

# INSPECTION REPORT

## **HURSTHEAD JUNIOR SCHOOL**

Cheadle Hulme, Cheshire

LEA area: Stockport

Unique reference number: 106053

Headteacher: Ms Joan Costello

Reporting inspector: Ms Ruth Frith  
2490

Dates of inspection: 1<sup>st</sup> – 3<sup>rd</sup> October 2001

Inspection number: 195650

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:	Kirkstead Road Cheadle Hulme Cheshire
Postcode:	SK8 7PZ
Telephone number:	0161 439 6961
Fax number:	0161 439 6961
Appropriate authority:	The Governing Body
Name of chair of governors:	Dr R Benton
Date of previous inspection:	19 <sup>th</sup> – 22 <sup>nd</sup> May 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
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21988	Ms G Roberts	Team inspector
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Hursthead Junior School is a community school for boys and girls of all abilities aged seven to eleven years. The school is very popular and currently has 349 pupils on roll. Most pupils live in the surrounding area and come from favourable backgrounds. The percentage of pupils receiving free school meals is well below the national average. Most children have attended Hursthead Infant School which shares the same site. The school's records indicate that attainment on entry to the school is above average for children of that age. The percentage of pupils with special educational needs is broadly average and currently one pupil has a statement of special educational needs. Most of the pupils with special educational needs who require regular additional support have moderate learning difficulties or specific learning difficulties. Very few pupils come from ethnic minority backgrounds and currently three pupils come from homes where English is not the first language of communication. The school has received Beacon Status in recognition of its good work.

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

Hursthead Junior School is a very good school with many significant strengths and no significant weaknesses. It achieves high standards and serves the community well. The quality of teaching is very good and pupils are encouraged to work hard. The leadership and management of the school are also very good and manifest themselves in a strong commitment to raising standards whilst also offering a broad and interesting curriculum. The school provides very good value for money.

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

- When compared with all schools, results in national tests for pupils at the end of their last year in school are very high in mathematics and well above average in English and science.
- The quality of teaching is very good across the school for children of all abilities and is significantly enhanced by the good quality support provided by the additional teachers and support staff.
- The school provides a nurturing environment with a strong ethos based on the values of respect and co-operation in which pupils behave very well and develop excellent relationships.
- Pupils have very good attitudes to school and attendance is high.
- Procedures for ensuring the care and welfare of pupils are very good.
- The quality of the curriculum and range of learning opportunities are very good.
- The headteacher provides very good management and leadership and other key staff and the governing body ably support her.

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

- Procedures for gaining the views of 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 May 1997 when the management and efficiency, quality of education, standards achieved by pupils and the school's climate for learning were all very good. The school has successfully addressed the key issues identified in the inspection report and improved on previous good practice. The quality of teaching has significantly improved and standards in English, mathematics and science at eleven are above those reported at the time of the last inspection. The school now has a clear

development plan, which guides the work of staff and helps to evaluate the school's effectiveness. A new governing body has been formed for the school and improved systems have resulted in their greater involvement at all levels. Responsibilities for curriculum co-ordination are spread more equitably amongst the staff and they now have a clearer role in monitoring teaching and learning. Improvement since the last inspection has been very good and the school demonstrates a clear commitment to further improvement.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	A*	A	A
Mathematics	A*	A*	A*	A
Science	B	A	A	A

**Key**

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

These results show that when compared to all schools, pupils achieved very high standards in mathematics which placed the school within the top five per cent of schools nationally. Standards in English and science were well above average. When compared with pupils from similar backgrounds, pupils achieved well above average standards in English, mathematics and science. Over the last five years the school's rate of improvement overall in English, mathematics and science has been in line with the national trend and reflects the school's focus on maintaining high standards. Statistics given by the school indicate that these standards were maintained in the 2001 national tests with over half of the pupils achieving standards above those expected for children of their age. In 2001, the school achieved above its target for English and mathematics. Evidence from this inspection confirms that pupils in Year 6 are making very good progress and should maintain these high standards. Pupils achieve as well as they can, including those with special educational needs, the higher attainers, and pupils for whom English is not the first language of communication at home. No significant difference was noted in the progress and achievement of boys and girls.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and are interested in what they do. They are proud of their achievements and talk confidently about their work.
Behaviour, in and out of classrooms	Very good. Staff set high expectations of behaviour and pupils respond well to these. Pupils are polite and courteous to each other and towards adults.
Personal development and relationships	Pupils' personal development is very good. They develop in confidence as they progress through the school and become increasingly more responsible and independent. Relationships within the school are excellent and pupils develop as caring and considerate individuals. They are well prepared for the next stage of their education.
Attendance	The attendance rate is very high in comparison with other schools. Pupils arrive at school on time.

The pupils' very good attitudes, behaviour and personal development and their excellent relationships provide a good basis for their learning and make a positive contribution to the levels of attainment that they achieve.

## TEACHING AND LEARNING

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

Across the school, the quality of teaching was very good or better in over half of the lessons seen. This represents a significant improvement since the last inspection and reflects the high value which senior management place on appointing good teachers whom they then support well through a good programme of professional development. Staff meet the needs of all pupils well and are particularly effective in helping them to maintain their interest and concentration. Teachers focus on developing the core skills of literacy and numeracy within a rich curriculum. They have adopted the National Literacy and Numeracy Strategies well and the teaching of English and mathematics is very good. Overall, pupils' learning is very good. The school provides valuable additional support for pupils with special educational needs and this results in these pupils making good progress towards the targets set. Higher attaining pupils are well challenged. Teachers manage pupils very well and have high expectations of work and behaviour. Consequently, no time is wasted and pupils try hard to do their best. Additional teachers and support staff make a valuable contribution to pupils' learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities presented to pupils are very good. They stimulate their interests and help to maintain their concentration.
Provision for pupils with special educational needs	Pupils with special educational needs receive very good support and progress well towards the targets set in their individual education plans.
Provision for pupils with English as an additional language	Pupils are well supported and fully involved in all activities. They make similar progress to that of their peers as a result of high quality mainstream teaching.
Provision for pupils' personal, spiritual, moral, social and cultural development	Provision for personal development through the promotion of spiritual awareness, knowledge of social and moral responsibilities, and the experience of wide-ranging cultural activities is very good.
How well the school cares for its pupils	Staff have very good knowledge and understanding of their pupils and make very good provision for their welfare, health and safety. The care given to pupils is well reflected in the way pupils, in turn, respect and care for others.

Staff provide a wide range of activities which develop pupils' academic and personal skills very well.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has a clear vision for the school and central to this is the aim to raise standards. She is very effective in creating structures which support school improvement. She is ably assisted by the deputy headteacher and other key staff.
How well the governors fulfil their responsibilities	Good. The governors are effective in fulfilling their responsibilities and all statutory requirements are met. They are fully involved in the school development planning process and have a clear understanding of the school's strengths and priorities for improvement.
The school's evaluation of its performance	Very good. The school effectively analyses its strengths and weaknesses in order to decide what needs to be done next.
The strategic use of resources	Good. The school manages and uses its resources well, particularly in relation to teachers and support staff. Areas for development are well prioritised and appropriately financed. Correct tendering procedures are followed and staff and governors seek to obtain the best value for their spending.

The success of the school stems from the strong leadership and management of the headteacher and the effective work of staff and governors. All share a clear vision for the development of the school with a specific focus on teaching and learning.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children like going to school, make good progress and achieve high standards.</li> <li>• Behaviour is good.</li> <li>• The teaching is good and children are expected to work hard.</li> <li>• The school values the 'whole child' and gives good support to develop both academic and personal skills.</li> <li>• The school provides an interesting range of activities outside formal lessons.</li> <li>• The new computer suite is a good development.</li> </ul>	<ul style="list-style-type: none"> <li>• The mobile classrooms.</li> <li>• They would like to attend assemblies.</li> <li>• A small minority would like to see increased language tuition (Italian) after school hours.</li> <li>• Some parents thought there was too much homework and others not enough.</li> <li>• They would like more information about how their children are getting on.</li> <li>• They would like the school to work more closely with them, with more opportunities to express their views and contribute to the school's development.</li> </ul>

Inspectors endorse the positive views held by parents and the regard they have for the school overall. Inspectors understand the views of a small minority of parents who would like more activities outside lessons but judge the school to be providing a good range of activities. Every teacher is involved in at least one extra-curricular activity in addition to their formal teaching. Inspectors believe that the current provision of homework is good and supports the work which pupils do in class. Those children spoken with feel that it is appropriate. The school states that there is insufficient room in the hall for parents when whole school assemblies take place and inspectors confirmed this. Inspectors acknowledge the views of a minority of parents who would like a closer working relationship with the school and more information about how their children are getting on. However, they believe that the school offers appropriate opportunities for parents to talk to staff as well as providing good quality written information.

## **PART B: COMMENTARY**

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

**When compared with all schools, results in national tests for pupils at the end of their last year in school are very high in mathematics and well above average in English and science.**

1. When compared with all schools, pupils from Hursthead Junior School achieved well above average standards in English and science and very high standards in mathematics in the National Curriculum tests for eleven year olds in 2000. These results in mathematics placed the school within the top five per cent of schools nationally. Compared to schools with pupils from a similar background, pupils attained well above average standards in English, mathematics and science. Data presented by the school indicates that these high standards were maintained in the 2001 national tests with over half of the pupils achieving standards above those expected for children of their age. The school achieved above its realistic targets for English and mathematics.
2. Evidence gained from observing lessons, talking to pupils and looking at their work shows that pupils in the current Year 6 are making very good progress and are in line to maintain these high standards and reach the targets set. Over the last five years the school's rate of improvement overall in English, mathematics and science has been in line with the national trend and reflects the focus that staff and governors place on maintaining high standards.
3. The school has successfully implemented the National Literacy and Numeracy Strategies. Currently, pupils are making very good progress in speaking, listening, reading and writing. They are encouraged to listen to the views of others and respond in a positive manner as, for example, in a Year 6 lesson, which focused on human rights. Pupils were fascinated by the topic and keen to put forward their views. The teacher's confidence in managing this session was a key feature in the development of pupils' speaking and listening skills. Above average standards in speaking and listening are seen throughout the school and reflect the teachers' respect for pupils and what they say. Pupils' reading skills are also developed very well as indicated in a Year 5 literacy lesson when pupils showed a good understanding of a range of texts. They confidently talked about characters and made reference to the text to support their points. In Year 6, most pupils read texts with fluency and accuracy. The high expectations of teachers ensure that pupils are encouraged to work hard to develop, and use, a wide range of vocabulary in their writing. The work on display and in their books indicates how pupils have carefully chosen appropriate vocabulary for the effect it has on the reader. By the time they leave school, pupils have had practice in writing for a variety of purposes and this helps to support the high standards that they achieve.
4. The introduction of the numeracy lessons is stimulating pupils' interest, particularly in mental calculations, and they are gaining in confidence and competence. Teachers have high expectations and plan lessons with activities that build well on pupils' prior knowledge and understanding. They are particularly successful in encouraging investigations which develop the pupils' mathematical thinking. This, together with the very good use of mathematical language and presentation of challenging tasks, results in pupils making very good gains in their learning. In a Year 6 lesson, the high degree of pupil participation and brisk pace of learning resulted in them making rapid progress and reaching levels of attainment which were far above those expected for their age.

5. The school allocates valuable additional support for pupils with special educational needs and this results in them making good progress towards the targets set in their individual education plans. Work is well focused and develops the pupils' learning at a good rate as, for example, in a Year 3 literacy lesson. Here, the pupils achieved well as a result of the positive support they received and the encouragement given to do their best. The needs of higher attaining pupils are also identified correctly. They receive challenging tasks which result in them reaching levels of attainment that match their abilities. Occasionally, they have the opportunity to work in mixed-age groups on a new area of study, for example, Russian. Pupils who speak English as an additional language are well supported so that very quickly they are integrated into the life of the school. When required, support is given to ensure that they make good progress. Most pupils make very good progress, as a result of the high expectations of staff, the provision of a broad and interesting curriculum, and the pupils' very good behaviour and attitudes to learning.
6. Although it was not possible to observe lessons in each area of the curriculum, it was clear from talking with pupils and looking at their work that the high standards achieved in literacy and very high standards in numeracy help them with their learning in other areas of the curriculum. Pupils are achieving well in science and reaching well above average standards in Year 6. Standards were also good in other lessons observed, for example, in history in Year 4 and religious education in Year 6.

**The quality of teaching is very good across the school for children of all abilities and is significantly enhanced by the good quality support provided by the additional teachers and support staff.**

7. Across the school, the quality of teaching was excellent in 11 per cent of lessons, very good in 43 per cent, good in 32 per cent and satisfactory in 14 per cent. This quality of teaching represents a significant improvement since the last inspection, particularly in the percentage of very good and excellent teaching observed. A particularly pleasing factor is the spread of very good or better teaching from many of the teachers so pupils receive very good experiences regardless of which class they are in. The teachers' performance reflects the high expectations of the headteacher and the value that senior management and governors place on attracting good quality staff. Also, regular monitoring of teaching and learning identifies teachers' strengths and areas for development, and a good programme of professional development is in place to support staff. Teachers and classroom assistants work well together and share a consistent approach to teaching and learning. The team spirit present in the school and the strong commitment of staff, result in very good practice.
8. Across the school, staff focus on developing the core skills of literacy and numeracy within a broad and relevant curriculum. The quality of teaching and learning in English and mathematics is often very good. In some lessons an additional teacher is provided so that the three classes in each year group can be divided into four. This allows for a reduction in class size and the allocation of pupils into groups with others of similar ability. Both these factors help the teachers to target the work more appropriately to pupils' needs, and consequently all are well challenged and achieve better than expected for their ages. In an excellent Year 6 English lesson the session built well on what had been taught before. The pupils' writing was enriched by their good use of adjectives and adverbs and also by them writing complex sentences. Throughout, the pupils were keen to do their best in response to the teacher's well-planned and enthusiastic teaching. High expectations were evident and the pupils enjoyed trying to see who could make 'the best sentences'. In another excellent

lesson in Year 6, the teacher enjoyed stimulating the pupils' learning and developing their mathematical skills. She posed challenging questions which encouraged their thinking and resulted in pupils investigating two-dimensional shapes with confidence.

9. Teachers have good subject knowledge and high expectations of what pupils can do. The school recognised the need to extend the expertise amongst staff when working with computers and training has developed their confidence and skills. In addition, the newly installed computer suite has improved opportunities for direct class teaching and pupils' access to computers. Consequently, pupils are developing their skills more quickly, and standards are beginning to rise. In a very good Year 5 computer lesson, pupils did very well as a result of good planning and the effective use of resources. They gained useful information from the Internet which supported their learning in science, as well as developing their computer skills.
10. One of the most significant factors in improving the quality of teaching since the last inspection has been the identification of clear learning objectives, through careful planning, and the sharing of these with the pupils. In the best lessons, this helps pupils to understand the relevance of what they are doing and encourages them to work towards set targets. Consequently, pupils are aware of how they can improve their work and they are able to review their achievements at the end of the lesson. Teachers are encouraging and this results in pupils becoming confident, keen to answer questions and put forward their own points of view. The comments made to pupils help to raise their self-esteem and give them a clear idea about how they can improve.
11. When teaching was satisfactory, although pupils made acceptable progress these lessons did not maintain a good pace of learning throughout. Teachers had sound subject knowledge and knew what they wanted pupils to learn but did not recognise that some pupils could have achieved more if encouraged to do so. Sometimes the pace of learning was directed more by the pupils than the teachers.
12. Classroom assistants are seen as valued members of the teaching team and make a significant contribution to the work of the school and the progress which pupils make. Support given by voluntary helpers is also effective, for example, in developing pupils' computer skills. Additional support for pupils with special educational needs is very good and well managed. The smaller group size afforded by this additional support and the clear identification of learning needs result in these pupils making very good progress. This was seen with a group of Year 3 pupils who were developing their skills of subtraction. The teacher had very high expectations and the pace of learning was brisk. The variety of teaching methods used engaged the pupils well and they soon become rapt with excitement as the teacher created positive tension in the class. In the part of the lesson aimed to speed up the pupils' mental calculation, the competition was exciting and enjoyed by all. This resulted in a pupil saying, "I love this challenge". Higher attainers are also stimulated by the challenging tasks and the teachers' encouragement to do the best they can. The needs of all pupils are well met and in most of the lessons observed they achieved as well as they could.

**The school provides a nurturing environment with a strong ethos based on the values of respect and co-operation in which pupils behave very well and develop excellent relationships.**

13. All staff work well together to create a nurturing environment in which the pupils feel safe and secure in their learning. On entering school, pupils quickly become familiar with the policies and procedures and respond well to the expectations placed upon them. The expectations regarding good behaviour towards others are clearly outlined

by staff and demonstrated by their daily conversations with pupils. Relationships are excellent and staff act as good role models in the way they interact with each other and the pupils. Teachers work hard to maintain good behaviour but do so within a relaxed atmosphere which encourages pupils to make their own choices and see the results of their own actions. Consequently, pupils becoming independent, controlling their own behaviour and realising the impact of what they do on others.

14. Pupils do not distinguish between teaching and non-teaching staff, who are all seen as having equal status within the school community, and relate to them very well. Pupils learn a good sense of personal and community responsibility and respect for others, through participating in a variety of fund-raising activities.
15. Assemblies are used to praise pupils either for their academic or for their personal achievements through the recognition of their efforts in front of the staff and pupils. These formal systems of reward encourage pupils to give of their best and result in pupils who feel valued and, in turn, value others and their property. A key feature of successful practice is the way that staff set high standards of personal and social behaviour alongside those for academic excellence.

### **Pupils have very good attitudes to school and attendance is high.**

16. Responses from the parents' questionnaires and discussions with pupils indicate that the vast majority of pupils like school. The pupils' enjoyment of school is reflected in the very good attendance rate, which is well above the national average. Pupils arrive on time and lessons start promptly. Consequently no time is wasted.
17. Pupils are well motivated and respond positively to the teachers and the activities provided. They attend activities out of formal school hours where possible and this helps to develop their skills and also enhances their self-esteem and social development. Several pupils in Year 6 volunteered their very positive experiences about the school, in particular saying how they enjoyed the good range of lessons and school visits. They also like the opportunities provided which encourage their independence. Their comments reflect the good personal and social development of pupils who, by the time they leave school, show a mature attitude and are sensitive to the needs of others. They show respect for the school, the people within it, and resources. Pupils listen well to each other and to the teachers, and settle quickly to tasks when asked to do so.
18. Pupils' very good attitudes are a reflection of the expectations of staff and the provision of a broad and interesting curriculum. Most pupils are eager to improve their work and have pride in their achievements. They were keen to identify their own work on display and talked about it positively. The quality of display in the school helps to raise the pupils' self-esteem by celebrating their achievements as well as enhancing the environment. Pupils indicate that they have a clear understanding of the importance of their own learning and most know how they can improve their work. This is supported by the way teachers explain the next steps to be taken in learning, through the marking of pupils' work and through the setting of targets. The pupils' very good attitudes to school and to their learning are key features in ensuring that they work as hard as they can and make very good progress.

### **Procedures for ensuring the care and welfare of pupils are very good.**

19. The school makes very good provision to ensure pupils' welfare, health and safety. Teachers and support staff have high expectations and they create a very supportive atmosphere where pupils are encouraged to do their best. All the staff know the pupils well and consequently are able to appropriately challenge pupils to do better, if they think that they can, and support them when they assess that learning is difficult for them. The needs of pupils are identified early and those with special educational needs are given appropriate support to help them make good progress. The school recognises the need to give further support for pupils who show particular abilities or talents and to higher attaining pupils. The needs of particular children are well documented and appropriate support given. This reflects the school's commitment to inclusive education.
20. Procedures for assessing pupils' progress are very good in English, mathematics and science, and the results of these assessments are used well to guide lesson planning. There is useful data collected from statutory and optional testing of pupils' attainment and results are carefully analysed to produce a picture of an individual's strengths and areas for development. This is used as the basis for allocating pupils to groups of similar ability for English and mathematics, for target setting and for identifying pupils who for a variety of reasons may need additional support.
21. Staff who work in the school office play a key role in dealing with issues raised by pupils and parents and provide a positive and friendly welcome on entering the school. At playtime, pupils are well supervised by adults. The midday meal supervisors know the pupils well and are fully aware of their responsibilities. Pupils speak very positively about the school and the staff. Year 6 pupils are clear about health and safety issues and procedures and think that the staff look after them well.
22. Staff have worked very hard to provide a building and site which are well maintained and provide a pleasant and safe environment. There are plans to improve these further by, for example, renovating the toilets and developing the playground area. Staff work hard to make the environment in the mobile classrooms as pleasant as possible but cannot compensate for the lack of water and poor conditions in very wet weather. The display of the pupils' work throughout the school indicates that the staff have pride in the pupils' achievements. Classrooms are generally bright, cheerful and stimulating, thus suggesting that learning is exciting and something to celebrate.

### **The quality of the curriculum and range of learning opportunities are very good.**

23. The school provides a broad and balanced curriculum with a very good range of learning activities which engage the interests of the pupils. Staff are particularly keen to ensure that the curriculum provides sufficient stimulus and gives variety to the pupils' learning. Occasionally, pupils across the school focus on a particular topic for a set period of time and work is set across several subject areas. For example, a display of pupils' work from each year indicates how their skills were developed through the study of 'The Titanic'. Models of lifeboats were made and paintings of the ship; pupils learnt about water pressure and temperature and the number of lifeboats to passengers. A map of the maiden voyage was studied, as well as the historical background to the event. Pupils obviously enjoyed this work and were keen to talk about it.

24. Provision for pupils' spiritual, moral, social and cultural education is very good and helps to support the working atmosphere evident throughout the school day. Assemblies are used effectively to confirm the school's expectations and to guide pupils in their knowledge and understanding of the world. Pupils' spiritual education is also enhanced through their study of religious education, art and music, and in assembly when they were encouraged to reflect on recent current events. Pupils' moral and social education is developed through formal lessons where pupils are asked to respond to issues, for example, on human rights and in assemblies which focused on the concept of trust. Parents believe the school encourages the need for pupils to be sensitive of and caring for each other. They learn a good sense of personal and community responsibility, through participating in a variety of activities.
25. Staff commitment to the provision of a good range of learning experiences can be seen in the number of extra-curricular activities in the school. These are very popular and often over-subscribed. They are effective in developing pupils' existing skills and in introducing them to new activities such as cross-country running and chess. A good range of visits helps to enrich the pupils' experiences and so, too, do visitors to the school. The curriculum is also enhanced by a weekly French and German lesson for older pupils. Whilst staff are keen to ensure that pupils achieve well in the basic curriculum areas of English, mathematics and science, they are also anxious to ensure that children develop good knowledge, skills and understanding in other subjects.

**The headteacher provides very good management and leadership and other key staff and the governing body ably support her.**

26. The leadership and management of the headteacher and key staff are very good. The headteacher has a clear vision for the school and central to this is the provision of high quality teaching to ensure good standards. She is fully committed to providing the best education possible and, with the support of governors, manages to attract staff who respond well to her high expectations. The headteacher and deputy headteacher work well together and set good examples through their own practice. They keep up to date with current initiatives and work well with other organisations such as the local schools and university in order to develop their own expertise and share good practice. The management structure is clear and teachers are well aware of their roles and responsibilities. All have a good awareness of the school's strengths and priorities for development and ably assist the headteacher. Co-ordinators are well informed and effective in promoting their subjects and raising standards.
27. The headteacher is particularly strong in reviewing and evaluating the school's progress in relation to its aims, and in developing strategies for improvement. Very good systems are used to monitor pupils' progress and the quality of teaching. The school's tracking system, which indicates the gains that pupils have made in their learning, highlights that pupils meet the targets set by the school. A significant feature in the development of the school is the successful programme of target setting where both staff and pupils are clear about what the pupils have achieved and what they can do next to improve. Overall, the headteacher has developed a culture of continuous improvement in which both staff and pupils try to do their best.
28. The school has successfully addressed the key issues arising from the last inspection and has made very good improvement. Governors give full support to the school and they and the headteacher have worked hard to raise standards and involve parents and the community. Governors have good levels of knowledge and are well informed,

which helps them to be fully involved in discussions and developments. They undertake their duties diligently and fulfil their roles well. All statutory requirements are met. The governors' commitment to the school and the children is best summarised by the following statement made during a discussion with inspectors: "We are always looking to develop good practice ...primary education is special". There is a very good culture of monitoring and target setting that keeps the school moving forward towards achieving its aims. The school development plan sets a clear agenda for improvement and is the result of a good consultation process.

29. Senior management and governors have good control over the budget and spend a considerable amount of time to ensure the best value for their spending. They have recently reserved sufficient funds to meet the planned expenditure to be incurred by improvements to the building and playground and to provide more computers. Discussions have taken place at all levels on these decisions and tenders have recently been received. The school manages and uses its resources very well. This has resulted in the school providing very good value for money.
30. The aims of the school are well met and the drive for high academic standards is effectively combined with other aspects for the pupils' personal development. Governors, headteacher and staff continue to show a clear commitment to maintaining the pace of improvement.

## **WHAT COULD BE IMPROVED**

### **Procedures for gaining the views of parents.**

31. The headteacher, staff and governors are keen to develop positive links with parents and continue to encourage them to be involved in the school and their children's learning. Several formal strategies are in place which enhance this and the school is regularly reviewing its practice. Responses to the questionnaires, letters and discussions with parents indicate that although they are overwhelmingly supportive of the school and the education it provides, a minority would like the school to work more closely with them. The school is about to create a school council where pupils' views are more formally taken into account, and senior management and governors recognise that this may now be an opportune moment to review how it gains parents' views. Currently, parents talk to staff about their children on an individual basis, when requested or during parents' evenings and also during an 'Open House' session when they are able to speak on more general issues. However, these opportunities do not seem to be sufficient to gain the views of parents as a whole or meet the needs of some parents.

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

- Review and improve existing strategies for consulting with parents and gaining their views so that they feel more involved in their children's learning and the school's development.

(Paragraph 31)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

28

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	3	12	9	4	0	0	0
Percentage	11	43	32	14	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 three percentage points.

### Information about the school's pupils

<b>Pupils on the school's roll</b>	Y 3 – Y 6
Number of pupils on the school's roll (FTE for part-time pupils)	349
Number of full-time pupils known to be eligible for free school meals	1
<b>Special educational needs</b>	Y 3 – Y 6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	74
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	3
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	3.1
National comparative data	N/A

#### Unauthorised absence

	%
School data	0
National comparative data	N/A

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
	2000	50	28	78

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	46	48	48
	Girls	27	26	27
	Total	73	74	75
Percentage of pupils at NC level 4 or above	School	94 (93)	95 (94)	96 (97)
	National	75 (70)	72 (69)	85 (78)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	44	44	44
	Girls	26	25	24
	Total	70	69	68
Percentage of pupils at NC level 4 or above	School	90 (96)	88 (94)	87 (97)
	National	70 (68)	72 (69)	79 (75)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	1
White	335
Any other minority ethnic group	9

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

### ***Exclusions in the last school year***

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

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

### ***Teachers and classes***

#### **Qualified teachers and classes: Y 3 – Y 6**

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	23
Average class size	29

#### **Education support staff: Y 3 – Y 6**

Total number of education support staff	4
Total aggregate hours worked per week	33

### ***Financial information***

Financial year	2000/2001
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	£
Total income	560,982
Total expenditure	530,350
Expenditure per pupil	1474
Balance brought forward from previous year	19,654
Balance brought forward to next year	50,286

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years (FTE)	1.4
Number of teachers appointed to the school during the last two years	2

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	360
Number of questionnaires returned	180

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	44	4	1	1
My child is making good progress in school.	45	49	4	1	1
Behaviour in the school is good.	44	51	2	0	3
My child gets the right amount of work to do at home.	26	54	18	1	1
The teaching is good.	48	48	3	0	2
I am kept well informed about how my child is getting on.	21	53	21	5	1
I would feel comfortable about approaching the school with questions or a problem.	38	44	13	3	2
The school expects my child to work hard and achieve his or her best.	59	36	3	1	1
The school works closely with parents.	24	46	19	8	2
The school is well led and managed.	36	42	11	4	6
The school is helping my child become mature and responsible.	40	47	6	1	5
The school provides an interesting range of activities outside lessons.	46	46	4	4	0

### Other issues raised by parents

Parents were pleased with the development of the new computer suite.

Parents were pleased with the provision of activities outside formal school hours. A small minority would like to see a continuation of the Italian sessions provided in the infant school. The junior school, however, provides German and French for Years 5 and 6 respectively.

Parents agreed that that the condition of the mobile classrooms was poor. They stated that there are no toilet facilities so children get wet on transfer to the main building if it is raining and there is no water for activities such as art and design. Also, the classrooms are hot in the summer and cold in the winter.

Parents would like to attend assemblies.