

INSPECTION REPORT

THE HAWTHORNS PRIMARY SCHOOL

Woosehill, Wokingham

LEA area: Wokingham

Unique reference number: 109921

Headteacher: Mr S Hempson-Jones

Reporting inspector: Ms A Coyle
20603

Dates of inspection: 20th – 21st May 2002

Inspection number: 195290

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Northway Woosehill Wokingham Berkshire
Postcode:	RG41 3PQ
Telephone number:	(0118) 9791676
Fax number:	(0118) 9798199
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D Fisher
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
20603	Ms A Coyle	Registered inspector
8991	Ms P Goldsack	Lay inspector
10611	Mr M James	Team inspector
7523	Mr T Canham	Team inspector

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Hawthorns Primary School is situated in Woosehill, Wokingham in Berkshire. It serves the surrounding area, which consists of mainly owner-occupied properties. The school is much bigger than other primary schools nationally and the number of pupils on roll has remained fairly steady over the past few years. There are currently 382 girls and boys in the school. Children are admitted to one of the two reception classes on a part-time basis in the term of their fifth birthday, and attainment on entry is above average overall. One per cent of pupils are from ethnic minority backgrounds and one per cent of pupils speak English as an additional language, which is similar to most other schools. The languages spoken at home by pupils, other than English, are Japanese, Panjabi, Gudjurathi, Vietnamese, Arabic and Mandarin. Less than one per cent of pupils are known to be eligible for free school meals, which is very low compared to the national average, and a lower than average figure of 10 per cent have been identified on the register of special educational needs. Three pupils have statements for their needs.

HOW GOOD THE SCHOOL IS

This is a very good school, which has improved considerably since it was last inspected. It now has many features of excellence and is a highly effective learning environment in which pupils attain very good standards in English, mathematics and science by the time they leave at the end of Year 6. The teaching is very good overall and pupils make rapid progress in learning. The excellent leadership of the headteacher and very good management by the senior managers and an excellent governing body help to ensure that very good value for money is achieved.

What the school does well

- The oldest pupils in the school achieve very good standards in English, mathematics and science by the time they leave Year 6. Standards are good in all other subjects of the curriculum.
- Standards of behaviour are very good throughout the school. Pupils have very good attitudes to learning and very good relationships with their peers.
- The quality of teaching is very good overall. It is excellent in English in Year 6.
- The curricular provision is excellent. It is supplemented with an exceptionally wide range of extra-curricular activities.
- The school is led and managed exceedingly well by an outstanding headteacher, who is supported closely by the deputy, senior managers and an excellent governing body.
- The excellent school improvement plan gives a very clear focus for future improvements.
- The provision for increasing pupils' moral and social development is very good.
- The school takes very good care of its pupils and provides well for their personal, social and health education. The procedures for guiding, supporting and assessing pupils are very good.

What could be improved

- Pupils' independence and initiative.
- Teachers' marking.
- Information to parents.

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 1997. Since then, it has grown from strength to strength under new leadership and made considerable progress; for example, the leadership and management have improved significantly to a now excellent level. The development plan has been much improved and is an exceptionally useful management tool, providing clear strategic direction for future improvements.

Monitoring and assessment procedures have also been improved and are now used very well by teachers to guide teaching and learning. This has had a positive effect on the quality of teaching, which is now much better than it was four years ago. In addition, overall, standards of attainment have risen to the extent that pupils now attain very good standards by the time they leave at the end of Year 6 and the most capable pupils do very well indeed. The school has made improvements to its provision for information and communication technology, including the installation of a new computer suite, and standards have risen. Overall, the school has improved rapidly and it now has very good capacity to improve further.

STANDARDS

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

Performance in:	compared with			
	All schools			Similar schools
	1999	2000	2001	2001
English	B	A	A	A
mathematics	A	A	A	A
science	B	A	A	B

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

The above table shows that standards of attainment have been consistently well above the national averages in English, mathematics and science over the last two years by the end of Year 6. Trends show an overall steady picture, with the school's results well above those of similar schools in English and mathematics, and above average in science. The inspection evidence concurs with these latest results and shows that, by the time they leave the school at the end of Year 6, pupils achieve very good standards in the core subjects of English, mathematics and science. The school has set sufficiently high targets for the current cohort of pupils in these subjects and they are being promoted well. The oldest pupils in the school achieve good standards in all other subjects of the curriculum. At the end of Year 2, the standards attained in 2001 were well above the national average and the results of similar schools in reading and writing, but in line with the national average in mathematics.¹ The inspection evidence shows that pupils in Year 2 currently achieve good standards generally. The youngest children in the Foundation Stage are supported well to help them make very good progress in their learning and they exceed the Early Learning Goals in their personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, creative and physical development.²

¹ ON LEVELS:

By the end of Key Stage 1, pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels.

By the end of Key Stage 2, pupils are expected to attain Level 4 in all National Curriculum subjects. Those who attain Level 5 are therefore attaining above nationally expected levels.

² ON EARLY LEARNING GOALS : From September 2000, QCA (Qualifications and Curriculum Authority) have introduced a set of 'Early Learning Goals for children's learning'. These goals are a set of skills, knowledge and understanding that children might be expected to achieve by the end of the reception year in the areas of learning: language, literacy and communication; mathematics; knowledge and understanding of the world; creative development; physical development and personal, social and emotional development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are eager to come to school and show good attitudes to learning.
Behaviour, in and out of classrooms	Very good. Pupils behave well in lessons and at play.
Personal development and relationships	Good. Pupils relate very well to each other. They are tolerant and play happily together, but would benefit from more opportunities to increase their independence.
Attendance	Very good. Pupils are very keen to attend school and do so punctually.

Pupils are generally enthusiastic, hard working and co-operative. Relationships are very good.

TEACHING AND LEARNING

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

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

The quality of teaching and learning is very good overall and sometimes excellent. In the 34 lessons observed, teaching was good, or better, in eight out of every ten lessons. This represents a significant improvement since the last inspection and accounts for the very good learning taking place and the high standards achieved by pupils. Overall, the teaching of basic skills in literacy and numeracy is very good indeed. Teachers are conscientious and they work hard for the benefit of all their pupils. They plan their lessons very carefully, with clear objectives for what pupils are to learn, including those who have special educational needs or are of higher capabilities. These objectives are made very clear to the pupils at the start of the lessons and reinforced throughout. Teachers use resources imaginatively to motivate and interest pupils. Support staff are deployed very well; they liaise in excellent teamwork with class teachers and are well informed about the teaching and learning objectives for the lesson. Teachers draw well on a wide range of contexts and resources to help pupils learn, including computers, and they make very good references to pupils' previous learning and excellent use of cross-curricular links.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Excellent. The school provides an exceedingly rich curriculum that includes all subjects of the National Curriculum and religious education, as well as the areas of learning for children in the Foundation Stage.
Provision for pupils with special educational needs	Very good. This aspect is efficiently managed and pupils progress very well because the school responds to the new Code of Practice. ³ Pupils are supported carefully and their individual education plans have clear targets for learning.
Provision for pupils with English as an additional language	Good. The procedures for supporting these pupils are clear and pupils are identified quickly.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Pupils are provided with very good opportunities for developing their moral and social awareness. Their cultural development is promoted well and spiritual development is sound.

³ Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

How well the school cares for its pupils	Very good. The school takes care of its pupils within a supportive learning environment.
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The school works very well in partnership with parents. The excellent curriculum is enriched significantly by an exceptionally wide range of extra-curricular activities and very good care is taken to ensure the welfare and child protection of pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The outstanding leadership provided by the headteacher gives very clear educational direction for the school and he is supported very well by a conscientious deputy headteacher, senior management team and subject co-ordinators.
How well the governors fulfil their responsibilities	Excellent. The governors are knowledgeable and involved closely with the work of the school. They act as good critical friends and provide very clear strategic management.
The school's evaluation of its performance	Excellent. The school regularly evaluates pupils' achievements. It has very clear procedures for monitoring and evaluating teaching.
The strategic use of resources	Very good. The school's finances and resources for learning are used well to promote learning.

The exemplary leadership of the headteacher and the hard work of the highly committed members of staff are key factors in the standards achieved by pupils and the considerable improvements over the past four years. The accommodation is very good and the school applies best value principles very well in the purchase and use of resources.

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 enjoy school. • The teaching is good. • Teachers have high expectations of pupils. 	<ul style="list-style-type: none"> • Too much homework. • More information.

The inspection team agrees with the positive views of the parents. Children enjoy coming to school and are keen to do so. The quality of teaching is very good overall and teachers expect their pupils to achieve well. The inspection evidence does not agree with parents' comments regarding homework, but finds that the amount of homework given to pupils is appropriate to their age and ability. However, the inspectors judge that parents would benefit from more information on topics such as homework, anti-bullying procedures and the provision for pupils with special educational needs.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils attain very good standards by the time they leave the school.

1. Standards have risen since the last inspection and are now well above the national expectations by the end of Year 6 in the core subjects of English, mathematics and science. Children enter the reception class with better skills than those of most four-year-olds in many other schools. They make very good progress and exceed the Early Learning Goals in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, creative development and physical development. Children listen very well to adults and to each other, sharing toys and games most willingly. They speak clearly and write well, spelling words such as, *'birthday'* correctly and many read non-fiction books confidently. They enjoy singing songs about, *'Five Little Speckled Frogs'* and, *'Ten Green Bottles'*, but many count well beyond ten and all children know the names of two-dimensional shapes such as squares, triangles and circles. They use computer programs with good confidence, especially when matching shapes and counting numbers. All children are very courteous to each other when balancing on the tricycles and taking turns on the trolleys outside. They are very tolerant of one another and children with special educational needs are integrated happily with their peers. Most children respond eagerly to the very wide range of imaginative play opportunities, such as mask-making, construction toys, painting and role-play in the *'Travel Shop'*. The excellent teamwork amongst staff helps children to thrive in a very well organised, happy, caring environment.
2. In English, pupils' performance at the end of Year 6 in the 2001 National Curriculum tests was well above the national average. Their performance, in relation to that of pupils of similar background in other schools, was also well above average; 89 per cent attained the expected Level 4 and a significant proportion (53 per cent) attained the higher Level 5. These results exceeded the school's targets for 2001. Pupils' performance at the end of Year 2 was well above the national average in reading and above average in writing. It was well above that of schools with pupils from similar backgrounds. Trends show that the results for pupils in Year 6 have generally exceeded the expected levels well since 1998; pupils in Year 2 have done consistently well in reading and standards have risen steadily in writing. The inspection findings concur with these results and show that pupils are currently achieving well because basic literacy skills are taught very carefully across the curriculum, with optimum use of computers to help them extend their learning. For example, the oldest pupils in the school strive to excel in lessons focusing on the use of persuasive text when considering topics such as *'Safer Routes to School'*. As a result of the teachers' very high expectations and excellent rapport with them, the pupils present well-balanced arguments, after interrogating survey data to help them express hypotheses, and write convincingly to state their points of view. Standards of handwriting and the presentation of work are very high and pupils show great confidence and maturity when speaking to others. Their completed work on biographical and autobiographical accounts, poetry and creative story writing is often of a high standard.
3. In the 2001 national tests for mathematics, the results were well above the national average and those of similar schools at the end of Year 6. The school exceeded its targets well; 88 per cent attained the expected Level 4 and many (53 per cent) attained the higher Level 5. However, at the end of Year 2, the results were not as good as in preceding years; although 98 per cent attained Level 2, only 20 per cent attained the higher Level 3. This was average in relation to the national figures, but below the results of similar schools. The inspection findings show that the school has moved on well since 2001; standards have risen since last year because staff have analysed the test results very carefully and acted swiftly to improve pupils' knowledge. Standards are currently

well above average for the pupils at the end of Year 6 and above average in Year 2. Basic numeracy skills are taught very well and used extensively across the curriculum and computers are used well to support numeracy. By the time they reach the end of Year 6, pupils calculate percentages, interpret information and produce a good range of block graphs, pie charts and bar charts to represent their findings. They develop their skills very successfully because teachers use assessment information adeptly to help pupils increase their understanding in plenty of exciting practical activities.

4. In the science results for 2001 at the end of Year 6, the percentage of pupils reaching the expected level was well above the national average, and that of similar schools, with 97 per cent attaining Level 4 and 55 per cent attaining the higher Level 5. In Year 2, the teacher assessments indicated that standards were very high in relation to the national figures; 100 per cent attained Level 2 and 31 per cent attained the higher Level 3. The evidence gathered during the inspection largely concurs with these results and shows attainment to be well above average compared with the nationally expected levels at the end of Year 6, and above average at the end of Year 2. Pupils make very good progress overall and literacy skills, as well as numeracy skills and computer technology, are used very well to help pupils increase their knowledge and understanding of scientific concepts. For example, pupils use the correct terminology to describe 'opaque', 'transparent' and 'translucent' surfaces when investigating shadows, setting out their work neatly in tabular form. They are eager to record their findings about the harmful and beneficial effects of microbes, and they understand processes, such as photosynthesis in flowering plants.
5. Pupils achieve well in all other subjects of the curriculum, Standards are good in art and design, design and technology, geography, history, information and communication technology, music, physical education and religious education. Pupils' learning is promoted very well generally and subjects are used extensively to link with topics. From the time children enter the reception class, they learn to build on their skills, maintaining progress very well as they move through the infant and junior classes. There is no significant variation between the progress of pupils with special educational needs or pupils who speak English as an additional language and those of other abilities, who do equally as well as their peers because teachers make very good efforts to raise the standards of all pupils.

The quality of teaching and learning is very good.

6. The quality of teaching is very good overall in the reception classes, Years 1 and 2 and in Years 3 to 6. In the 34 lessons observed, the quality of teaching was judged to be very good in one fifth of lessons, and occasionally excellent. In well over eight out of ten lessons, teaching is good or better and never less than satisfactory. This is a significant improvement since the last inspection in 1997 when teaching was satisfactory overall. Additional support for pupils with special educational needs, for pupils for whom English is an additional language and for higher-attaining pupils is also very good.
7. From the time of pupils' entry to the school to the time they leave, the quality of learning is very good. This is due to a great extent to the scholarly teaching, especially in the core subjects and particularly in the Year 6 classes, where teaching is frequently excellent. Lessons are planned conscientiously, with clear objectives for what pupils are to learn. These objectives are made very clear to the pupils at the start of the lessons and reinforced throughout. Teachers' plans take into account the differing needs of pupils, including those with special educational needs and pupils of higher ability. Teachers and support staff work exceedingly well together as an excellent team. They have very high expectations of pupils' work and behaviour. A very good example was observed in Year 2 in an art and design lesson, when the pupils were making moving models and drawing scenes relating to the topic work on *Queen Elizabeth II* and the *Spanish Armada*. The teacher's very high expectations of the pupils were transmitted to the whole class, with the result that pupils of all capabilities responded eagerly to the challenge and made very good progress.
8. Teachers of the youngest children in the school are very knowledgeable about the Early Learning Goals and very patient. They provide happy, stimulating and caring environments in the reception classes, where all adults value each and every child equally. Throughout the rest of the school, teachers demonstrate a very secure knowledge and understanding of the subjects they teach.

Planning successfully incorporates the areas for learning, the National Curriculum programmes of study and the requirements of the agreed syllabus for religious education. All teachers in the infant and junior classes have implemented the recommended lesson formats for the National Literacy and Numeracy Strategies exceedingly well. High standards of effort, accuracy and presentation are encouraged and pupils often respond with great interest and enthusiasm. Teachers draw well on a wide range of contexts and resources to help pupils learn.

They make good reference to previous learning and excellent use of cross-curricular links, for example, in a history lesson where pupils in Year 4 were studying World War II. In this lesson, the teacher made very good references to other curriculum areas, reminding pupils of their earlier video observations of *'Goodnight, Mr Tom'* for insights into children's lives during the war. In Year 5, the teacher's very good subject knowledge of information and communication technology and excellent use of resources led to a very high level of interest and motivation.

9. In English, teachers have a very thorough knowledge of the literacy skills the pupils need. Work is planned very carefully to build on pupils' skills and staff use skilful questioning techniques to develop pupils' speaking, listening, reading and writing skills. All lessons have very clear learning objectives that are focused well because of the very good use of assessment information and very good coverage of the curriculum. The exemplary teaching at the upper end of the juniors is a credit to the school and presents an outstanding model of good practice for colleagues to follow. Literacy skills are very well taught across the curriculum; for example, all teachers focus on precise technical vocabulary in mathematical and scientific terminology, whilst very high standards of written presentation are expected in subjects such as geography and history.
10. In mathematics, teachers use questioning well to assess and guide pupils' learning. They give clear and supportive explanations, with a focus on technical vocabulary. Teachers put a strong emphasis on developing pupils' ability to calculate mentally at the start of lessons and they sum up the learning at the end of lessons effectively with useful plenary activities. For example, the good investigations of number squares in Year 3 and data-handling activities in Year 2 helped pupils to achieve well because learning was reinforced constantly throughout the lessons. Very effective support is provided for higher-attaining pupils because classes are set according to pupils' capabilities and the teaching is based on very good subject knowledge, step-by-step progression through the lessons and very good opportunities for pupils to use and apply their knowledge of number.
11. Teaching in science is very good. The strong focus on scientific inquiry throughout the school enables pupils to make very good progress in learning. For example, the scholarly teaching in Year 6, observed during investigations of micro-organisms, was characterised by highly-skilled questioning and direct teaching of technical vocabulary. As a result of the teacher's excellent relationships with pupils, very strong subject knowledge and well-judged references to prior experiments, the pupils' attitudes were very good and their level of motivation was so high that learning continued through discussions, even after the lesson had ended. The school provides a very extensive curriculum that covers all the required elements of scientific learning, as well as good opportunities for pupils to use the school grounds to extend their knowledge. For example, *'The Hawthorns Animal Survey'* undertaken by pupils in Year 2 shows good standards of investigative work, based on the classification of local creatures.
12. Classroom management skills are very effective; teachers use a good range of management strategies and are successful in motivating pupils and encouraging good behaviour. Pupils are very well managed and high standards of behaviour prevail. Teachers are conscientious and they work hard for the benefit of all their pupils. They use resources imaginatively to motivate and interest pupils; for example, one Year 1 class made fruit salads, whilst others in the same year group composed natural pictures using rocks, grass and stones taken from the school grounds. Support staff are deployed very well; they work very closely with pupils, offering clear guidance and encouragement to them. Most lessons move along at a good pace and teachers change activities frequently to gain and maintain pupils' interest and attention.

13. The teaching of pupils with special educational needs is very good. All teachers are aware of the pupils on the register of special educational needs and all make reference to providing suitable activities to promote learning. Good attention is given to ensuring that the work set is appropriate and progressive. Teachers and support assistants show great patience and understanding and have high expectations of both the academic performance and the behaviour of pupils on the register of special educational needs. Pupils are given very good, skilled assistance from the well-qualified, experienced and committed support staff. The combined attention of teachers and support staff has a most positive impact upon the very good progress that the pupils make in their learning.

The leadership and management of the school are excellent.

14. The leadership and management of the school are very good, with excellent features. This represents a significant improvement since the previous inspection in 1997. The outstanding headteacher is a highly committed leading professional who has an excellent vision for raising standards and the future development of the school. He is very well supported by the deputy headteacher who is an excellent role model for colleagues. Management responsibilities are delegated very clearly to the subject co-ordinators, as well as to the senior management team. Since the last full inspection, the co-ordinators have been increasingly empowered to lead and manage their subject areas and to take responsibility for monitoring teaching and learning. Their subject reviews and input to the excellent school improvement plan demonstrate their high level of responsibility and accountability.
15. The excellent governing body contributes substantially to the effectiveness of the school. Governors share with the headteacher a clear vision for future developments. Reports, given by the headteacher and staff at governors' meetings, keep them well informed about curriculum developments and help them to monitor the standards and quality of education the school achieves. School developments are discussed carefully and prioritised very well and many governors are actively involved with the life of the school, visiting frequently and helping staff in areas such as information and communication technology.
16. The management of the provision for pupils with special educational needs is very good. The co-ordinator is well qualified, very experienced, enthusiastic and diligent in her co-ordinating role. She ensures that all pupils have access to any necessary support and that their needs are met in lessons. The co-ordinator liaises very well with colleagues and is in regular contact with external agencies, such as the educational psychology service.
17. Staffing in the school is very good. Teachers' qualifications and experience broadly match the demands and range of the National Curriculum. Good use is made of senior and experienced staff to act as co-ordinators to manage subjects and aspects such as special educational needs. Responsibilities are matched well to the interests and specialisms of the staff. One of the many strengths of the school is the provision of a good number of very experienced and effective learning support assistants. They work in excellent partnership with the teachers and provide high quality assistance, particularly when supporting literacy and numeracy with less capable pupils and with pupils on the register of special educational needs. Arrangements for the professional development of staff are very good. Priorities reflect both the identified needs of the school and the personal needs of the staff. The school has clear procedures for the induction of newly qualified and newly appointed staff with plenty of help and guidance provided by staff. The school secretaries carry out their administrative duties very effectively and are central to the efficient running of the school. The most helpful site supervisor maintains the school in very good order, and the cooks, midday supervisors and premises staff all perform their roles in a friendly, capable way and are all highly valued members of the school.
18. The school's very good accommodation and resources are well maintained. Very close liaison between the governors and the headteacher ensures that any concerns are dealt with quickly. The site and buildings are looked after very well and the school is an extremely clean and very attractive learning environment. The good resources help teachers to teach all subjects in the

National Curriculum and pupils have plenty of books in classrooms and in the well-stocked library from which to choose.

19. Educational priorities are supported well through very careful financial planning. The school budgets systematically for expenditure and the pupils benefit from these wisely-targeted spending decisions. The school has identified relevant priorities for improvement and spending decisions clearly relate to its priorities. Systems for financial control are unobtrusive and efficient and the headteacher provides very useful, detailed, up-to-date analyses of the school budget for the governors and reports to them on a regular basis. The governing body and senior management team of the school are aware of the best value principles of comparison, challenge, consultation and competition and they apply these principles in their decision-making.

The headteacher and governing body actively consider alternative providers for school services, comparing charges and considering alternative solutions where practicable. The school consults well with local education authority financial and curriculum advisors, keeping them informed about changes to the school's provision. The school provides very good value for money.

WHAT COULD BE IMPROVED

Pupils are not given enough opportunities to develop their independence.

20. The pupils' attitudes to school, their behaviour and relationships are all very good. Levels of attendance are also very good, with figures well above the national average. All of these features have improved since the last inspection. Children in the reception class enjoy coming to school and settle to work quickly when they arrive. Pupils in the infant and junior classes are involved enthusiastically in all aspects of school life. Parents maintain that their children are encouraged to work hard and that the school helps them to become mature and sensible. Evidence from the inspection supports parents' views. Pupils with special educational needs and those who speak English as an additional language have very good attitudes to work and concentrate well on the tasks with which they are provided. All pupils arrive at school punctually and lessons start on time. They work and play happily together and move around the school sensibly and politely. Pupils have a good level of respect for the feelings, values and beliefs of others and most understand the impact of their actions. However, although pupils are encouraged to become class helpers, there are only limited opportunities for them to show initiative and to take responsibility within the wider school community or for their own learning. This restricts the development of pupils' personal independence.

The quality of teachers' marking is inconsistent.

21. The procedures for assessing and tracking pupils' progress and the use of the assessment information to guide the curriculum are very good. These have been improved significantly since the last inspection. Pupils' understanding is assessed constantly throughout lessons and any mistakes or misconceptions are recognised quickly by the staff and used constructively to aid learning. All teachers make good, day-to-day evaluations of pupils' learning and amend their planning in the light of this information. Pupils with special educational needs are assessed quickly and they are supported very well in lessons. However, marking is not consistent throughout the school and this is an area for improvement. For example, the excellent marking of pupils' work in English in one Year 6 class is not extended to other classes or across other subjects of the curriculum. Although marking is completed regularly by all teachers, it does not contain enough helpful or evaluative comments to help pupils improve further.

Not enough information is given to parents on a few aspects of the school's provision.

22. The school's partnership with parents is very good. Parents have very positive views of what the

school provides and pupils achieve, and they believe that the school works closely with them. Parents appreciate that they can discuss issues informally with staff. A good number of parents help out in the classrooms and there is a very active parent-teacher association that organises social and fund raising events. Communication between the school and parents is good. Information is provided through regular newsletters, parents' meetings and annual reports. Since the last inspection, the school has introduced an excellent '*Teaching and Learning News*' to help parents become more informed about its work. The school prospectus and the governors' annual report to parents are very clear and informative and meet all statutory requirements. However, several parents who responded to the questionnaire or attended the parents' meeting believed that there was a small amount of bullying amongst pupils and an overload of homework. A few parents were unsure about the school's procedures for pupils with special educational needs and felt that they needed more information. The inspection evidence supports the positive views of parents, but does not entirely support their misgivings. No incidents of bullying were observed during the inspection and discussions with pupils indicate that relationships amongst them are very good. The amount of homework is appropriate to pupils' ages and capabilities and the provision for pupils with special educational needs is good. However, the inspectors do agree that parents would benefit from more detailed information about the school's policies for homework and anti-bullying procedures and the provision for special educational needs.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23. The headteacher, staff and governors should:

- (1) improve the opportunities for pupils to increase their independence and use initiative;
(Paragraph 20)
- (2) extend the very good assessment practices to improve the quality of teachers' marking of pupils' work; *(Paragraph 21) and*
- (3) provide parents with additional information about homework, the anti-bullying policy and the provision for special educational needs.
(Paragraphs 20, 21 and 22)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	7	18	7	0	0	0
Percentage	6	21	53	21	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 approximately three 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)	382
Number of full-time pupils known to be eligible for free school meals	3

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	10

English as an additional language

	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	21

Attendance

Authorised absence

%

Unauthorised absence

%

School data	3.9
National comparative data	5.6

School data	0.3
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	28	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	28	28	28
	Girls	29	30	30
	Total	57	58	58
Percentage of pupils at NC level 2 or above	School	97 (92)	98 (98)	98 (98)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	28	28
	Girls	30	30	31
	Total	58	58	59
Percentage of pupils at NC level 2 or above	School	98 (92)	98 (96)	100 (88)
	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	32	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	29	32
	Girls	28	27	30
	Total	56	56	62
Percentage of pupils at NC level 4 or above	School	88 (97)	88 (93)	97 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	26	31
	Girls	24	27	26
	Total	52	53	57
Percentage of pupils at NC level 4 or above	School	81 (84)	83 (90)	89 (91)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	4
Pakistani	0
Bangladeshi	0
Chinese	1
White	348
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	17
Number of pupils per qualified teacher	22
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	235

Recruitment of teachers

Number of teachers who left the school during the last two years	6.1
Number of teachers appointed to the school during the last two years	5.0

Total number of vacant teaching posts (FTE)	0.0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.8
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0.0

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	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	2001/2002
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	£
Total income	855,125
Total expenditure	844,163
Expenditure per pupil	2,216
Balance brought forward from previous year	55,455
Balance carried forward to next year	66,417

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	306
Number of questionnaires returned	139

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	40	2	1	0
My child is making good progress in school.	45	44	8	1	0
Behaviour in the school is good.	36	55	4	1	3
My child gets the right amount of work to do at home.	27	51	20	2	0
The teaching is good.	49	45	2	0	3
I am kept well informed about how my child is getting on.	30	52	15	3	0
I would feel comfortable about approaching the school with questions or a problem.	54	37	6	1	0
The school expects my child to work hard and achieve his or her best.	56	42	1	3	0
The school works closely with parents.	39	42	13	1	3
The school is well led and managed.	59	35	4	0	2
The school is helping my child become mature and responsible.	44	47	6	1	3
The school provides an interesting range of activities outside lessons.	35	45	7	1	10

Other issues raised by parents

- Not enough information on anti-bullying procedures and special educational needs.
- Too much homework.