

## INSPECTION REPORT

### **RALPH BUTTERFIELD PRIMARY SCHOOL**

Haxby, York

LEA area: York

Unique reference number: 121299

Headteacher: Richard Ludlow

Reporting inspector: Steve Bywater  
18463

Dates of inspection: 27<sup>th</sup> and 28<sup>th</sup> May 2002

Inspection number: 195974

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

School category: Community

Age range of pupils: 5 to 11

Gender of pupils: Mixed

School address: Station Road  
Haxby  
York

Postcode: YO32 3LS

Telephone number: 01904 768325

Fax number: 01904 768325

Appropriate authority: The governing body

Name of chair of governors: Mrs Stella Waft

Date of previous inspection: June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
18463	Steve Bywater	Registered inspector
09652	Colin Herbert	Lay inspector
21020	Tess Galvin	Team inspector
18505	David Matthews	Team inspector

The inspection contractor was:

TWA *Inspections* Ltd  
5, Lakeside  
Werrington  
Peterborough  
Cambridgeshire  
PE4 6QZ

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

### **INFORMATION ABOUT THE SCHOOL**

Ralph Butterfield is a primary school with a total of 295 pupils (147 boys and 148 girls) on roll aged 4 to 11 years. It is situated in the popular village of Haxby, close to York, and most pupils are from households where at least one parent is in employment. The school is larger than other primary schools nationally. Attainment on entry to the reception class at the age of four includes the full range of attainment from well below to well above average. Most children attain the levels normally expected for children this age although a significant number attain higher than this. The percentage of pupils identified as having special educational needs - 13 per cent - is below the national average. Most of these children have learning difficulties. One pupil has a Statement of Special Educational Need, proportionately less than in most primary schools in the country. The percentage of pupils entitled to free school meals is 4 per cent and below the national average which is 18.6 per cent. Two per cent of pupils are from ethnic minority backgrounds, but no pupil speaks English as an additional language.

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

This is a good school with some very good features. Over the past three years, standards achieved in the national tests for 11 year olds have been impressive. In English, mathematics and science pupils have achieved very well when compared to all schools nationally and those in similar circumstances. This has been recognised by the presentation of a School Achievement Award in March 2002. Good teaching ensures that pupils learn effectively the basic skills of literacy and numeracy. A broad and relevant curriculum motivates pupils well and promotes their personal, moral, social and cultural development well. Pupils have very good attitudes to school and behave very well. Most parents are very pleased with the education their children receive at Ralph Butterfield. They appreciate the high quality of education provided and recognise that the school benefits from high quality leadership and management. There are strengths in the clear vision of the headteacher, and in the support he receives from a dedicated team of teachers and an effective governing body. The school provides very good value for money.

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

- When compared with similar schools, standards are impressive in English, mathematics and science.
- Teaching and learning are good and pupils make good progress.
- A broad and relevant curriculum motivates pupils well.
- The school provides very well for pupils' moral and social development and also provides well for pupils' cultural development. As a result, pupils behave very well and have very positive attitudes to school.
- Leadership and management are very good. The headteacher, with the support of staff, governors, parents and pupils, creates a very good ethos and promotes high standards.

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

- The school pays too little attention to religious education and especially geography. In these subjects, pupils develop only restricted knowledge, skills and understanding.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

There has been good improvement since the last inspection. The school has considerably enhanced the role of co-ordinators and they now have clear responsibilities and support to gain a good overview of the curriculum across the whole school. The school has improved its development plan substantially. The plan has the full involvement of staff and governors at an early stage. The school provides very well for children in the reception class. This aspect is now a strength of the school.

## 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	B	A	A*	A
Mathematics	A	A	A*	A
Science	A	A	A	A

Key	
top 5% nationally	A*
well above average	A
above average	B
Average	C
below average	D
well below average	E

The table shows that in the 2001 national tests for 11 year olds, pupils' performance in English and mathematics was very high when compared with all schools and well above the national average in science. In comparison with similar schools, standards were well above average in English, mathematics and science. The school has continued to achieve highly in national terms and consolidate its performance when compared with similar schools over a number of years. The full range of inspection evidence confirms that standards are still high although they may not reach the very high standards of 2000 or 2001. Evidence also shows that the attainment of children on entry to the reception class is above average and, by the age of seven, standards are currently well above average in English and above average in mathematics and science.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils respond enthusiastically in lessons and concentrate well. Pupils enjoy coming to school and are proud of their achievements.
Behaviour, in and out of classrooms	Very good. Pupils are sensible, courteous and polite and they respect their teachers and one another. They strongly support the school's behaviour policy.
Personal development and relationships	Relationships throughout the school are very good. Personal development is good and pupils now benefit from more opportunities to take responsibility, for example in a school council.
Attendance	Attendance is good and most pupils arrive punctually.

## TEACHING AND LEARNING

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

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

Consistently good teaching in most classes, and especially in the reception class and Year 6, is one of the many strengths of the school. High quality teaching enables pupils with a wide range of needs to learn effectively. The strengths include the especially good teaching of basic skills, including literacy and numeracy. Teachers manage pupils' behaviour very well and have very good relationships with the pupils. Teachers make very effective use of pupils' prior attainment when planning lessons and choose exciting resources and starting points to excite and enthuse pupils. Support staff and parents make a positive contribution to pupils' learning. The quality of teaching of pupils with special educational needs is good. Teachers ensure that all pupils are fully included. For example, the school meets effectively the needs of the higher attaining pupils and those who are gifted and talented. It also provides well for pupils who require further support. A minor weakness in some lessons is that the introduction is too long. In other lessons the end session does not allow sufficient time for pupils to expand on their answers. The quality of pupils' learning is good. Pupils are keen to learn and clear about what is expected of them because teachers share the objective of the lesson at the start. Pupils understand what is good about their work and how it can be improved. They work very well co-operatively, collaboratively and productively.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. In the reception class, the well-planned curriculum covers the early learning goals. The school provides a broad range of exciting work for infant and junior pupils but it should pay more attention to recording work in geography and religious education. It offers a large number of interesting and exciting visits to places of interest and very good extra-curricular provision to extend the curriculum.
Provision for pupils with special educational needs	Good. Teachers match pupils' work carefully to meet their individual needs. Individual education programmes are detailed and updated regularly. There is very good support from support assistants.
Provision for pupils with English as an additional language	No pupils speak English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good moral and social development, good cultural development and satisfactory spiritual development. Staff provide very good role models and pupils are taught right from wrong. The promotion of citizenship and the valuing of others are strengths. Pupils have a very good understanding of their own culture through art and music. Their awareness of other faiths and cultures is also developed well.
How well the school cares for its pupils	Very good procedures are in place for child protection and health and safety matters. The results of tests and assessments are used astutely to prepare projected targets for the school and for individuals.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good leadership by the headteacher who receives good support from the deputy headteacher, senior teacher and curriculum co-ordinators. The headteacher delegates wisely and the impact of such high quality leadership is clear from high standards achieved by pupils and the good quality teaching.
How well the governors fulfil their responsibilities	Good. Governors recognise the strengths of the school well and are very supportive. They take an active role in school development planning. They regularly visit school and are well informed.
The school's evaluation of its performance	Monitoring and evaluation of performance is very good and the school is justifiably proud of its achievements. There is a rigorous analysis of standards, frequent checking of the progress towards meeting targets in the school development plan and observations of teaching. The school responds immediately and efficiently in dealing with all issues raised.
The strategic use of resources	The school's spending reflects the priorities and these are well supported by careful financial planning. The school makes good use of resources and support staff make a substantial contribution to pupils' learning.

A clear understanding of the principles of best value is at the heart of the school's financial planning process. The school provides very good value for money.

## 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>• Their children like school.</li> <li>• The school enables their children to make good progress.</li> <li>• The teaching is good.</li> <li>• Homework provision.</li> <li>• Their children behave well at school.</li> <li>• The school is very easy to approach with concerns.</li> <li>• Staff have high expectations for their children.</li> <li>• The school works closely with parents.</li> <li>• The school is well led and managed.</li> <li>• The provision for their children's personal development is good.</li> </ul>	<ul style="list-style-type: none"> <li>• There were no specific points raised by parents.</li> </ul>

Ninety one questionnaires were returned. This was 31 per cent of those sent out. Sixteen parents attended the pre-inspection meeting for parents. The parents think highly of the school. They provide very good support for the school and with regard to their children's learning. Inspectors support the parents' positive views.

## **PART B: COMMENTARY**

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

#### **When compared with similar schools, standards are impressive in English, mathematics and science.**

1. The school has placed a strong emphasis on maintaining the high standards found in the last inspection. It has been very successful in doing so. Results in the 2001 national tests for 11 year olds showed pupils' performance in English and mathematics was very high when compared with all schools and well above the national average in science. In comparison with similar schools, standards were well above average in English, mathematics and science. The school has continued to achieve highly in national terms and consolidate its performance when compared with similar schools over a number of years.
2. The improvements in standards in national tests at age 11 have been below the national trend over the past four years and are at a similar level to those seen during the last inspection. Clearly, when the standards are as high as they are at this school it is difficult to improve at a fast rate. The performance of one or two children may cause test scores to fluctuate significantly when standards are so high. The implementation of the National Numeracy and Literacy Strategies and effective teaching have seen the school maintain high standards throughout the school over the past four years.
3. Inspection evidence shows that pupils in Year 6 are likely to attain well again this year. Around 90 per cent of pupils in Year 6 are expected to achieve at least the expected level in English, mathematics and science; around 50 per cent are expected to achieve the higher levels. A small number of gifted and talented mathematicians have taken the challenging extension test in mathematics.
4. Pupils who have learning difficulties and those with special educational needs get very good support and consequently they achieve well throughout the school. Many of these pupils achieve the nationally expected level by the time they leave school at 11 years of age. Strategies to enable these pupils to make further improvement include initiatives such as Early Literacy Strategy and Additional Literacy Strategy in English and Spring Board initiatives in mathematics.

#### **Teaching and learning are good and pupils make good progress.**

5. On the evidence of 13 lessons observed and a scrutiny of pupils' work, the quality of teaching is good throughout the school. All teachers have a good range of skills, knowledge and understanding of the pupils and the curriculum. Much of this is due to the good quality assessment in English, mathematics and science that is a positive feature of the school. In all lessons observed the teaching was effective and there were no unsatisfactory lessons.
6. Teaching in the reception class is very good. The teacher in the reception class is well prepared and organised and deploys other staff (and volunteer helpers) effectively. The staff prepare a range of exciting activities which they plan clearly and carefully to cover all six areas of learning. All the adults have very good relationships with the children and manage them well. They use a range of stimulating resources that they know will appeal to and enthuse children. For example, photos of mini-beasts and finger puppets motivate children to speak about their experiences. Teachers place a strong emphasis on developing children's communication, language and literacy and they encourage children to use a widening vocabulary and an enjoyment of books and reading through telling stories. Children listen attentively to their teachers and enjoy talking about *The Bad*

*tempered Ladybird* and they enjoy joining in and re-telling what they have heard. Teachers are skilled in their questioning of children to take their learning forward.

7. Teachers have a good understanding of the subjects they teach and find interesting ways to link subjects together. Pupils experience a good range of ways of learning. They listen to teachers' carefully planned explanations, engage in practical work and discuss their findings with adults and other children. They record their work in writing, illustrations, tables, graphs and charts. The school promotes literacy and numeracy skills satisfactorily through subjects such as history and religious education, but it could improve them further by more selective use of worksheets. These are sometimes too prescriptive and do not allow higher-attaining pupils to develop their own thoughts and methods of learning. Pupils use computers regularly and very well at times. Many teachers find opportunities for pupils to use information and communication technology for research and to enhance the work in all subjects.
8. Teachers have sensitive and caring relationships with their pupils and work hard to raise pupils' self-esteem and pride in their achievements. They use praise and encouragement regularly to enthuse and motivate pupils, and pupils feel valued by the teacher. Teachers value pupils' work and there are high quality displays in most classes and around school. They produce an attractive environment which informs and educates pupils and celebrates pupils' high quality work. A good feature in many lessons is the whole-class teaching. Much of the teaching includes good questioning which promotes thinking and deeper understanding. In most lessons, teachers tell the pupils exactly what they are expected to learn, so that pupils know exactly what they have to do.
9. Teachers have implemented the National Literacy Strategy well and teach literacy skills well. In literacy lessons, teachers choose and use books and resources that interest and involve pupils. For example, in a good Year 2 lesson, the teacher compared books by the same author to encourage pupils to write sentences using alliteration. The children were very well motivated to think about the setting, characters and themes as they shared the J Willis books *Wriggly*, *Squiggly* and *Amphibby Anne*. Similarly in a good Year 6 literacy lesson, the teacher effectively showed how the order of clauses can affect meaning. By providing paragraphs of two authors, the teacher encouraged pupils to compare the styles of Betsy Byars and Gillian Cross. The pupils responded very well, listening attentively to the contributions of their classmates and the teacher's explanations. Teachers use the final sessions of the lessons satisfactorily to reinforce the main purpose of the lesson and evaluate pupils' progress but they could do more to involve the pupils in talking about and extending their work. The teaching of mathematics is good. The school places appropriate emphasis on mental arithmetic and this is having a positive impact on achievement. Teachers effectively use resources such as 'whiteboards' and 'number fans' effectively so that pupils can show their answers and teachers can tell at a glance which pupils are secure in their understanding. During the build up to the World Cup, the teacher in a Year 3 class imaginatively used the participating countries' flags (and for some obscure reason that of Wales!) for pupils to study lines of symmetry. Teachers encourage pupils to explain how they arrive at their answers and to use mathematical vocabulary accurately.
10. Pupils with special educational needs benefit from good support from teachers and support staff. This support is underpinned by termly learning targets for all pupils on the special educational needs register on well-organised individual education plans. These targets are consolidated by more precise and manageable steps in short-term planning by the class teachers. Teachers ensure that all pupils are fully included. Through termly meetings with key members of staff which are led by the assessment co-ordinator, pupils with special educational needs and those who are gifted and talented have their

programmes of work considered. Teachers ensure that support, either through focused tasks or teacher/non-teaching support in groups or individually, is made available.

11. Class control is generally good and teachers do not have to spend too much time correcting pupils' behaviour. This allows them to concentrate on teaching and giving additional support to pupils where necessary. Pupils respond well to the good quality of teaching and they have positive attitudes. They are enthusiastic learners. In most classes the pupils listen very carefully and are eager to answer questions. Higher-attaining pupils help those who have some difficulty.
12. Teachers make very good use of support staff and parents to support specific groups of children. The contribution of parents in supporting pupils' learning is considerable and much valued. Around 50 parents and volunteers are regular helpers within school or on school visits.

### **A broad and relevant curriculum motivates pupils well.**

13. The quality and the range of opportunities for learning provided by the school for all of its pupils are good. Since the last inspection the school has improved the curriculum for the youngest children very well. The quality and range of learning opportunities for pupils at the Foundation Stage of learning in the reception class is good and takes account of the early learning goals<sup>1</sup>. Pupils take part in a wide range of planned and carefully structured activities and experiences, which give them a good start to their education. The teachers plan work thoroughly according to the latest government guidelines for learning and encourage children to show independence in their learning.
14. In the infant and junior classes, the curriculum is broad and relevant to the ages and interests of the pupils. The school has introduced the National Literacy and Numeracy Strategies well and maintained the high quality of provision noted in the last inspection. Although there is a substantial, though very appropriate concentration on the teaching of English and mathematics in the infant and junior classes, the weakness identified in a scrutiny of work is the very limited amount of recorded evidence in subjects such as geography and religious education. Consequently, there is a concern that the balance needs adjusting.
15. The school has an effective policy which supports equal opportunities and the social and academic inclusion of all pupils. For example, pupils with special educational needs have specific learning targets and are provided with focused support and appropriate resources. The school uses Braille maps for pupils who are visually impaired and ensures that all staff understand the needs of all pupils with specific needs.
16. There is no doubting that pupils enjoy a wide range of interesting activities which enhance and broaden the curriculum. For example, a visit to the World War II museum at Eden Camp provided pupils with an interesting insight into life in the late thirties and forties. A visit to a sculpture park inspired pupils in producing their own models. The school arranges for talented visitors including an artist in residence, a ceramics expert and musicians to visit school. The contributions of these visitors are very successful in developing and enhancing pupils' knowledge, skills and understanding in the creative arts. Teachers use information and communication technology effectively in supporting all subjects. The learning of French is an experience thoroughly enjoyed by pupils and valued by parents. The school recognises the benefit of using outside agencies to provide expert coaching for pupils in a number of team sports. During these sessions,

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<sup>1</sup> [The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. Early learning goals - these are expectations for most children to reach by the end of the Foundation Stage. They mainly refer to achievements children make in connection with: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; and physical and creative development.](#)  
Ralph Butterfield Primary School

teachers make good use of their time and monitor developments in their own subjects or deal with administrative matters.

**The school provides very well for pupils' moral and social development and provides well for pupils' cultural development. As a result, pupils behave very well and have very positive attitudes to school.**

17. A positive feature of the school, which was identified in the last inspection, was the school's provision for pupils' spiritual, moral, social and cultural development. The findings of this inspection confirm the findings of the last report and judge provision to be good overall.
18. Provision for pupils' spiritual development is satisfactory. The school builds on an ethos that everyone is valued within the school community and everyone has something to contribute to the school community. During assemblies, pupils are encouraged to think and discuss ideals and achievements such as sharing their talents and strengths. However, insufficient time is allowed for pupils to reflect on their own thoughts. One higher attaining child in reception wrote about her appreciation of natural beauty as she explained in her writing 'The tinkly and graceful butterfly has symmetrical wings'. The high quality of some of the displays of pupils' work adds value, so contributing to the respect for human effort.
19. Provision for pupils' moral and social development is very good and as a result pupils have very positive attitudes to school and behave very well. Relationships in school amongst pupils and between adults and pupils are good. No anti-social behaviour or bullying was observed during the inspection. Staff ensure that all pupils are fully included in all activities.
20. In the reception class, children arrive happily and are eager to take part in the activities. Their confidence develops well and they quickly learn the routines of the class and demonstrate growing levels of independence. Staff throughout the school act as positive role models for pupils through their very good example and they expect pupils to be polite and courteous. All staff consistently apply a reward system that encourages good behaviour. Every class has its own set of rules and there is an effective playground code and a lunchtime code. As a result, pupils are clear as to the expectations with regards behaviour and learning. Parents are fully involved in the life of the school and support positive behaviour and the new behaviour code.
21. Pupils are keen to do well and they are pleased and proud to do their best for the school, each other and themselves. For example, they want to achieve and willingly attend booster classes and after school activities to improve their knowledge, skills and understanding. Pupils have very positive attitudes and are willing to take on extra responsibility which they carry out conscientiously. For example, the older pupils regularly help in taking responsibility for the welfare of younger pupils at lunchtime and on wet playtimes. Year 6 produce a school magazine, using information and communication technology very well. A recently formed school council works closely with staff to share and promote the 'right' values – caring, sharing, and thinking of others. This is a good example of the school including the views of all pupils in developments. Pupils recognise the needs of others both locally and further afield. They collect for various charities and the 'wind band' plays at local venues. Former pupils often visit the school to help or simply to reminisce and share news. They speak very highly of their primary school and the time they spent there. The school welcomes a good number of retired people to help regularly.
22. Participation in a wide range of educational visits (including residential visits to France and London), sporting activities and musical performances plays a positive role in



developing pupils' social skills. Through these activities, pupils have opportunities to work as a team or ensemble and mix with other children and adults from within the school. The very supportive parent teacher association arranges social events which provide another opportunity to strengthen home/school relationships and also raises substantial funds for school.

23. Provision for pupils' cultural development is good, with many opportunities for pupils to explore their own cultural heritage through their studies of Haxby and York. The local clergy, fire service and police are regular and welcome visitors. In religious education lessons and assemblies, pupils demonstrate a basic awareness of other faiths but there is some confusion amongst Year 6 about some of the customs, festivals and celebrations of other cultures. This supports the judgement that some areas of the curriculum (religious education in this instance) are not as secure as others. Pupils' awareness of ancient cultures is developed through the school's history work on Ancient Egypt. Pupils enhance their learning and consolidate their understanding by visiting relevant places of interest such as the Yorkshire Sculpture Park which has sculptures by Henry Moore amongst others. Cultural experiences include pupils listening to a range of musical styles from different times and cultures in assemblies and in lessons. In art, pupils produced some lovely seascape pastel pictures after listening to the music of Debussy and Britten as a stimulus. Pupils produce art work in the style of famous Western artists such as Seurat and William Morris and there are also opportunities for pupils to experience the artwork of other cultures such as the aborigines.

**Leadership and management are good. The headteacher, with the support of staff, governors, parents and pupils, creates a very good ethos and promotes high standards.**

24. The headteacher is an effective leader and he gets good support from the deputy headteacher and dedicated staff. Staff, governors, parents and pupils are determined that their school will be successful and between them they have created a very good ethos. There is clear and shared vision to provide the highest quality of education and to raise standards. The management of the school is very efficient and effective and there is a genuine care for all pupils. The school is fully committed to the social and educational inclusion of all pupils and ensures equality of opportunity. As a result, this school is a pleasant, well-ordered and happy community, and an industrious learning environment. The mission statement and aims of the school reflect this commitment and are central to school life stating:  
'The school will aim to provide a caring, stimulating environment for children to value others, confidence, creativity and self-discipline as individuals'.  
Self-respect, self-esteem and the importance of valuing others are evident at all times and have a significant impact on pupils' learning. The headteacher and staff communicate this very effectively through school policies and their day-to-day involvement with each other, with pupils and with parents and governors.
25. Everyone shares a sense of common purpose. For example, all teachers have a clear, practical vision of what constitutes high standards in attainment and teaching. The effective monitoring system includes the headteacher, deputy head, literacy and mathematics co-ordinators and consultants. It is clearly identifying the strengths and areas for development. The school has improved the role of co-ordinators significantly since the last inspection and this is helping to maintain the good quality of teaching and high standards.
26. Governors fully meet their statutory requirements and many are actively involved in the life of the school. Most governors have allocated responsibilities with subject co-ordinators, special educational needs and through committees. They have regular meetings with teachers and have observed lessons. Because of this governors are well-

informed about what is going on in school. The school astutely analyses the results of tests and assessments and feeds these findings back fully to the governors. They are very supportive of the school and fully understand the medium and long term strategic view of where the school is heading, and act as 'critical friends'. A well-designed school development plan effectively balances national and local priorities with those identified by the school. Objectives within the plan are precise, action planning is suitably detailed, individual responsibilities and timescales are clear and resource implications have been evaluated.

27. Effective financial procedures and spending priorities are identified in the school development plan and linked accurately to the school budget. Financial administration by the school administrative staff is very efficient. The headteacher and governing body have efficient procedures for monitoring and evaluating the success of financial decisions, particularly when related to the impact of staffing, building, resources and the curriculum on standards. Governors are fully conversant with the principles of best value.

## **WHAT COULD BE IMPROVED**

**The school pays too little attention to religious education and especially geography. In these subjects, pupils develop only restricted knowledge, skills and understanding.**

28. The school teaches all the necessary subjects in the National Curriculum and also French. However, there is little written recorded evidence of geography or religious education work in Year 2 and Year 6 classes. On too many occasions teachers have relied on worksheets which pupils have completed comfortably and without much challenge. The overall picture is one of the school not paying sufficient attention to the religious education and geography in particular. Standards in these subjects are in line with expectations but standards in English, mathematics and science are well above national expectations. The school had recognised these weaker subjects of the curriculum prior to the inspection and has, for the last year been reviewing its religious education teaching. However, the impact of these developments has yet to be seen.
29. In discussion with pupils, there is no doubting that geography and religious education lessons take place regularly, but as pupils do not apply the necessary skills in recording their work, their knowledge and understanding is not as secure as it should be. For example, in discussions with pupils in Year 6, they clearly had a basic knowledge of Islam, Judaism and Christianity. They recognised some similarities such as the special 'books/scrolls' of these faiths including knowing the names Qur'an and Torah. They also remembered the places of worship and correctly named the mosque and synagogue as places of worship for Muslims and Jews respectively. However, they were confused and mixed up various other aspects of the religions and have no recorded evidence to help them. Similarly in geography, pupils' work has been at a relatively simple level in this subject and pupils' skills in comparing countries, for example Australia and Britain, lacks quality and depth considering the ability of these pupils.

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

**There are no key issues but the school should:**

- improve the provision for pupils to record their work in geography and religious education (paragraphs 14, 23 and 28-29).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	13
Number of discussions with staff, governors, other adults and pupils	17

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	3	7	3	0	0	0
Percentage	0	23	54	23	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 two percentage points.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		295
Number of full-time pupils known to be eligible for free school meals		11

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		6
Number of pupils on the school's special educational needs register		40

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	1

### Attendance

#### Authorised absence

	%
School data	4.0
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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



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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	24	21	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	24	23	24
	Girls	21	21	21
	Total	45	44	45
Percentage of pupils at NC Level 2 or above	School	100 (95)	98 (97)	100 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	23	24	24
	Girls	21	21	21
	Total	44	45	45
Percentage of pupils at NC Level 2 or above	School	98 (95)	100 (97)	100 (97)
	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	22	22	44

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	20	20	22
	Girls	21	20	21
	Total	41	40	43
Percentage of pupils at NC Level 4 or above	School	93 (94)	91 (85)	98 (96)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	19	20	22
	Girls	22	19	22
	Total	41	39	44
Percentage of pupils at NC Level 4 or above	School	93 (79)	89 (88)	100 (96)
	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	1
Pakistani	0
Bangladeshi	0
Chinese	1
White	249
Any other minority ethnic group	1

*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)	12
Number of pupils per qualified teacher	24.6
Average class size	26.8

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

Total number of education support staff	6
Total aggregate hours worked per week	153

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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	6	0
Other minority ethnic groups	0	0

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

### **Financial information**

Financial year	2001-2002
	£
Total income	613,424
Total expenditure	626,877
Expenditure per pupil	2,076
Balance brought forward from previous year	39,781
Balance carried forward to next year	26,328

## Results of the survey of parents and carers

Questionnaire return rate 31%

Number of questionnaires sent out	295
Number of questionnaires returned	91

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	36	3	1	1
My child is making good progress in school.	64	33	2	0	1
Behaviour in the school is good.	51	45	0	0	4
My child gets the right amount of work to do at home.	40	48	9	0	3
The teaching is good.	76	23	0	0	1
I am kept well informed about how my child is getting on.	54	45	0	1	0
I would feel comfortable about approaching the school with questions or a problem.	76	24	0	0	0
The school expects my child to work hard and achieve his or her best.	71	29	0	0	0
The school works closely with parents.	48	51	0	0	1
The school is well led and managed.	55	42	0	0	3
The school is helping my child become mature and responsible.	49	47	0	0	4
The school provides an interesting range of activities outside lessons.	47	43	7	0	3