

INSPECTION REPORT

HIGHWOOD PRIMARY SCHOOL

Chelmsford

LEA area: Essex

Unique reference number: 114869

Head teacher: Mrs Louise Hourihan

Reporting inspector: Mr Geoff Jones
11816

Dates of inspection: 8th – 9th July 2002

Inspection number: 194877

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 years

Gender of pupils: Mixed

School address: Loves Green
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Chelmsford
Essex

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Appropriate authority: Governing Body

Name of chair of governors: Mr Philip Whettell

Date of previous inspection: 23rd – 25th June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Highwood Primary School has 38 pupils on roll and is much smaller than most other primary schools. Pupil numbers have declined since the last inspection due to demographic patterns and the high cost of local housing. There are three classes in the mornings and pupils are split into two teaching groups in the afternoon with additional teaching assistants. Pupils' attainments when they are first admitted to the school at the age of four are below average. All classes have mixed age groups. During the mornings there is one class of Foundation and Key Stage 1 pupils; another with Years 3 and 4, and a class for the oldest pupils with Years 5 and 6 pupils. Pupils are placed in sets according to ability for numeracy, literacy and information and communication technology (ICT). The school's population is not evenly spread between the different year groups: there are three Foundation Stage children and seven pupils in Key Stage 1, 12 pupils in lower Key Stage 2 and 16 pupils in upper Key Stage 2. Two teachers share the teaching for the class of Years 5 and 6 throughout the week. The school has a large traveller population. There are 12 travellers' children out of the 38 pupils in the school. In addition, one pupil is from a minority ethnic group but speaks English fluently. The school has 14 pupils who are eligible to receive free school meals. There are 20 pupils on the special educational needs register of whom seven receive the help of an outside specialist. The pupils have a range of needs including moderate learning difficulties, dyslexia and emotional and behavioural problems. Pupil mobility is very high and 50 per cent of the pupils joined or left the school during the last school year.

HOW GOOD THE SCHOOL IS

The school is an effective school. The school's present standards are close to the levels expected in English and mathematics and above the expected level in science by the end of Year 6. All pupils achieve well and make good progress in their learning. The quality of teaching is good and there is good teamwork between teachers and classroom assistants to enable pupils to make good progress in their learning. Support for pupils with special educational needs is good. The quality of leadership and management provided by the head teacher is very good and has enabled the school to identify important priorities for improvement and to take effective action. The school provides good value for money.

What the school does well

- The very good leadership and management by the head teacher have enabled the school to improve its work.
- Good quality teaching throughout the school has led to good progress in each pupil's learning.
- The school's very good provision for pupils' moral and social development has enabled their personal development to improve very effectively.

What could be improved

- The development of a wider range of activities that would enrich pupils' learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 1997. Since that time the school has made very good improvements. It is not possible to draw valid conclusions about improvements in performance since the last inspection owing to the small numbers of pupils. For example, a single Year 6 pupil represents 17 per cent of the year group and each pupil represents 25 per cent in Year 2. Travellers' children spend intermittent times at the school and the benefits gained by these pupils are not reflected in the overall school's results. New schemes of work for all subjects are now in place and pupils now carry out a wide range of investigations and experiments in science, enabling them to have a good understanding of scientific ideas. Assessment procedures have improved. Pupils' progress is tracked carefully. As a result of assessing pupils' attainments, each has a set of targets to aim at and their progress towards attaining these is checked regularly. Lesson planning has improved and pupils now know what they are expected to achieve by the end of the lesson. The accommodation and learning resources for physical education have been improved. There are two new classrooms and the school hall is now used effectively for physical education lessons. A library area with a wide range of fiction and non-fiction books has been established. In addition, the school has installed a good computer suite with ten computers and this is now used very effectively to enable pupils to make good progress in ICT.

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	D	B	D	C
Mathematics	E	E	C	B
Science	B	D	B	A

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

Owing to the small numbers of pupils in each year group, results fluctuate widely. These small numbers make any comparison with the results of other schools unreliable. When pupils are admitted to the school their attainments are below average and when they leave the school they are close to the average. Last year's results in the annual national tests showed that seven year old pupils' attainments were well below average in reading, and below average in writing and mathematics. There are only four seven year old pupils in the school and their present attainments are at the level expected for this age group in reading, writing and mathematics. The school's results in the national tests in 2001 show that its eleven year old pupils' attainments in English were below the national average, mathematics was close to the national average and science was above the national average. However, when compared to similar schools the results were close to the average for English, above average for mathematics and well above average for science. The school did achieve its targets for the current year, mainly because two pupils from an already small number in Year 6 were absent from school for a prolonged period. Pupils with special educational needs, including travellers' children, are supported effectively. This enables them to make good progress in their learning and to achieve well. The attainments of eleven year old pupils in ICT are above the level expected for their age. This is due largely to the good teaching they receive from a classroom assistant and to the very effective use of the school's computer suite.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school. They are interested in their work and concentrate well. Their attitudes to learning are good and all pupils work hard and try to do their best.
Behaviour, in and out of classrooms	Good. Pupils behave well during lessons and in school breaks. At one time a small number of travellers' children had difficulties with containing their emotional behaviour from time to time but the school manages this very well and the problem has disappeared.
Personal development and relationships	Very good. Pupils are encouraged to discuss issues and to take responsibility for their own actions. The school council provides an effective introduction to citizenship and provides a forum for discussion on a range of pupils' concerns. Relationships between pupils and between pupils and adults in the school are good.
Attendance	Satisfactory. The average attendance figures are adversely affected by unauthorised absence of up to one month at a time when a travelling family moves away temporarily.

Relationships between pupils and between pupils and adults in the school are good. Pupils respect teachers and learning support assistants and there is a good range of equipment to occupy pupils during break times. Older pupils play with younger ones. The playground is a harmonious place during playtimes. When the head teacher was first appointed she decided, quite rightly, that action needed to be taken to improve the

behaviour of a small number of pupils. Three pupils were excluded temporarily and a number of successful strategies was introduced. These measures eventually resulted in the good behaviour now evident in the school.

TEACHING AND LEARNING

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

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

The quality of teaching and learning is good. Lessons are consistently well planned. Activities during lessons meet the needs of pupils. Pupils with special educational needs are supported well by the class teacher and by classroom assistants. The special needs support assistant provides invaluable help when working with pupils individually and enables pupils to make good progress in their learning. Travellers' children are also supported well and some make very good progress with their work. There were no unsatisfactory lessons seen during the inspection. Teachers have good subject knowledge and this contributes greatly towards the pupils' good learning. The teaching of literacy and numeracy is good; pupils acquire skills well and are stimulated to work hard. The good teaching of basic skills in reading and writing contributes significantly to pupils' good progress and to the good attitudes they have to their work. Literacy and numeracy skills are used in a range of different subjects and this affords good opportunities for pupils to consolidate their skills in reading, writing and mathematics. Teachers set specific goals for pupils and their progress results from careful planning of lessons so that the needs of different pupils are met effectively in English and mathematics lessons. Throughout the school, teaching is effective at engaging pupils in discussion and drawing out their ideas. Pupils' behaviour is managed very well and this results in a good pace to their working. The good teaching of ICT by one of the support assistants has enabled pupils to attain above the level expected for eleven year olds.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Activities are interesting and relevant to the age and interests of the pupils. Statutory requirements are met. There are good links between subjects, making pupils' learning more relevant.
Provision for pupils with special educational needs	Good. There is effective support given to pupils with special educational needs. Members of staff know these pupils well and activities build in small steps of success that builds pupils' self-esteem and confidence successfully.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good. Pupils are encouraged successfully to take personal responsibility for their own actions. Opportunities for pupils to take further responsibility are provided through the introduction of the school council. Provision for pupils' social and moral development is very good.
How well the school cares for its pupils	Good. Procedures for child protection and for ensuring pupils' welfare are good. There are very effective, detailed and systematic procedures for knowing how well pupils are progressing that are used extensively to monitor pupils' progress and for planning the next step in each pupil's learning. Their spiritual and cultural development is good.

The school's provision for ICT is very good for a school of its size. A good quality computer suite with ten computers enables pupils to receive regular lessons in small groups and good progress is made. The school has good procedures for assessing pupils' attainment and progress. Their attainment is assessed regularly and individual pupils have targets for mathematics and reading and their progress in achieving these is checked regularly.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Very good. The head teacher provides very good leadership and gives a clear direction for the work of the school. Subject co-ordinators work very hard to maintain or improve provision.
How well the governors fulfil their responsibilities	Good. The governors have a good understanding of the strengths and weaknesses of the school and fulfil their statutory duties effectively.
The school's evaluation of its performance	Good. Evaluation of the school's performance is carried out well. The head teacher and co-ordinators monitor the quality of teaching effectively by observing lessons. The priorities of the school development plan are decided as a result of discussion and a range of evaluations carried out by the staff.
The strategic use of resources	Good. Classroom and support assistants are deployed effectively and work very closely with teachers. The budget is used wisely. The grant for special educational needs and the standards fund are used effectively to raise standards in the school.

The head teacher has given a very good lead to the school in making necessary changes. A good approach to teaching and learning has been introduced. Very effective strategies for behaviour management and encouraging pupils to take responsibility for their own actions have been implemented. There is a higher than recommended sum of money carried forward to the next school year. This is a sensible decision to cover difficulties caused by fluctuations in numbers of pupils on the school roll. For example, in the last school year the level of pupil mobility with reference to admissions and transfers was exactly half of the school roll. The school applies the principles of best value satisfactorily. Parents' opinions are sought from time to time through meetings and ideas for specific improvements are sought. Services provided for the school are evaluated rigorously and replaced by alternative organisations if necessary.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children make good progress • The quality of teaching is good • They feel comfortable about approaching the school with questions or problems • The school expects their children to work hard and achieve their best • The school works closely with them • The school is well led and managed • The school helps their children to become mature and responsible 	<ul style="list-style-type: none"> • The amount of homework children have to do at home • The range of activities outside of lessons

The inspection team agrees with all of the positive views of the parents. It disagrees with the view that the amounts of homework pupils have to undertake at home could be improved. The team feel that the homework provided is appropriate for the ages of the pupils and the content and volume is suitable for the ages of the pupils. However, it agrees with the parents' view that the range of activities outside of lesson time is very narrow. The school provides a cross-stitch club and choir practice that both boys and girls attend. However, there are no sporting activities provided as an extra-curricular activity.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The very good leadership and management by the head teacher, staff and governors has enabled the school to improve its work

1. The head teacher was appointed one year ago and has planned a range of improvements to the school very carefully and successfully. In addition, her interpersonal and leadership skills have resulted in good support from staff, governors and parents.
2. The first step taken by the head teacher was to improve pupils' behaviour as a matter of urgency. Discussions with the staff led to areas being identified appropriately. It was apparent that there was inconsistency in dealing with the poor behaviour of pupils and all members of staff were sensibly involved in deciding on strategies. Golden rules were introduced so that all pupils knew what was expected of them and the reasons why they should behave in an acceptable manner. This has resulted in a greater understanding by pupils of how they should behave and why they should do so. All staff constantly referred to the golden rules and as a result pupils were encouraged successfully to take responsibility for their own actions. Pupils' good behaviour was praised and emphasised and small rewards such as five minutes extra playtime were awarded when appropriate. These actions made a very positive impact on pupils' behaviour and attitudes, and their interactions with others are now warm and understanding of the needs of different people. Regular sessions were introduced when pupils sat in a circle to discuss issues such as bullying or the aggressive nature of some of the older pupils. A school council was introduced so that pupils would have a voice in such aspects of the school. Honest and frank discussions between the older pupils during school council meetings were very useful in enabling pupils to understand the feelings of others. An anti-bullying policy was discussed and agreed. This was sent home to parents and pupils also compiled a booklet to go home with the policy. The behaviour of the pupils is now good and the playground is a harmonious place during break times. Pupils are now polite and work hard in the classroom.
3. The second step was to discuss and construct a teaching and learning policy. This is now implemented, monitored and evaluated. The impact has been very beneficial to pupils' learning and the progress they make has been good. The introduction of the policy led to agreement amongst teachers and members of the support staff on the methods to be used for teaching the pupils and how learning should best be accomplished. Assessments of pupils' attainments were carried out and lesson planning involved using information gained from assessing pupils' attainments in order to plan activities that met their needs. Pupils with special educational needs were supported more effectively by good teaching and by good quality support assistants in the classroom. Good financial management has underpinned this very well by effective use of special needs funding and by careful use of the school's standards fund. These improvements have led to happy children and pupils who achieve well and who enjoy coming to school.
4. Improvements continued and were driven by regular staff meetings based mainly on developing the curriculum. Teachers were previously unaware of the content of the school development plan and so the head teacher involved all staff in discussions and decisions about what the content should be. These decisions have been based effectively on evidence collected by subject co-ordinators so that the priorities could be realistic and necessary. For example, reading targets for each individual pupil have been set and these have been shared with parents during consultation evenings. This has already made a difference to pupils' reading progress which has improved. The introduction of targets for writing is planned for the beginning of next term. Challenging targets have also been introduced for Year 4 pupils to aim at by the time they are in Year 6. The head teacher was aware that standards in reading and writing needed improving, particularly for the lower attaining pupils. As a result, a number of effective measures were taken. The following national initiatives were used: the 'Early

Reading Recovery' and 'Early Literacy Strategy' were introduced into the Key Stage 1 class and the 'Additional Literacy Strategy' was introduced into Key Stage 2 classes. These strategies have improved pupils' standards in reading and writing amongst lower attaining pupils and have helped to raise the overall standards at the end of both key stages.

5. The head teacher and subject co-ordinators monitor the quality of teaching regularly. Lessons are observed regularly and a formal feedback is provided that includes the strengths of the lesson and any areas that need to be developed. This approach has led successfully to improvements in teaching and to good progress in pupils' learning. The head teacher has developed a good sense of teamwork amongst all of the staff. This has enabled a consistent approach to teaching and learning throughout the school and a genuine feeling of care and concern for the children and pupils who attend the school. Teaching assistants liaise with class teachers very effectively and have a very clear idea of how to support pupils during lessons. The learning support assistant who works with pupils individually on reading recovery has received very good quality training in 'reading recovery' and is very effective in enabling pupils to make good progress in reading and spelling.
6. The governing body works hard to guide and support the work of the school. Governors monitor the school's annual test results regularly but also understand fully the lack of correlation between small numbers of pupils in Year groups and the school's results. The budget is managed well by the governing body. Monthly expenditure is discussed and monitored by the finance committee. The comparatively large carry forward figure from the present to the next financial year is the result of a prudent decision by the governors. The unpredictable number of pupils on the annual school roll makes it difficult to predict the school's income year by year and the governing body takes the view that a large carry forward figure acts as a sensible 'cushion' should the school roll fall.

Good quality teaching throughout the school has led to good progress in each pupil's learning.

7. Teaching is good throughout the school. At the beginning of each lesson teachers explain very clearly to pupils what the aims of the lessons are and this enables pupils to focus clearly on what they are expected to know, do or understand by the end of the lesson. This clear focus gives pupils a very clear idea of whether they have achieved the teacher's expectations or not and consequently provides them with a sharper knowledge of their own learning. Teachers plan lessons thoroughly, ensuring that pupils are provided with work that meets their needs. Where travellers' children have difficulty with learning they are supported very well by either a teacher from the Travellers' Support Unit or by a classroom assistant. This enables them to participate fully in the lessons and to make good progress in reading, writing, mathematics and other lessons. This is equally true for pupils with special educational needs. Their work is carefully planned so that they make progress step by step. The contents of their individual educational plans are known thoroughly by class teachers and are incorporated into the work they do in the classroom and when they are carrying out specialised work with special needs support assistant. The liaison between the class teachers and special needs support assistant is particularly good and the work carried out with individual pupils plays a particularly strong role in enabling pupils to make such good progress.
8. Teachers have good strategies for capturing pupils' interest during lessons. For example, the teacher in charge of the youngest class used a hand puppet in the shape of a bee with which to have an imaginary conversation. The pupils exchanged news with the puppet and were encouraged to reply and to speak imaginatively in order to develop their skills in speaking. Such strategies enabled children to develop confidence in conversation, to widen their vocabulary and to think quickly. In another interesting lesson with Years 3 and 4, the teacher used the interesting ploy of making deliberate mistakes to encourage careful listening and to clarify the pupils' thinking about the nature of a scientific fair test. The teacher outlined an investigation to find out whether water passed through sand or soil more easily describing her plan in detail. Pupils listened carefully and were eager to list all the facets that made the test

unfair. In so doing, they consolidated their knowledge and understanding of a complex scientific idea before devising their own experiment to prove or disprove their own theories.

9. Pupils' work is always pitched at the right level of difficulty for different pupils. For instance, in a good mathematics lesson for older pupils, the work provided was at a very appropriate level for different ability groups but was nevertheless challenging. This enables all pupils to make good progress in their learning. Mathematics lessons invariably began with quick-fire question and answer sessions that gave intensive practice for pupils' mental agility. Throughout this session pupils were asked to write their answers on a small whiteboard and the teacher scrutinised each pupil's answer in order to assess whether any pupil needed further support. Pupils' work is also marked very effectively. Helpful written remarks are made for an individual pupil's benefit and to assist in giving a clear indication of how the work could be improved. Such good practice resulted in pupils who understood mathematical ideas at a level that was right for them and who were extended in their thinking by activities that challenged them.
10. Skills in literacy are promoted very well. Six and seven year olds are taught very effectively how to build words from constituent letters. For example, the class teacher used the letters 'ay' and younger pupils had to find initial letters that make proper words. Older pupils and more able younger ones were encouraged to find groups of letters that will go either side of 'ay' to make complete words. Pupils made words such as 'player' or 'staying' and built their spelling skills on this and other similar activities. Eight and nine year old pupils were taught very successfully how to develop tension in their writing through the impact of short sentences. They were taught how to divide their writing into paragraphs and the importance of alliteration as a device to add beauty and interest to their work. Such activities, coupled with an infectious enthusiasm from the teacher, enabled pupils to make good progress in their writing skills. At the same time, the oldest pupils in the school were taught about devices that could be used to persuade the reader. They participated in a very worthwhile discussion about the use of adjectives to create an atmosphere that could create a positive and favourable view. They suggested phrases such as 'leafy lanes', 'beautiful bridleways', 'sweet-scented meadows' and 'ancient woodlands.' The above examples illustrate the good teaching of literacy that enables pupils to achieve well and make good progress in reading and writing throughout the school.
11. Pupils' learning in different subjects is consolidated very effectively by using the skills that have been acquired in other subjects of the curriculum. For example, older pupils wrote about the crucifixion of Jesus in religious education using a play form and in history they wrote a short play about imaginary aspects of King Henry VIII's life. They produced graphs of the time taken for different kinds of paper to reach the ground when dropped. Pupils also produced block graphs of the number of insects they could identify with no wings, two wings or four wings.
12. Teachers use a wide range of strategies, coupled with very good management of pupils' behaviour, to ensure they all make good progress and achieve well.

The school's very good provision for pupils' moral and social development has enabled their personal development to improve very effectively.

13. The school has made some very important changes to its provision to improve pupils' personal development, that have had far-reaching positive effects on its work.
14. The school's provision for pupils' moral development is very good and has enabled their behaviour to improve from unsatisfactory to the present good relationships that are clearly apparent. At the time of the head teacher's appointment the aggressive, anti-social and impulsive behaviour of a small number of pupils had resulted in a degree of disquiet amongst a section of the parents. The head teacher had to take strong action initially and a number of pupils were suspended for a fixed period. This was followed by the introduction of a number

of strategies that have successfully resulted in a calm and co-operative atmosphere in the school where good relationships between the pupils and between the pupils and adults in the school prevail.

15. Golden rules are posted in classrooms, in the hall and in the computer suite. These are based on developing good morals and emphasise, for example, helpfulness, honesty, respect for property and listening to others. Gold awards are given at lunchtime for pupils who play well together or refuse to be drawn into arguments. Classes of pupils sit in a circle and discuss a range of issues including items such as 'bullying', 'fair play', 'it's acceptable to be different' and 'playtimes'. Religious education lessons also promote the development of pupils' attitudes and values. Valuing and emphasising good behaviour has improved the management of pupils' behaviour. There are regular celebration assemblies when pupils' achievements, academic or social, are heralded. This raises the profile of hard work and good attitudes towards others and has been successful in focusing on the need to consider others and on taking responsibility for one's own actions. Golden time has been introduced. This takes the form of five minutes' extra playtime once a week as a reward for good behaviour in the playground, and half an hour golden time in classrooms for appropriate classroom behaviour. At the same time a system of yellow and red cards is used. The production of a yellow card directed at an individual pupil indicates a warning that his or her behaviour is unacceptable. A red card indicates that they have to leave the classroom or playground and go to a pre-arranged place in the school for a period of five minutes for reflection of their behaviour. In addition, the production of a red card means that the pupil has lost the privilege of golden time for that week. Behaviour throughout the school is now good and has resulted in hard work from pupils because they want to please their teacher or support assistant.
16. Observations of playtimes during the inspection showed that there were no incidents of aggression or unsatisfactory behaviour. Pupils played productively with each other and were highly content with each other's company. A wide range of activities for pupils to do supported this. For example, pupils could use balls, skipping ropes and other equipment to play with, either in small groups or individually.
17. Pupils' social behaviour has also improved as a result of further measures, in addition to some of the strategies mentioned above. The head teacher records in a special book the good things that pupils have done during the week. This has raised pupils' awareness of how to behave in a socially accepted manner and has had a positive impact on behaviour throughout the school. A school council has been formed and all pupils in Year 4, 5 and 6 are involved. Pupils voted for two secretaries and two chairmen to officiate alternately at the weekly meetings. As a preliminary to setting up the school council, initially the school very sensibly arranged for pupils to meet council officials in the Council Chambers for a fact-finding session. Pupils have discussed issues such as the celebrations that could take place at the end of the school year, relationship problems, bullying and playground equipment and activities. These have been useful and the school has acted upon a number of the ideas. The school council also made suggestions for inclusion in the school's anti-bullying policy that have been included. Years 1, 2 and 3 pupils are also asked if they would like any of their own issues to be discussed and the minutes of the meetings are reported back to them subsequently. The whole school now feels involved in the decision-making process and as a result everyone, including pupils, feels more responsible for their actions.
18. The school has a 'beehive of achievement' involving the award of hexagons throughout the week for achievement. The aim is to build pupils' self-esteem and this is also linked to the individual education plans of pupils with special educational needs. The aim has been successful. Pupils' self-confidence has increased and as a result their progress in learning has improved. Events are organised to raise pupils' awareness and sense of responsibility for helping others in less fortunate positions than themselves. For example, pupils sang songs in support of 'Children in Need' at a local supermarket and were televised as a result. The choir has performed at the Royal Albert Hall in aid of Dr Barnado's Homes, joining with a hundred other schools to form a large choral group. These initiatives have had a very positive impact

on pupils' personal development. Pupils are more aware of other people and are beginning to develop a sense of empathy.

19. All of the above initiatives have played their part in pupils taking a pride in their school. The pupils have good attitudes to their work. They work hard and are interested in taking part in the classroom activities planned for them. Pupils are polite to adults and are respectful of the views of others. Their behaviour is good and they enjoy coming to school. As a result of these initiatives pupils' progress in learning is beginning to improve further and all pupils are achieving well. Travellers' children are well integrated into the school and there is a good liaison developing between the school and their parents.

WHAT COULD BE IMPROVED

The development of a wider range of activities that would enrich pupils' learning

20. The school has two activities for pupils that take place outside of lesson time. These activities provide opportunities for pupils to learn cross-stitch and to participate in choral activities. There are no sporting activities that give all pupils a chance to improve their skills and only a limited range of activities from which pupils can choose.
21. An analysis of parents' responses to the questionnaire issued prior to the inspection shows that nearly one half of the parents take the view that there is not a sufficiently interesting range of activities for their children to take part in outside of lessons. The provision of a wider choice of pursuits would enrich pupils' learning and enable them to improve their present skills and to develop new ones.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Ensure that the school works with parents to develop a wider range of activities that would enrich pupils' learning. (Paragraphs 20, 21)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	10
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	7	2	0	0	0
Percentage	0	10	70	20	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 ten percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	38
Number of full-time pupils known to be eligible for free school meals	14

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	20

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	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	11

Attendance

Authorised absence	%
School data	6.1
National comparative data	5.6

Unauthorised absence	%
School data	1.3
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	5	3	8

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 2 or above	School	75 (63)	88 (63)	88 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 2 or above	School	75 (75)	88 (100)	88 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	8	4	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 4 or above	School	67 (75)	88 (100)	88 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 4 or above	School	50 (67)	75 (58)	50 (75)
	National	72 (70)	74 (72)	82 (79)

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

* Because fewer than ten boys and fewer than ten girls took the tests in 2001 the numbers at each level are omitted from the tables in line with the governors' reporting arrangements to parents.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	1
Chinese	0
White	37
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	6	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)	3
Number of pupils per qualified teacher	12
Average class size	12

Education support staff: YR– Y6

Total number of education support staff	5
Total aggregate hours worked per week	48

FTE means full-time equivalent.

Financial information

Financial year	2002
	£
Total income	218327
Total expenditure	180239
Expenditure per pupil	3535
Balance brought forward from previous year	18000
Balance carried forward to next year	56088

Recruitment of teachers

Number of teachers who left the school during the last two years	1.8
Number of teachers appointed to the school during the last two years	1.0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	36
Number of questionnaires returned	14

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	86	7	7	0	0
My child is making good progress in school.	93	7	0	0	0
Behaviour in the school is good.	57	36	7	0	0
My child gets the right amount of work to do at home.	50	36	14	0	0
The teaching is good.	100	0	0	0	0
I am kept well informed about how my child is getting on.	79	14	0	0	7
I would feel comfortable about approaching the school with questions or a problem.	100	0	0	0	0
The school expects my child to work hard and achieve his or her best.	100	0	0	0	0
The school works closely with parents.	86	14	0	0	0
The school is well led and managed.	100	0	0	0	0
The school is helping my child become mature and responsible.	64	36	0	0	0
The school provides an interesting range of activities outside lessons.	7	43	43	0	7