

# INSPECTION REPORT

## **HILL VIEW JUNIOR SCHOOL**

Sunderland

LEA area: Sunderland

Unique reference number: 108770

Head teacher: Mr R Gibson

Reporting inspector: Miss WLR Hunter  
3277

Dates of inspection: 24<sup>th</sup> – 25<sup>th</sup> September 2001

Inspection number: 194976

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Queen Alexandra Road Sunderland Tyne & Wear
Postcode:	SR2 9HE
Telephone number:	0191 553 6031
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Appropriate authority:	The governing body
Name of chair of governors:	Mr C Clark
Date of previous inspection:	June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Hill View Junior School is a larger than average school for 7 to 11 year olds. It is situated close to the centre of Sunderland and is the largest junior school in the City. It is a popular school with a good reputation in the local area. There have been significant changes in staff since the last inspection, including a new head teacher, deputy head teacher and co-ordinators for key areas such as literacy, numeracy and religious education.

There are 396 pupils (202 boys and 194 girls) in the school. The majority of these pupils are from white European heritage although a small number are from minority ethnic backgrounds. Eleven pupils have English as an additional language but only three require specific help to support their learning. Forty-seven pupils have been identified with special educational needs and three of these have statements of specific need – this is lower than most other schools. Just under 10 per cent of the pupils are eligible for free school meals – this figure is also below average.

The school has strong links with the local Infant School and most of the pupils in Year 3 come from there. Levels of attainment on entry are high, with most pupils working at least at the levels expected, and many going beyond this, especially in English and mathematics.

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

This is a very good school. Standards are high by the end of Key Stage 2 and the school does particularly well in the national tests for 11 year olds. Teaching is good throughout the school, and is very good in Year 6. Pupils have very good attitudes to their work. The school is led and managed effectively and provides good value for money.

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

- Teaching is good throughout the school, and is very good in Year 6. As a result, pupils reach high standards in English, mathematics and science by the end of Key Stage 2 and do very well in the national tests for 11 year olds.
- The school makes very good provision for pupils' spiritual, moral, social and cultural development, with the result that pupils develop as well-rounded individuals with very good attitudes.
- The school has made very good progress in developing religious education since the last inspection. Consequently, pupils now get a good range of experiences and produce high quality work in this subject.
- The head teacher and deputy head teacher have established a strong and effective partnership. They know precisely what is working well and what needs to develop: they are leading and managing the school well.

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

- The strategic financial planning of the school. The school improvement plan needs to identify how the school will be able to fund its long-term planned developments.
- Written annual reports to parents currently do not meet statutory requirements or give sufficient information about pupils' progress in all subjects.

*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 June 1997 and has made good progress since then. The key issues from the last inspection have been tackled systematically. For example, there is now a clear whole school approach to the assessment of pupils' learning, the school day has been reorganised to provide sufficient teaching time, the management structure of the school has been strengthened and an effective programme of monitoring and evaluation has been introduced. There has been a great deal of effort put into improving the curriculum and raising standards in religious education. This has been particularly effective and, consequently, very good progress has been made in this area. However, despite the good overall progress made, a couple of the issues identified last time could do with further development. Namely, the reporting of pupils' progress to parents via annual written reports and the linking of the school's budget to long-term priorities identified in the school improvement plan.

## 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	B	B	A
mathematics	B	B	A	A
science	A	A	A	A

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

The school's performance in the national tests for 11 year olds has been higher than the national picture for the past four years yet it has still managed to maintain improvements in its results at a similar rate to other schools. The school sets realistic and achievable targets each year, but also builds in a good level of challenge by identifying specific areas in each subject and particular groups of pupils that need additional help to move them along at a faster rate. Money is channelled carefully to these areas and adult support is used well to help the school work towards its targets.

In the national tests for 11 year olds in 2000, the school's results were above the national averages in English and mathematics, and well above average in science. The school's performance was even better when compared to other schools with a similar level of free school meals. In this case, the 2000 results were well above average in English and science, and above average in mathematics. From a careful and detailed analysis of these results, the school identified particular areas in writing and mathematics that teachers needed to concentrate on. The results in 2001 indicate that this has worked well, especially in mathematics where pupils' performance has improved noticeably.



Pupils achieve well in English, mathematics and science. They start at a high level in Year 3 but build well on this as they progress throughout the school. Pupils also make good progress in information and communication technology (ICT) and religious education. Consequently, they reach the standards expected for 11 year olds in ICT and have a very wide range of practical experiences. In religious education, pupils achieve well and produce high quality work.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils work hard and are keen to learn.
Behaviour, in and out of classrooms	Very good. Pupils are polite, courteous and helpful.
Personal development and relationships	Very good. Older pupils take their responsibilities very seriously and set very good examples for others to follow.
Attendance	Very good. Rates of attendance are well above the national average.

Pupils' attitudes and relationships are strengths of the school and underpin the positive and caring atmosphere that exists.

## TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	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.*

Teaching is good throughout the school, and is particularly strong in Year 6 where pupils make very good progress in preparation for the national tests at the end of Key Stage 2. The teachers in Year 6 are particularly skilled at asking probing questions that make pupils stop and think about their work. As a result, pupils learn to organise their thoughts well and, with the help of their good vocabulary, explain themselves very well, both orally and in writing. This is having a positive effect on the standards in the school. For instance, pupils are confident to explain how they tackle problems in mathematics and, in English, their writing is lively, mature and imaginative.

Literacy and numeracy are taught well. The school has a well established 'setting' approach where pupils in each year group are organised into teaching 'sets' based on their previous achievements. This works very well. It meets the needs of all pupils and is helping to maintain the high standards in English and mathematics. Teachers have worked together in year group planning teams to set individual targets for each pupil, to set class targets and to identify issues that thread through the teaching in each year group. As a result, the higher sets are given challenging work that stretches them well. In the lower sets, pupils are given carefully planned work which, with the help of additional adult support in each lesson, makes sure that they get a good chance to make progress and learn.

The school uses teachers' interests and experience well to provide specialist teaching in ICT and music. This is effective and contributes to the breadth and quality of experiences pupils receive in these subjects.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school offers a rich curriculum that has a strong emphasis on music, creative activities, sport and technology as well as the key skills of literacy and numeracy.
Provision for pupils with special educational needs	Good. Pupils' needs are identified as early as possible in Year 3. There are additional trained adults in literacy and numeracy lessons to support these pupils and this helps to give them plenty of opportunities to make progress against their individual targets.
Provision for pupils with English as an additional language	Satisfactory. Pupils receive appropriate support on a weekly basis. Pupils' language skills are not holding them back.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Personal, social and health education (PSHE) is a strong feature of the school's curriculum and supports pupils' development very well. This is supported by an unobtrusive ethos of care and respect in the school where everyone knows the standards that are expected of them, and lives by them.
How well the school cares for its pupils	Good. The school is a very caring and supportive community.

The school's broad curriculum is extended by a good range of extra-curricular activities, although access to these activities is limited to older pupils only. Pupils are well cared for and their personal development is promoted very well. The religious education curriculum makes a particularly strong contribution to pupils' understanding of world faiths and their genuine appreciation that Britain is a multicultural society.

## 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 has established a strong management team that is starting to gel together well. The deputy head teacher contributes to the very good teaching in Year 6 but also plays a pivotal role in leading and managing the school's developments.
How well the governors fulfil their responsibilities	Satisfactory. Governors are rightly proud of the school and have sufficient knowledge of how it is working. However, they need to have a longer term view of how the school will manage its money to meet its needs in the future and need to make absolutely sure that all statutory requirements are being met.
The school's evaluation of its performance	Very good. The head teacher and deputy head teacher have analysed the school's performance thoroughly and have identified what works well and what needs to improve.
The strategic use of	The school makes good use of the resources and money

resources	available to support pupils' learning.
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Money has been used well to provide additional staff to support small teaching sets in literacy and numeracy and to maintain some specialist teaching in the school – this is having a positive effect on pupils' learning. The principles of best value are applied appropriately to spending decisions and the head teacher has a clear understanding of what the school can and cannot afford. The school improvement plan is an effective working document that shows how the school plans to develop over the next year but it needs a longer term view and also needs to show how the school will continue to fund its work. The school's annual reports on pupils' progress do not meet statutory requirements. They give too little information to parents about how their child is getting on in all subjects and do not do justice to the quality of work taking place in the school.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Most parents identified:</p> <ul style="list-style-type: none"> <li>• The behaviour in the school is good.</li> <li>• The teaching is good.</li> <li>• The school expects children to work hard and achieve their best.</li> <li>• The school is well led and managed.</li> <li>• The school is helping their children become mature and responsible.</li> </ul>	<p>A small number of parents identified:</p> <ul style="list-style-type: none"> <li>• The way the school works with parents.</li> <li>• The information they receive about how their child is getting on.</li> <li>• The range of activities outside lessons.</li> </ul>

Parents are right to express their positive views about the school. It is well led and managed, the teaching is good, and pupils work hard and achieve high standards of work, behaviour and personal attitudes. The school is open and welcoming to parents, but inspectors agree partly with the concerns raised by some parents. The school provides a good range of high quality documentation for parents that keeps them well informed but the annual reports on their children's progress do not meet statutory requirements. There is a good range of activities outside lessons, but pupils' access to extra-curricular clubs is limited to older pupils and residential visits are restricted by the availability of places.

## **PART B: COMMENTARY**

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

**Teaching is good throughout the school, and is very good in Year 6. As a result, pupils reach high standards in English, mathematics and science by the end of Key Stage 2 and do very well in the national tests for 11 year olds.**

1 The school's performance in the national tests for 11 year olds has been higher than most other schools for the past four years. In the national tests for 11 year olds in 2000, the school's results were above the national averages in English and mathematics, and well above average in science. The school's performance was even better when compared to other schools with a similar level of free school meals. In this case, the 2000 results were well above average in English and science, and above average in mathematics. The results in 2001 are just as good and actually show a marked improvement in mathematics.

2 Pupils reach high standards in English. They are articulate and talk confidently. Pupils produce a good range of writing for different purposes, write in a mature, lively and imaginative way and use a good range of vocabulary. They learn to use good descriptive language to bring their writing to life, for instance:

*Tears dribbled around Amy's orange freckles, her round, gold glasses steaming up at the same time, and  
"You will do as you are told" I said crossly, wagging my finger at her like a railway signal.*

3 Pupils have good numeracy skills and are confident to apply them to solve practical problems. They use a range of calculation methods and strategies and estimate and approximate well, with good understanding of the value of numbers. For example, when working with large numbers to compare distances between planets in the solar system. Pupils are confident to tackle complex algebraic problems. They have a good understanding of shape and space, for instance, when using scale diagrams and formulae to calculate and record the area and perimeter of shapes, such as a window inset into a wall with a chimney breast.

4 Pupils have a thorough grounding in scientific concepts and learn to carry out practical investigations carefully and accurately. They record and present their findings well, making good use of their writing skills to lay out their work. Pupils use ICT effectively to support their work in subjects such as science, for instance by using a video camera linked to a projector to help magnify what is happening as they dissect a flower, or by using sensors and motors to build moving models containing electrical circuits.

5 The quality of teaching is good throughout the school and this is one of the main reasons why the school is achieving such high results. Teachers plan their work carefully to take account of pupils' previous achievements and constantly strive to challenge and improve pupils' thinking and learning. Teachers share the key objective for each lesson with their pupils and this helps everyone to understand what they are doing, why they are doing it, and what they expect to achieve by the end of the lesson. Teachers are particularly skilled at using questions to encourage pupils to think about then explain their work to others. For example, during a Year 3 literacy lesson, the teacher chipped away at pupils' choice and use of verbs until she got them to understand how to change a sentence written in the present tense into the past tense. In a Year 4 numeracy lesson, the teacher

seized the spontaneous opportunity to introduce fractions (when pupils measured objects in the classroom and realised that their answer fell between 29cm and 30cm) by asking them to think about how they could explain their answers.

6 The school has a well established 'setting' approach in literacy and numeracy, where pupils in each year group are organised into teaching 'sets' based on their previous achievements. This works very well. It meets the needs of all pupils and is helping to maintain the high standards in English and mathematics. Teachers have worked together in year group planning teams to set individual targets for each pupil, to set class targets and to identify issues that thread through the teaching in each year group. As a result, the higher sets are given challenging work that stretches them well. In the lower sets, pupils are given carefully planned work which, with the help of additional adult support in each lesson, makes sure that they get a good chance to make progress and learn.

7 The school's target setting process makes a significant contribution to the teaching and learning in English and mathematics. Teachers have a very good idea of how individual pupils are performing, and they use this information to feed into their planning of future lessons. Consequently, teaching is challenging and meets the needs of all pupils, regardless of their ability and previous achievements. Teachers pay good attention to the targets when marking pupils' work and this helps them to identify where pupils are having difficulty and what they need to do to improve to the next stage of learning. For example, in the highest literacy set in Year 5, the teacher praised pupils' previous work by commenting on their interest and accuracy when reading pieces of text containing dialogue, but she then went on to challenge pupils by stating that, *"I know you can all improve"*. The teacher clearly explained the purpose of the targets set for the class and helped pupils to appreciate that targets are *"a tool to focus on a specific area of writing to help us improve our standards"*. Consequently, during the lesson that followed pupils applied themselves very well to their work and kept referring back to their targets to make sure that they succeeded.

8 Teaching is very good in Year 6 and this gives pupils an extra boost in preparation for the national tests. The teachers in Year 6 are particularly skilled at asking probing questions that make pupils stop and think about their work. As a result, pupils learn to organise their thoughts well and, with the help of their good vocabulary, explain themselves very well, both orally and in writing. For example, at the start of a numeracy lesson in the highest set, pupils rolled dice to randomly select three mathematical phrases – they then had to decide which was the 'odd one out' and justify their choice. When one pupil was faced with the choice of 'reflection', 'square number' and 'diagonal', she thought hard before confidently stating that:

*"6 x 6 is a square number – it is almost like having 6 reflected on itself, so I think diagonal should be the odd one out."*

Similarly, in a numeracy lesson in the lower Year 6 set, pupils worked with problems involving money and teased out the relevant information from a written question. During this lesson the teacher and classroom assistant used tightly focused questions aimed at individual pupils then recorded and updated pupils' individual targets as they went along. The homework set for this lesson was open-ended and challenged pupils to think about what they had been doing and to develop their own mathematical word problems: *"if the answer is £42 – what could the question be?"*.

9 The high quality of teaching underpins a constant drive for improvement but also creates a positive atmosphere where learning is fun. This, in turn, adds to the challenge in

lessons and helps move pupils' learning on at a brisk pace through all year groups, culminating in the high standards by the time they are ready to leave the school.

**The school makes very good provision for pupils' spiritual, moral, social and cultural development, with the result that pupils develop as well-rounded individuals with very good attitudes.**

10 Pupils' spiritual development is promoted very well through Collective Worship. Pupils are given a 'prayer' and 'thought' for the week that they think about each time they meet together for worship. Assemblies start with a hymn and pupils sing beautifully to create a wonderful atmosphere for thought and reflection. For instance, in one assembly, pupils sang 'Seek Ye First the Kingdom of God' in two-part rounds and a calm, positive feeling permeated the hall. In a whole-school assembly pupils came together to hear the recorder group play and to share their ideas on the value on 'friendship'. Pupils were given time to sit quietly and listen to poems being read and then closed their eyes and reflected on the qualities they needed to show to be good friends. Pupils' spiritual development is extended by work in religious education and other areas of the curriculum, where they are given opportunities to celebrate special events and explore the beliefs and values of others.

11 Assemblies play a similarly important role in promoting pupils' moral development. For example, in one instance, the pupils listened to a Year 6 teacher telling them a story about the effort and determination she had put into making a 'yorkshire pudding'. The pupils were enthralled and quickly picked up the message that they should be proud of themselves each time they show 'effort' and 'determination' to achieve something. Teachers take opportunities during their personal, social and health education (PSHE) lessons to reinforce principles of good behaviour and distinguish between right and wrong. There is an unobtrusive ethos of care and respect in the school where everyone knows the standards that are expected of them, and lives by them. Those pupils that do occasionally 'step out of line' are given the chance to think about their actions in a daily 'surgery' run by the deputy head teacher, where they are encouraged to reflect on their behaviour and its impact and effect on others. Consequently, the school actively promotes the values of honesty, trust, caring, fairness and respect, and pupils develop very good attitudes and standards of behaviour.

12 Pupils' social development is promoted very well. PSHE includes opportunities for co-operation and encourages pupils to think about taking responsibility for their actions. The 'school council' has been in place for a year and is now becoming well established as a mechanism for children to have a 'voice' in the running of the school. Breaks between lessons, and at lunchtimes, offer other opportunities for pupils to mix socially. They play very well together and the older pupils keep an eye on the younger children. Pupils socialise with each other and mix together well. For example, when it rained and they were 'stuck inside' they eagerly played board games together and settled to drawing and writing activities in their classrooms. Their behaviour was very good and they showed responsible and mature attitudes. Pupils are given responsibility through various 'monitor' roles, including manning the office at lunchtime, organising the packed lunch boxes and preparing the hall for assembly. Older pupils take responsibility for fund-raising activities. All pupils take their responsibilities seriously and are proud of the work they do to represent their school. The good range of extra-curricular activities and visits provide further opportunities to promote pupils' social development by stressing the importance of teamwork and collaboration, for instance through sport and musical events.

13 There is a good range of educational visits in all year groups and these encourage pupils to broaden and deepen their cultural understanding, such as visits to museums, local churches and Durham Cathedral. Pupils have first-hand experience of working with children from other countries and cultures, for example when using ICT to link with different schools around the world, including a kite-making competition with an Australian school and



the production of an award-winning web-site with schools in USA and Australia. A wide range of carefully planned activities promotes pupils' multicultural awareness. For instance, workshops with musicians from around the world resulted in pupils presenting a 'fiesta' type musical event in a local theatre with another primary school.

14 The school's planned approach to promoting pupils' personal development is successful. As a result, pupils are mature, sensible and well-rounded individuals. They have a good sense of 'self worth' and understand how they contribute to the larger society and community within the school. For example, pupils in Year 4 have written about 'the uniqueness of me' where they have answered questions such as 'who am I?' and 'why am I special?'. They write candidly about themselves, stating, for example, "*my family are special because they love me*".

**The school has made very good progress in developing religious education since the last inspection. Consequently, pupils now get a good range of experiences and produce high quality work in this subject.**

15 Religious education was criticised heavily in the last inspection. At that time, the school was giving insufficient time to the subject with the result that pupils' progress and standards were suffering. Since then, the school has made very good progress in tackling the issues raised and, consequently, religious education now has a much higher standing in the school's curriculum.

16 The religious education curriculum is broad, balanced and fully meets the requirements of the locally Agreed Syllabus. By the end of Year 6, pupils have looked carefully at four different religions, namely Christianity, Sikhism, Islam and Judaism. They not only learn about the different beliefs and rituals in each faith but gain first-hand experience through a good range of educational visits, including a trip to a Sikh Temple, and the use of the Internet to visit web-sites related to different religions. For example, having used the Internet to research the Five Pillars of Islam and the celebration of Eid, pupils reached the conclusion that '*Ramadan is stricter than Christian Lent*'.

17 There is a strong emphasis on planning time for stillness and reflection in the school's religious education curriculum. For instance, pupils sat in silence, often with closed eyes, listening carefully to the story of the revelation made to Guru Nanak. Having visualised the story, they were asked to record their own thoughts of the account, and their subsequent work showed a good understanding of the concept of 'a heavenly place'. For example, one pupil wrote as if they were Guru Nanak, "*I walked into the water – when I was under the water it felt like I was floating in mid-air – I felt safe, protected when I heard a voice – finally I realised it was God – I felt special – I had been chose*".

18 Pupils write their own prayers and this work shows a true sense of deity, for instance "*God is peace... happiness... powerful*" and "*He is our Creator, not a Destroyer*". Pupils' writing is often linked to drawings and symbols that illustrate their work, such as a pair of underlined eyes to show the idea that "*your eyes guide you through life*".

19 The high quality of discussion and relationships in the school underpin many aspects of the religious education curriculum. For example, pupils are confident to talk about their own thoughts and ideas and, in so doing, explore different aspects of this subject. For instance, having watched animated Bible stories on video, pupils shared their ideas that Adam and Eve were 'expelled' from the Garden of Eden and extended this to the point where they thought there 'would have to be a way back', which linked to their idea of 'eternal life'.

20 Pupils are producing high quality work in religious education. They demonstrate a good understanding of what it means to belong to a faith community, in terms of beliefs, values and practices. They make comparisons and readily recognise similarities and differences between religions. They have good knowledge of the key points in the life stories of important religious figures and show a similar level of understanding of the important concepts in religious beliefs and worship. Pupils express their feelings and responses in various ways and can give coherent and convincing accounts of what it means to belong to a particular faith, whether it be Sikh, Jewish or Christian. Their good literacy skills help them to communicate their thoughts and ideas fluently and effectively, with the result that higher attaining pupils are working above the expectations of the Agreed Syllabus and are producing work beyond what is expected for their age.

**The head teacher and deputy head teacher have established a strong and effective partnership. They know precisely what is working well and what needs to develop: they are leading and managing the school well.**

21 There have been significant changes in the school's management since the last inspection. Both the head teacher and deputy head teacher are new to their positions, and the co-ordinators for key subjects (such as literacy, numeracy and religious education) have also changed. The new senior management team is starting to gel together well under the careful guidance of the head teacher and deputy head teacher.

22 The head teacher and deputy head teacher make a strong and effective partnership. They have a very good understanding of what is happening in the school, what is working well and what needs to improve. They have analysed the work of the school thoroughly and have been extremely critical when looking at its performance. Although the school has been performing well for many years and is considered, by governors and parents, to be very successful, they have not been content to accept praise and 'stand still'. The head teacher and deputy head teacher have instigated a programme of systematic monitoring and evaluation to probe the working of the school and determine what is effective to help identify how this can then be used to stimulate further improvement.

23 The deputy head teacher has carried out a careful and detailed analysis of the school's performance data. She is leading the staff into a position where they begin to use the statistical analysis of pupils' performance as a baseline for predicting and evaluating their future attainment. The head teacher has carefully mapped the performance of the Year 6 pupils in the national tests against their previous performance four years ago, in order to show the value that the school is adding to pupils' learning in English, mathematics and science. This sort of analysis of data underpins the school's commitment to continue improving standards by identifying areas of relative weakness or concern. For instance, the school's involvement in a pilot numeracy project has provided valuable data about the questions which pupils' struggled with in previous tests. The co-ordinators have used this information to pinpoint specific areas of the mathematics curriculum and to set targets for each year group in the school to focus on. This is an effective use of the data available in the school, and has already shown some benefit in the improved mathematics results in the 2001 national tests.

24 The head teacher and deputy head teacher have worked closely with staff and governors to produce the school improvement plan. This is an effective working document that clearly identifies the key priorities facing the school over the coming year and itemises the actions needed to tackle each area. The school improvement plan already contains a

reference to each of the areas identified for improvement during the inspection. In this way, the school already had a good understanding of its own strengths and weaknesses and knew what had to be tackled.

## **WHAT COULD BE IMPROVED**

**The strategic financial planning of the school. The school improvement plan needs to identify how the school will be able to fund its long-term planned developments.**

25 The school improvement plan is a useful and effective working document that identifies the key priorities facing the school over the coming year. It sits alongside a set of action plans and targets for each subject and area of the curriculum. Each priority is matched against a source of funding but the actual costs of carrying out each activity are not identified. It is therefore unclear how the school has matched its funding to its targets and whether it can actually afford to carry out all the planned developments.

26 The school has a reasonably healthy budget but it has been using contingency funds to help sustain increased levels of staffing. The head teacher has carefully costed out how much is required to maintain the current organisation of staff, with small teaching sets in literacy and numeracy and specialist teaching in ICT and music. Consequently, he has a very clear idea of what can and cannot be afforded and how staff can be used to maximise their experience and expertise. However, this information is not reflected in the school's long-term planning. Consequently, although the head teacher is fully aware of different potential scenarios (and their costs) this information is not readily available to staff or governors.

27 The school improvement plan only deals with specific priorities for the current year. It does not provide a long-term overview of issues likely to be faced by the school or identify priority areas that could have future financial implications. Consequently, governors have not got a clear enough picture of how the school will continue to finance its operations in order to sustain its current levels of performance.

**Written annual reports to parents currently do not meet statutory requirements or give sufficient information about children's progress in all subjects.**

28 The school produces a detailed written report on pupils' attainment and progress in English and mathematics, including information for parents on the individual targets that have been set for their child in each of these subjects. Parents clearly value this information and feel that they are kept well informed. For example, a recent survey by the school showed that the vast majority of parents found the comments written by teachers to be helpful and informative.

29 The school's annual reports to parents do not meet statutory requirements. Despite the detail given in English and mathematics, they do not adequately inform parents about their child's progress in other subjects and do not make explicit references to all the subjects being taught. For instance, the report for one child may focus on art and music while another child's report has a science, history or geography bias, depending on the class teacher's own choice of comments to illustrate each pupils' progress over the year. Although this approach provides a personalised picture of the areas where each child is doing well, it does not give a rounded view of how the child is progressing in all the subjects being taught. This is particularly true for religious education and is an example where the school's reports to parents are clearly not doing justice to the quality of the work that is taking place in the school.



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

30 The school should now:

(a) Strengthen its strategic financial planning by:

- clearly identifying the cost implications and requirements for each of the school's current priorities in the school improvement plan;
- providing a longer term overview of how the school will manage its budget to maintain its staffing organisation and meet its identified needs.

(Paragraph 25 – 27)

(b) Make sure that the annual written report sent to parents meets statutory requirements and provides sufficient information about the progress their child is making in all subjects of the school's curriculum.

(Paragraphs 28 – 29)

The school has already identified each of the above issues and is working towards implementing them.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	18

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	7	4	0	0	0
Percentage	0%	39%	39%	22%	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 five percentage points.

### Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	396
Number of full-time pupils known to be eligible for free school meals	39

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	47

English as an additional language	No of pupils
Number of pupils with English as an additional language	11

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	3

### Attendance

#### Authorised absence

	%
School data	3.4
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 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	54	54	108

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	44	46	53
	Girls	46	43	53
	Total	90	89	106
Percentage of pupils at NC level 4 or above	School	83% (84%)	83% (81%)	98% (92%)
	National	75% (75%)	71% (72%)	87% (85%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	47	47	51
	Girls	49	44	51
	Total	96	91	102
Percentage of pupils at NC level 4 or above	School	89% (83)	84% (75)	94% (93)
	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	1
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	3
White	385
Any other minority ethnic group	6

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

### **Teachers and classes**

#### **Qualified teachers and classes: Y3 – Y6**

Total number of qualified teachers (FTE)	16.0
Number of pupils per qualified teacher	24.8
Average class size	28.3

#### **Education support staff: Y3 – Y6**

Total number of education support staff	5
Total aggregate hours worked per week	92

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	4.5
Number of teachers appointed to the school during the last two years	6.5
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.*

### **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	2	0
Other minority ethnic groups	0	0

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

### **Financial information**

Financial year	2000 - 2001
	£
Total income	709,559
Total expenditure	723,340
Expenditure per pupil	1,809
Balance brought forward from previous year	34,703
Balance carried forward to next year	20,922



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	396
Number of questionnaires returned	193

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	38	6	1	2
My child is making good progress in school.	43	47	5	1	4
Behaviour in the school is good.	59	35	2	0	4
My child gets the right amount of work to do at home.	32	52	8	2	6
The teaching is good.	48	46	1	1	5
I am kept well informed about how my child is getting on.	43	40	10	3	5
I would feel comfortable about approaching the school with questions or a problem.	55	29	7	3	5
The school expects my child to work hard and achieve his or her best.	71	26	0	0	3
The school works closely with parents.	38	41	15	2	4
The school is well led and managed.	57	34	3	0	6
The school is helping my child become mature and responsible.	58	35	2	1	5
The school provides an interesting range of activities outside lessons.	37	30	14	4	15