloakrooms.

The inspectors fully agree with the positive views of parents. Very little withdrawal of pupils from lessons occurs and none from shared work in literacy and numeracy; the inspectors found that the withdrawal that does occur is not affecting the progress of the pupils concerned; it has many positive benefits. The computerised end of year reports meet minimum national requirements but could communicate more clearly what it is that pupils must do next to raise their attainment. The school recognises the parental dissatisfaction with the reports and has included the need to change the reports as a priority in the current school development plan. The cloakrooms were found clean and tidy; inspectors disagree with parents' views on this matter.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The test results among eleven-year-old pupils in English, mathematics, and science are excellent

1. Over the previous three years, the test results for eleven-year-olds in the core subjects of English, mathematics, and science, have been maintained in the top five per cent of schools nationally. The results in 2000 were in the top five per cent of similar schools in each subject tested, a comparison that is made in this instance against schools where standards generally are the highest. Very few schools have achieved such a record. In 2000, the teachers managed to raise nearly all eleven-year-olds to the expected national level for their age, and many to a higher national level, in English, mathematics, and science. Remarkably, they managed to raise 70 per cent or more of the pupils to the higher level in each subject, which means that the typical pupil at the school is about two years in advance of the typical pupil nationally.

2. The 2000 test results among seven-year-old pupils were not quite as high as those for eleven-year-olds and fewer pupils exceeded national expectations than in 1999. Nevertheless, the overall results were in the top 25 per cent of schools in reading and writing and in the top 40 per cent in mathematics. The 2000 results for seven-year-olds show good educational value added in reading and writing when compared with the baseline scores for these pupils when they entered the reception year in 1997 at age four, and satisfactory value added in mathematics.

3. Boys throughout the school are doing particularly well in reading and writing. Seven-year-old boys did better than girls in reading, writing, and mathematics. At age eleven, boys' attainment over the past four years has gradually caught up on girls' attainment; this is significantly different to the national trend. In 2000, seven-year-old boys were typically one year ahead of their counterparts nationally in reading and writing; girls were broadly equal to girls nationally. At age eleven in 2000, the gap between the boys and their average national counterparts widened in English to almost one and a half years; the gap for girls was just over one year.

4. Results have risen quickly since the previous inspection in all subjects tested, reflecting the wide-ranging improvements to teaching and the curriculum introduced by the headteacher, her staff, and the governors following that inspection. The five-year rising trend in performance at age eleven is above the national trend, showing that the gap between the school and the typical picture is widening. Steady increases in the proportions attaining or exceeding national expectations have occurred each year since 1996 in English, mathematics, and science, and the proportions are now close to the maximum. Proportions exceeding expectations have trebled in English and doubled in mathematics over the same period; the extent of the increases at this high level of attainment is remarkable. In science, the increase has been from zero at higher than expected levels in 1996 to 81 per cent in 2000; the science coordinator, who has recently left to work elsewhere, received national recognition for the quality of her leadership in that subject. The five-year trend at age seven is broadly in line with the national trend.

5. The achievement of the eleven year old pupils tested in 2000, a measure of the educational value added by the teachers, was excellent in reading, mathematics, and science, compared to their attainment at age seven, and very good in writing. Every child in the former subjects made the national expected amount of progress and one third or more of the pupils exceeded expectations. In writing, 86 per cent made expected progress and about one third exceeded expectations. Several pupils who did not attain national expectations in reading and writing at age seven managed to do so at age eleven, which demonstrates just how effective the support is for low attaining and special needs pupils. Comparisons with other local schools show that the gap in performance, especially the proportion of pupils who exceed national expectations, has increased annually at age eleven in all core subjects. The school is quickly drawing further ahead of others in the authority and is now ranked second highest. The achievement of the pupils tested in 2000 at age seven was very good in reading, writing, and mathematics, and all pupils increased their knowledge in line with national expectations between the ages of four and seven.

6. The standard of current work among eleven-year-old pupils is consistent with recent test results. On entry to Year 6, teacher assessments show that about 80 per cent of the pupils who will be tested in 2001 were already attaining the national level expected by the end of that year and almost a quarter were at the higher level in reading. Their books and performance in lessons reveal that they have moved on appropriately since the teacher assessments in September and that those assessments were very accurate. Optional national tests conducted when the present Year 6 pupils were in Years 3, 4, and 5, provide a picture of achievement that is comparable to that reported above for the eleven-year-olds tested in 2000. Parents are very satisfied with current standards, no criticisms of standards or progress were raised at the meeting for parents, in the

questionnaire, or in correspondence.

The teaching is very good and is consistent in quality throughout the school

7. Nearly all of the teaching is very good or better. The teaching is much better than the typical national picture outlined in Her Majesty's Chief Inspector of Schools' latest annual report and has improved significantly since the previous inspection; improvements in the teaching are the main reason for the high standards attained by pupils. There are no significant variations in quality between the classes or key stages. This is a major step forward compared to the last inspection, where one quarter of the teaching was unsatisfactory. All of the shortcomings in the teaching at that time have been remedied. Literacy and numeracy are excellently taught. The effectiveness of the teaching is leading to all pupils, whatever their ability, extending their knowledge at a rate that is consistent with or better than national expectations, or in the case of pupils with special educational needs, at a good rate in relation to the difficulties they face. The teaching in English and mathematics is very good and the small amount seen in other subjects is of a similar standard. The effectiveness of the strategies for teaching literacy and numeracy is excellent.

8. Teachers' subject knowledge in English and mathematics is very good and is used effectively with all pupils. This is also the case in the small amount of teaching seen in other subjects. In an excellent mathematics lesson in Year 6, the teaching began with multiplying and dividing numbers by 10, 100, and 1000. Questions were targeted at pupils with different levels of ability and pupils with special educational needs became an integral part of the oral and mental work. The teacher enabled the pupils to apply their knowledge to decimals, with a strong emphasis on place value, then to use it when converting metric lengths between kilometres, metres, centimetres and millimetres. Finally, the main part of the lesson taught pupils to calculate the area of rectangles and triangles and apply this knowledge to compound shapes. The mathematical knowledge incorporated into this single lesson was extremely wide, included all four operations; shape, space and measures; and algebraic formulae. By the end of the lesson, the pupils that were most able, about 50 per cent of the class, could devise and use a formula for calculating the area of a right-angled triangle, which is knowledge not normally expected until the age of fourteen.

9. Lesson planning is good. The policy for medium and short-term planning is thoroughly implemented. Literacy and numeracy planning follow the national Frameworks. Learning objectives are specific to lessons and to groups of pupils within classes who have different levels of attainment. Work is well matched to the varying levels of ability found in each class and to curricular objectives.

10. Methods are appropriate, very effective, make good use of resources, and designed to include all pupils appropriately, whatever their level of attainment. In a mathematics lesson, for example, all pupils during the introductory session worked out and recorded answers to the same question using individual whiteboards; this led to all pupils having to make the appropriate mental effort and to the teacher being able to identify and remedy misconceptions quickly. In an excellent mathematics lesson in Year 5, good use was made of worksheets to support learning about computer spreadsheets, which enabled all pupils to be involved even though there was only one computer in the room. By the end of the lesson, all of the pupils understood the purpose and advantages of spreadsheets and could use columns and rows to identify the address of specific cells. Nearly all pupils were able to write cell formulae to calculate the data totals in specific columns; this level of knowledge and understanding is at least one year ahead of expectations. In an excellent literacy lesson in the reception class, the plenary was used to share writing skills and demonstrate the four-year-old pupils' knowledge of dialogue. The pupils were asked to deduce from illustrations, and their knowledge of a story they had read together, what the particular characters might be saying. A few children were asked to come to the front of the class and write what they thought the character was saying on pre-prepared card shaped like a speech bubble. The teacher cleverly matched the ability of the child to the character's dialogue; a child who was just learning to write one or two letters wrote "mmmm" to show that the character was thinking; a child who was able to blend letters, wrote that another character was saying "soon". The second child is already writing at a level expected on entry to Year 1, six months ahead of expectations.

11. The management of pupils, including their behaviour, is to a high order. In all lessons, there is a pleasant atmosphere of intense concentration and hard work. In a very good nursery lesson, the day started with all pupils having to find their name card before sitting in a circle. This was a challenging task for four-year-olds, yet was a familiar routine that led to all of them feeling secure and eager to start. Expectations of good behaviour are very high throughout the school and the children rarely let themselves down.

12. Learning support staff and lesson time are very effectively and efficiently used. All lessons have a quick, appropriate pace to them. Pupils are regularly reminded of the time available and what needs to be completed within the allotted time. Work is nearly always completed on time. The previous inspection found instances

where support staff were ill prepared and their time was used inefficiently by teachers. These shortcomings have been fully remedied. All support staff are well prepared for their work in lesson and understand the needs of the children they are working with. In a very good English lesson in Year 6, the learning support assistant helped the pupils in her group to extend their knowledge of phonics and spelling patterns using well prepared materials and excellent quality questions, which promoted thinking, deduction, and extended answers rather than brief, recall answers.

13. The teachers are observant of the pupils and quickly remedy errors. In an excellent mathematics lesson, the teacher heard one girl say to herself that 0.8 centimetres was the same as 80 millimetres, which is incorrect. Although the girl was talking to herself, others were working on the same conversion and there was potential for others hearing the girls answer and being misled by her. The teacher gently said to everyone "hang on a moment, so that we are not confusing people here, lets check that answer again". She then got the child to double-check; the child realised her mistake and correctly said that 0.8 centimetres are the same as eight millimetres. Marking is also accurate and rigorous.

The attitudes and behaviour of the pupils are very good

14. The methods used by the teachers to engender enthusiasm for school, interest in lessons, and consistent very good behaviour are unobtrusive yet very effective. They are based on thorough planning, a clear understanding of pupils' current knowledge and capabilities, and extensive teaching expertise. All lessons take into account curricular requirements and the needs of individual pupils. In practice, pupils are invariably working at the correct level; success is always within their reach yet the work is constantly challenging to them and leading to new knowledge and understanding. The purpose of lessons is thoroughly shared with pupils and this is helping them to know how well they are doing by the end of the lesson. Levels of confidence and self-esteem are high and pupils rarely appear inhibited by the thought of getting things wrong because they have been taught not to see this as failure. The teaching methods fully involve pupils, are designed to interest them, and sustain their attention. In an assembly, for example, several pupils participated in role-play to support the teacher as she told a story; and in a mathematics lesson, a form of bingo was used to consolidate knowledge of metres, centimetres and millimetres.

15. Discussions with pupils reveal that they like the work they do in lessons and think that it is very interesting. One pupil said that the teachers make subjects such as mathematics come alive for them; the inspectors very much agree with this comment. The responses to the parents' questionnaire reveal that 98 per cent of parents think that their children like school, which is a very high response level. Responsibilities, such as operating the tape recorder in assemblies, are frequently given and enjoyed by the pupils. Relationships are very good. There is a strong emphasis on citizenship and pupils show very good levels of consideration and courtesy to others.

16. Behaviour in lessons is excellent and no misbehaviour was seen. Outdoor playtimes are very good social occasions. Pupils play well together. All pupils, including those of different gender and ethnic background, are fully integrated into lessons and all other aspects of school life. Teachers and midday supervisory staff are visibly present at all times and the standard of supervision is good. The parents and the pupils report very little bullying or name calling and none was seen. Racist and sexist behaviour has not been reported, nor was any seen.

Leadership and management are excellent

17. The headteacher, her deputy, and all teachers with management responsibility are leading and managing the educational direction of the school clearly and appropriately. Since the previous inspection, and her subsequent appointment, the headteacher has sought to promote high standards among the pupils and effective teaching and learning throughout the school. All of the shortcomings in management identified at the previous inspection have been remedied. Parents and governors speak highly of the headteacher. In the questionnaire, every parent who responded thought that the school was well led and managed.

18. The headteacher has brought together a high quality teaching team. She has achieved this through careful appointment of teachers, high expectations of her colleagues, rigorous dissemination of good practice, and thorough systems for checking and maintaining quality. The systems for checking quality and for identifying practices that work or need improvement are well developed. The headteacher sees the teachers with their classes at least once each term. There is a programme of visits, each with a specific focus for attention; this is very good management practice. Comments to teachers are provided after each visit and areas for improvement are the focus of re-visits, both formal and informal, to check that they have been made. One of the mutually agreed areas for development with one teacher, for example, was to make better use of the class assistant. A lesson taught by that teacher, and seen by inspectors, made excellent use of the assistant, demonstrating the

success of the headteacher's systems for improvement. Teachers' planning is checked regularly, as is the pupils' work; these responsibilities are delegated to the deputy headteacher and subject coordinators. The headteacher has a very good grasp of detail.

19. The headteacher and chair of governors have a strong vision of what they want the school to become, emphasising high standards in particular. This vision is well set out in the school development plan, along with relevant and achievable priorities for the next three years. The school development plan identifies three goals for the period it covers: establishing a strong sense of community; high academic standards achieved by all pupils; and a broad curriculum that enables every child to excel. The plan rigorously projects forward the likely pupil numbers, staffing, and funding so that what needs to be achieved is set within a context of affordability; this level of strategic thinking is excellent. Development priorities cover the full range of school activity, are precisely worded, and linked to individual responsibility, with a careful analysis of the time available. The plan is on course for full implementation.

20. The governing body organises its work appropriately through committees and through delegated individual responsibilities; terms of reference, committee membership and delegated powers are clearly defined. Their active involvement in the school has increased markedly since the last inspection and this is helping to keep governors very well informed about its life and work. They are very enthusiastic about the school and the chair of governors has utilised their wide-ranging skills to full advantage. The governing body keeps the performance of the school under scrutiny and questions the headteacher and staff closely about their work and the standards attained; this is appropriately leading to high levels of public accountability. Governors have requested very detailed analysis of the test results in each subject, for example, and the findings from analysis are used extensively to identify priorities for improvement in the curriculum and the teaching. The governors have assiduously used the previous inspection as a platform for radical change.

21. All relevant statutory requirements are met. The failure to meet requirements in respect of collective worship at the time of the previous inspection has been put right. Performance management of the headteacher and her staff is being effectively implemented. Team work operates to a high order and there is a shared commitment among the teachers and non-teaching staff to improve. Delegation at all levels is effective. Good use is made of new technology. Financial management is very good and best value principles are well applied. Staffing levels are satisfactory and typical of most schools of this size and type. There is effective induction of new staff. The new buildings provide excellent teaching accommodation and are used well by the teachers.

The arrangements for assessing pupils and tracking their progress are very good

22. The arrangements were undeveloped at the time of the previous inspection. Soon afterwards, the headteacher and her deputy began the process of improvement. All pupils are now assessed annually in reading, writing, mathematics, and science, using National Curriculum levels. The assessments in English and mathematics are cross-checked in the junior key stage using optional national tests. Teachers' judgements have been refined through processes of discussion and comparing samples of work at different levels. Their judgements are now very accurate, especially in mathematics and science. Assessments at the start of the school year are used to set individual targets for the end of the year and the progress of each pupil is checked each term and measured. If insufficient progress has been made, additional support for the pupil is provided. This year, the teachers introduced the setting of short-term curricular targets in English, which is helping to speed up pupils' progress in the acquisition of specific skills, such as use of the comma.

23. The systems now in place have helped to eliminate under-achievement amongst the pupils that are most able, a problem found at the previous inspection. They are used to identify pupils who might benefit from additional literacy support, for example, or booster classes, and to identify those who might have special educational needs. At a management level, they are beginning to be used to measure educational value added.

WHAT COULD BE IMPROVED

The policy for gifted and talented pupils

24. The inspection found that all pupils currently in school are well supported. There is a need, however, to bring together, and formalise specifically, the various strands of good practice in relation to gifted and talented pupils. The procedures for identifying and supporting such pupils are not established in detail. There is no written policy, nor is there a register of gifted and talented pupils, or specific guidance on responding to the needs of pupils with unique abilities. These omissions, of oversight rather than intent, have the potential for the needs of gifted and talented pupils being met inconsistently.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

25. The teachers support all pupils currently in school very well and there is almost no underachievement. Pupils with special educational needs, and those with English as an additional language, are closely supervised and their learning effectively promoted. The teachers should, however, clarify their policy for meeting the needs of pupils with special abilities. The headteacher and her staff, with the support of the governing body, should:

- ❑ write and implement a policy that clearly defines talented and giftedness; establishes appropriate and manageable arrangements for the early identification of such pupils; and sets out the principles for their support;
- ❑ maintain a register of talented and gifted pupils;
- ❑ when appropriate, in consultation with parents, produce an individual education plan for each talented and gifted child and use the plan to track their progress.
(Discussed in paragraph 24)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
33	60	0	7	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)	9	215
Number of full-time pupils eligible for free school meals	0	6

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	35

English as an additional language	No of pupils
Number of pupils with English as an additional language	8

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence	%
School data	3.6
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 Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	18	13	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	18	18
	Girls	12	12	13
	Total	30	30	31
Percentage of pupils at NC level 2 or above	School	97 (97)	97 (97)	100 (93)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	18	18
	Girls	12	12	11
	Total	30	30	29
Percentage of pupils at NC level 2 or above	School	97 (100)	97 (93)	94 (100)
	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	13	18	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	12	13
	Girls	17	17	17
	Total	30	29	30
Percentage of pupils at NC level 4 or above	School	97 (97)	94 (97)	97 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	13
	Girls	16	17	17
	Total	27	29	30
Percentage of pupils at NC level 4 or above	School	87 (97)	94 (97)	97 (100)
	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	2
Black – African heritage	0
Black – other	0
Indian	3
Pakistani	2
Bangladeshi	2
Chinese	2
White	175
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only (ie does not include pupils in the reception year).

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

Total number of qualified teachers (FTE)	8.9
Number of pupils per qualified teacher	22.92
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	80

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	20

Total number of education support staff	0.5
Total aggregate hours worked per week	15

Number of pupils per FTE adult	9
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FTE means full-time equivalent.

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
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	£
Total income	392118
Total expenditure	392205
Expenditure per pupil (234 on roll)	1676
Balance brought forward from previous year	10343
Balance carried forward to next year	10256

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	224
Number of questionnaires returned	103

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	29	2	0	1
My child is making good progress in school.	69	27	3	0	1
Behaviour in the school is good.	67	32	1	0	0
My child gets the right amount of work to do at home.	45	42	6	1	6
The teaching is good.	74	26	0	0	0
I am kept well informed about how my child is getting on.	44	43	12	0	1
I would feel comfortable about approaching the school with questions or a problem.	83	17	0	0	0
The school expects my child to work hard and achieve his or her best.	79	21	0	0	0
The school works closely with parents.	66	30	0	0	3
The school is well led and managed.	71	25	1	0	3
The school is helping my child become mature and responsible.	68	31	0	0	1
The school provides an interesting range of activities outside lessons.	47	39	6	0	8

Other issues raised by parents

Parents raised no other issues.