

INSPECTION REPORT

SIR EDMUND HILLARY PRIMARY SCHOOL

Worksop

LEA area: Nottinghamshire

Unique reference number: 122605

Headteacher: Mr Harry Wood

Reporting inspector: Mrs EMD Mackie
23482

Dates of inspection: 04 - 05 February 2002

Inspection number: 196685

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:	3 - 11
Gender of pupils:	Mixed
School address:	Kingsway Kilton Worksop Nottinghamshire
Postcode:	S81 0AN
Telephone number:	01909 473982
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Philip Rogers
Date of previous inspection:	20/05/1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Sir Edmund Hillary Primary School is located in a well-established residential area of Worksop which includes owner-occupied and rented housing. The population is stable and most pupils come from the surrounding area. There are 388 pupils on roll. One hundred and seven of these are in the Foundation Stage, that is in nursery and reception classes. Of these, 80 attend the nursery part-time. Children start school in the nursery with overall attainment that is typical for three-year-olds. Fifteen per cent of pupils are eligible for free school meals. This is broadly in line with the national average. About three per cent of pupils are from ethnic minority groups - Black Caribbean, Black African and Indian heritage - but none speaks English as an additional language. Nearly 24 per cent of pupils are on the school's register of special educational needs for learning, behavioural or physical difficulties. This is broadly in line with the national average. Two pupils have formal statements of special educational need.

HOW GOOD THE SCHOOL IS

This is a very good school, with many excellent features, where pupils achieve very well. By the end of Year 6, standards are well above average in English and above average in mathematics. Pupils behave very well and have excellent attitudes to school. The quality of teaching is very good and classroom assistants and nursery nurses provide support of high quality. Links with parents are excellent. The headteacher provides outstanding leadership and the school is excellently managed. The school provides good value for money.

What the school does well

- Pupils achieve high standards because of the very good teaching and curricular provision.
- Pupils' attitudes and behaviour are shaped very effectively by the school's very good provision for their personal development.
- Procedures for the care and welfare of pupils are very good and highly valued by parents.
- Leadership and management of the school are excellent.

What could be improved

- There are no significant areas for improvement

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvement since the last inspection in May 1997 and has the strong capacity to improve further. In response to the key issues raised:

- The National Curriculum requirements for information and communication technology (ICT) are now met very well. As a result, pupils' attainment has risen and is now above average.
- Provision in all mixed-age classes is monitored very well to ensure that work is well matched to the pupils' ages and abilities.
- There are now co-ordinators for all subjects, who have clear roles to monitor, evaluate and support the curriculum. They do this very well and standards of teaching and pupils' attainment have risen.
- The school has established a very effective formal programme for the induction and in-service training of all teaching and non-teaching staff.
- The provision of resources for all subjects has been reviewed and improved, with particular attention given to English, mathematics, science and ICT.
- The clearly written policy for health and safety is implemented very well in the interests of all who learn and work in the school.

In addition, standards have risen in the intervening period because:

- The quality of teaching has improved and is now very good.
- The leadership and management of the school are now excellent.

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				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	D	C	A	A	well above average A above average B average C below average D well below average E
Mathematics	C	B	B	B	
Science	B	C	C	C	

Standards at the end of Year 6 are now well above the national average in English and above average in mathematics. From an average start on entry to nursery, pupils, including those with special educational needs and those from ethnic minority groups, achieve very well. Over the past five years, the trend in the school's test results has been upward and broadly in line with the national trend. The school has had particular success in English. Targets set with the local education authority were exceeded in 2001 and the school is on course to meet challenging targets for 2002.

At the end of 2001, pupils in Year 2 did well in reading and writing in national tests where their results were above the national average and higher than those in similar schools. Mathematics' results were average and similar to those in comparable schools. Standards of work seen during the inspection were equally good in both English and mathematics, indicating an improvement since last year. The trend has been upward in reading, writing and mathematics over the past four years, but this slowed in 2001 because of the higher number of pupils with special educational needs. All of these pupils made good progress when their previous attainment was taken into account.

In other subjects of the National Curriculum and religious education, pupils achieve standards which are at least in line with those usually seen, with evidence of very good work in music and good work in science and ICT. This good work is due to the high quality of the teaching and curricular provision. Pupils with special educational needs and from ethnic minority groups make good progress in relation to their starting points in all subjects.

In the nursery and reception classes, children are on course to achieve the early learning goals recommended for this age group in all areas of learning. Their progress in personal, social and emotional development is particularly good. A significant number of children are on course to exceed the goals.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are enthusiastic about school. They are interested and involved in their work and want to do well.
Behaviour, in and out of classrooms	Very good. This creates a purposeful and happy atmosphere for work and play and has a positive effect on the pupils' attainment and progress.
Personal development and relationships	Very good. Pupils respect one another and the staff and show increasing levels of initiative and responsibility as they grow older. Relationships are excellent

Attendance	Very good, and well above the national average.
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TEACHING AND LEARNING

Teaching of pupils in:	Nursery and 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 overall quality of teaching is very good, and there was no unsatisfactory teaching during the inspection. There were examples of excellent teaching throughout the school. Very good teaching in the nursery and reception classes provides children with a good start to their schooling.

The teaching of literacy and numeracy is very good. Teachers' planning is of very high quality and is based on their secure knowledge and understanding of the curriculum. Teachers use ICT to great effect to motivate pupils and to help them become enthusiastic learners. Teachers manage the pupils very well. As a result, pupils concentrate, work hard and enjoy success. The excellent relationships have a positive effect on pupils' attitudes, behaviour and rate of learning. The work of classroom assistants and nursery nurses, in lessons generally and with pupils who have special educational needs, is exceptionally effective. The teaching promotes equal opportunities for all pupils to achieve very well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. Planning is clear for all subjects and the experiences are relevant to pupils' lives. Provision for pupils in mixed age classes is very good. Visits and visitors enhance provision so that the pupils have deeper knowledge of subjects. Provision for extra-curricular activities is very good.
Provision for pupils with special educational needs	Very good. The care, expertise and well-organised work and support for these pupils are very good indeed. The school ensures that pupils have equal access to all activities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Provision for pupils' spiritual and cultural development is good. It is very good for pupils' moral and social development. There are many opportunities for pupils to develop a sense of responsibility and show initiative.
How well the school cares for its pupils	Procedures for child protection are very good. The school has very good procedures for monitoring pupils' academic performance and their personal development.

Parents think very highly of the school and value what it provides for their children. The school has excellent links with parents and provides them with a wide range of information so that they know about their children's progress and what is going on in the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher	Excellent. The headteacher's sense of vision inspires the whole school community – pupils, staff, governors and parents. He is ably supported by a capable, conscientious and hardworking deputy headteacher. Key

and other key staff	staff take on the school's priorities positively and work hard and successfully towards them.
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How well the governors fulfil their responsibilities	Excellent. The governing body is involved in all areas of school life. Governors link with teachers so that they know about the subjects of the National Curriculum and observe lessons so that they are aware of what is happening in the classrooms. Governors are highly committed to fulfilling their specific roles and ensure that statutory requirements are met.
The school's evaluation of its performance	Excellent. The success of the school is firmly based on detailed evaluation of its strengths and areas for development, and by concerted effort to improve further. Teaching and learning are monitored very effectively. Test results are analysed rigorously so that staff have secure information on which to base planning for pupils' improved attainment and progress.
The strategic use of resources	Very good. The school makes very good use of its resources, including specific funds for pupils who have special educational needs. The governors, headteacher and administrative staff apply financial controls very effectively. Financial planning is of high quality. It supports the school's priorities and is informed by up-to-date financial statements. New technology is used very well for financial planning and control and for everyday administration.

There is a sufficient number of suitably qualified and experienced teachers and support staff. The high quality of lunchtime, caretaking and administrative staff contributes well to the effective running of the school. Accommodation and outdoor provision are adequate. Most learning resources are good and they are well organised and stored. Resources for ICT are very good. Resources are obtained at the most competitive prices and the school uses them in the best possible way to achieve its aims.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress. • The children behave well and the school has high expectations of them. • The quality of teaching is good, and most feel that an appropriate amount of homework is set. • Most feel that they are well informed about their children's progress and are comfortable in approaching the school with any problems. • The school works closely with them. • The school is well led and managed. 	<ul style="list-style-type: none"> • A number think that the school does not provide a good range of activities outside lessons.

Inspectors fully agree with the parents' positive views of the school. The 45 parents who attended the pre-inspection meeting expressed solid support for the school's provision for their children. Inspectors feel that the school's provision of interesting activities outside school, including clubs and visits, is better than that seen in many primary schools.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve high standards because of the very good teaching and curricular provision

1. Teachers are committed to high achievement for all pupils. As a result, standards at the end of Year 6 are now well above the national average in English and above average in mathematics. From current inspection, standards at the end of Year 2 are above average in English and mathematics. A significant number of children in the nursery and reception classes are on course to exceed the goals expected for children at the end of the reception year. Throughout the school, children with special educational needs make very good progress because of the high quality of the school's provision for them. Pupils from ethnic minority groups achieve very well, in line with the other pupils. The school has worked hard to ensure that boys' attainment has improved, and boys did particularly well in the 2001 national tests. Boys and girls now make similar progress. The school has a policy for higher attaining, gifted and talented pupils. Challenging work ensures that these pupils achieve very well and attain at well above national average levels; for example, a group of pupils is working towards targets intended for 13 year olds in mathematics.
2. High standards have been maintained in English and mathematics. Teachers use every opportunity to develop pupils' language. Appropriate vocabulary is encouraged in all subjects and, throughout the school, pupils speak confidently and clearly. Pupils have benefited from the school's successful implementation of the literacy hour and daily mathematics lessons. By the end of Years 2 and 6, pupils read with very good levels of fluency, understanding and expression. A love of books is fostered from the earliest days in the nursery and reception classes and pupils know about authors and illustrators. They use their reading skills very effectively to find information in reference books, on CD ROMs and, by Year 6, on the Internet. Throughout the school, the standard of pupils' writing has improved since the last inspection. Pupils in Year 6 write for a wide range of purposes and express their ideas well, with accurate spelling and correct punctuation. Pupils in Year 2 use full stops and capital letters appropriately and write with a clear sense of narrative.
3. In mathematics, Year 6 pupils use their knowledge of number well to solve practical problems. They change fractions to decimals, work with positive and negative numbers and have a secure understanding of area and volume. Year 2 pupils have a sound grasp of number. They are proficient in adding and subtracting two-digit numbers and know simple multiplication tables. Throughout the school, pupils are keen to answer in the quick-fire mental arithmetic sessions at the beginning of lessons. In other subjects, pupils achieve at least in line with expectations for their age and often exceed national expectations.
4. Teachers think flexibly and plan meticulously, frequently discussing planning with colleagues. Teachers within year-groups meet to discuss the next stage of planning for every subject, ensuring that there are clear objectives for every lesson and clearly identified opportunities for assessing how well pupils have learnt. This ensures consistent practice in the complex day-to-day organisation of the school; for example, when pupils are in mixed-age classes. The pace of lessons is almost always very good and teachers make sure that resources are well to hand. For example, in a literacy lesson for pupils in Year 2, the teacher asked 'quick fire' questions about rhyming words. The pupils responded by forming words from small sets of letters. All pupils had to show an answer and the teacher expected them to do this promptly. She noted which pupils responded more slowly and ensured that the classroom assistant was on hand to help them. In a mathematics lesson for pupils in Years 3 and 4, the teacher set time targets for pupils to complete work on rotational symmetry. As a result, they concentrated very well and made very good gains in learning.
5. The curriculum is organised so that pupils build soundly on what they already know. Teachers use a wide range of teaching strategies and are not hidebound by rigid procedures. They are

clear about the intentions of lessons – what they should teach and what pupils should learn - before deciding on methods of organisation. Pupils are grouped in different ways for different purposes, making the best use of staff and serving the pupils' needs effectively. For example, teachers analyse pupils' responses to particular questions in mathematics tests and group pupils carefully to improve their understanding of specific aspects, such as fractions, shape or graphs. In English, teachers' identification of weaknesses led to guided writing sessions during the literacy hour and extended weekly lessons to increase the speed and quantity of pupils' writing. However, pupils do not always transfer the skills that they have learnt in handwriting lessons to their work in other subjects.

6. Teachers have high expectations of themselves and of the pupils. They are quick to notice any outstanding or under-performing pupils and provide for them through extended activities or additional support. Provision for pupils with special educational needs does not give them an 'easier option'; it challenges them to extend their skills and knowledge and improve their performance. Teachers value the importance of a rich learning environment to stimulate pupils' interest. Classrooms are attractively organised, with informative and beautifully arranged displays of pupils' work and interesting artefacts.
7. Lessons are well balanced, with time for direct teaching, activities and discussion. Professional training for teaching literacy and numeracy lessons has influenced the way teachers manage all lessons. Teachers explore ways of encouraging pupils to learn as well as possible. In whole-class teaching, teachers question pupils very effectively. They prepare carefully for group work, ensuring that the number of groups is manageable and that activities extend the learning of all pupils. Teachers monitor what happens in lessons and use the information to plan the next stage of teaching and learning. Teachers reflect on their own teaching methods. They do this in staff meetings, during individual interviews with senior staff and in group discussions. Classroom assistants and nursery nurses are involved in planning and play a significant role in the teaching of groups. They use a variety of approaches, adapting methods to suit particular pupils' needs. For example, pupils with special educational needs use tactile equipment to help them remember the shapes of letters and to build simple words. In an outstanding lesson for pupils in Years 1 and 2, the teacher used the school's very well organised ICT facilities very effectively to help pupils write their own nursery rhymes. The teacher used an enlarged screen - known as an 'interactive whiteboard' – on which she displayed pictures. Pupils wrote words on it with special pens and afterwards they went in pairs to individual computers and wrote out their own rhymes. Every pupil was absorbed in the lesson and they all produced good work.
8. The school has introduced and implemented the national strategies for literacy and numeracy very well. Staff are keen to keep up-to-date with their professional development so that they improve the way they teach in all subjects. They evaluate the strengths and weaknesses of different approaches and make informed choices. When necessary, they are prepared to learn new skills in the interests of effective teaching and learning. This is particularly evident in the successful way in which ICT has been developed in the school. Teachers' secure subject knowledge is a critical factor in the best lessons, where the planning, questioning, explaining and feedback to pupils are of high quality. Different organisational strategies and teaching techniques are used for different purposes. They are particularly effective in planning, monitoring and assessing work in the mixed-age classes. Because of the school's flexible approach to the grouping of pupils, teachers are able to do justice to the different abilities a pupil may show in different subjects, regardless of age. A pupil may have difficulties in mathematics but attain well in English. The progress of different groups of pupils is closely monitored and action is taken to support those who are not achieving well enough. For example, a more exciting range of fiction and a wider variety of non-fiction were added to the library in order to motivate boys to read. Boys now say that they enjoy reading and the performance of boys has improved steadily in national tests.

Pupils' attitudes and behaviour are shaped very effectively by the school's very good provision for their personal development

9. The pupils' very good behaviour has a positive effect on their learning and progress. Teachers are able to get on with teaching, because there are very few occasions when pupils need to be reprimanded, even for small breaches of the school rules. Pupils enjoy school, are enthusiastic

- and want to learn. The school's clear aims and excellent management structure shape their behaviour and attitudes very well. The provision for pupils' spiritual, moral, social and cultural development is very good. There are high expectations of pupils, and clear moral guidance for them. 'Golden rules' are displayed in classrooms and staff provide very good role models.
10. Staff know the pupils well and encourage and reward them when they try hard and do well. There is no false praise, and staff expect pupils to do their best. In the school's current drive to improve pupils' writing, teachers make it quite clear when pupils could do better. As a result, standards are rising. There are 'special mention' assemblies, in which pupils are rewarded with praise and certificates for effort, improved performance, good work, success in activities outside school or service to others. These occasions reinforce pupils' self-esteem and make it clear that the school values achievement in every field of life.
 11. The school ensures that there are equal opportunities for all pupils. The level of care and support for pupils with physical or behavioural difficulties is outstanding. Staff and pupils embrace the concept of inclusion and demonstrate their commitment in everyday behaviour throughout the school. All pupils take part in the daily acts of worship. In lessons, teachers value the contribution of all pupils. Classroom assistants encourage those who need support to put forward their answers and ideas and all pupils listen considerately during discussions. Pupils take regular responsibility for their own progress. All pupils have targets for improvement which are shared with parents, written at the front of exercise books or displayed in classrooms and referred to regularly. Pupils say that these targets spur them on to improve their work.
 12. As they grow older, pupils show an increasing sense of responsibility. The school fosters this in a number of ways. Pupils are expected to contribute to the general welfare and positive ethos of the school and demonstrate early skills in citizenship. For example, pupils elect members of the school council, which discusses issues of concern to them and puts forward proposals to the staff and governors. Older pupils act as 'buddies' in the playground so that younger ones always have a friend to go to. In Year 6, pupils take part in residential visits. For some, this is the first time they have been away from home without their parents and it is demanding for them. They learn to manage their own belongings, make their beds, work in groups to complete tasks and try new activities with confidence. Pupils contribute thoughtfully to a number of charities through sponsored events and bazaars.
 13. The school provides a wide range of opportunities for the enhancement of pupils' cultural development. Pupils learn to value the importance of heritage – both their own and that of others. The local tradition of brass band playing is promoted when the Miners' Welfare Band comes into school. Children in the nursery and reception classes become more aware of the local area when they go for walks in the neighbourhood, visit the park or experience the calm and beauty of a nearby forest. In Years 1 and 2, pupils visit museums to learn about toys and transport. Pupils in Years 3 and 4 visited an exhibition about Tutankhamen to enhance their understanding of work on the Egyptians. Older pupils learned more about the history of the Second World War when they visited a war museum. The school ensures that pupils have opportunities to learn about other cultures and are prepared for life in a multicultural society. For example, an Indian dancer came to the school; and there have been cookery demonstrations in which pupils learned about a range of ingredients and dishes from round the world. In religious education, pupils gain a deeper understanding of a range of faiths and become more aware of the importance of religion in many people's lives.

Procedures for the care and welfare of pupils are very good and highly valued by parents

14. Parents' have extremely positive views about the school. They feel that it is a caring school, where their children do well and people listen to one another and are concerned for each other's welfare. The headteacher consults with parents regularly and values their opinions on proposed initiatives. The headteacher and all staff greet the pupils and parents warmly each morning so that the day begins in a positive way. There is an 'open door' policy, so that parents can talk to the headteacher whenever there are problems. These are dealt with promptly. The administrative staff manage day-to-day issues very effectively so that teachers and pupils are not disturbed during lessons.

15. Pupils are encouraged, through the school's 'golden rules', to be gentle, kind, helpful and honest. The school's programme for pupils' personal and social education provides opportunities for pupils to talk about issues which concern them and to consider their relationships with other people. In a lesson for pupils in Years 5 and 6, they discussed 'kind things' which they could do that day. Pupils were thoughtful and considerate in their suggestions.
16. The support for pupils with special educational needs is very good, with exceptional care for those who have physical or behavioural difficulties. Classroom assistants support these pupils very well indeed, working with them during written and practical activities to ensure that they benefit fully from lessons. Carefully planned programmes of work ensure that pupils learn systematically, building on what they already know and can do. Teachers mark all pupils' work with helpful comments to make clear what has been done well and what needs to be improved.
17. All pupils benefit from the school's systems for establishing routines so that they know what to do. This is especially important when pupils move during the day to work in other classrooms with different teachers. The teaching of routines begins in the nursery, where children soon learn the pattern of the school day. They know when they have to get ready to play outside or sit down to listen to a story. Staff in the reception class help children to adjust quickly to the brisker pace of lessons. Throughout the school, teachers reinforce the school rules and maintain pupils' interest in lessons so that discipline seems effortless. This creates a purposeful atmosphere in which pupils learn at a very good rate.
18. Pupils have many opportunities to interact with adults. Teachers, classroom assistants, students and parents work alongside pupils in lessons. Over the past year, 42 parents have helped in school. The school employs more than the recommended number of lunchtime supervisors, because governors and parents value this important period of the day and recognise that it needs to be managed thoughtfully. Lunchtime supervisors support and encourage pupils so that they develop excellent relationships and play happily and sensibly together. Pupils say that instances of minor bullying are rare and are dealt with firmly and fairly by staff. In keeping with the school's positive approach to discipline, lunchtime supervisors tell the class teachers of pupils who have been particularly good or helpful during lunchtimes. These pupils are rewarded with praise from teachers.
19. Parents are able to help with homework because they know what their children are learning at school. They feel that the amount and difficulty of homework are appropriate for their children. Information about their children's attainment and progress is very good. Parents are welcome to ask questions at any time. The school not only tells them about the curriculum for the term, but also informs them about educational vocabulary, such as 'key stage', 'attainment', 'achievement' and 'progress'. Parents hear their children read regularly and write comments in reading diaries, which are well kept and up-to-date. The involvement of parents in fund-raising, visits and social events brings further support for pupils, adds a sense of community spirit and sets a good example of citizenship.
20. Procedures for health and safety are very good. Governors manage these issues very well and there is a vigilant system for identifying problems. The headteacher, site manager and governors inspect the accommodation regularly and teachers carry out risk assessments to ensure safety for both pupils and adults in the school. A number of staff has qualifications in first aid. Staff are properly trained to deal with particular medical difficulties of pupils with special educational needs. The school's procedures for child protection are very good and there is appropriate training for staff.

Leadership and management of the school are excellent

21. The headteacher provides excellent educational direction for the school. His success in inspiring all who learn and work in the school is based on vision, example and clear goals. High standards are expected of staff and they are given appropriate training. Professional development for all staff is carefully planned after detailed analysis of the pupils' needs. Teachers analyse the school's results in national tests to identify areas which need improvement. These could be for particular groups of pupils, or for specific aspects of English, mathematics or science which need to be

taught more thoroughly. The school carefully groups pupils' when such aspects are to be taught. This approach has led to improvements in pupils' writing.

22. Staff manage their areas of responsibility very well. There is strong management in the nursery and reception classes. The imaginative organisation of the curriculum and the effective deployment of nursery nurses ensure provision of high quality. Parents value this good start to their children's education. Management of provision for pupils with special educational needs includes an excellent mixture of professional expertise and practicality. Support for these pupils is organised and carried out to a very high standard.
23. The headteacher, deputy headteacher and senior teachers fulfil their management roles energetically, so that there is a sense of purpose and drive. In discussion with pupils, they commented, 'The headteacher is always there to help you', 'The teachers want you to get on', and, 'You have to work hard so that you do well here'. Teaching and learning are monitored rigorously by the headteacher, the deputy headteacher and subject co-ordinators, who use the information they gather to prepare detailed plans for development. They consider a wide range of aspects, including curricular requirements, the suitability of the school's current policies and schemes of work, provision for pupils with special educational needs and the resources for teaching and learning. In English, mathematics and science, this has resulted in rising standards over the past three years. Improvements in ICT have required enormous commitment from staff to acquire and use a range of new techniques; this has resulted in the higher attainment of pupils.
24. The curriculum is very well managed, and the co-ordinators for each subject have a significant impact on the standards that pupils attain. Leadership, by example and through sensitive support and guidance, ensures that class teachers are clear about what and how they teach. Priorities are established within the teaching of subjects; for example, in English, where writing was identified as a priority. There is proper emphasis on the teaching and learning of basic skills. Teachers value the support of subject co-ordinators, who monitor the work going on in classrooms and make sensible use of their curricular strengths to influence the work of colleagues. In this way, effective best practice is disseminated across the system. Thoughtful management of the school ensures that teachers have time to do this. Specialist expertise is used effectively; for example, when teachers swap classes for music, design and technology, history or religious education. Governors contribute well through the sensible recruitment of staff to enhance the bank of subject knowledge in the school.
25. The management of the school is excellent. All staff with management roles fulfil them with a strong sense of commitment. The governors take a regular, active and intelligent approach to managing all aspects of the school. They recognise the importance of investment in the professional development of staff. The monitoring and evaluation of the school's performance by the governors, headteacher and subject co-ordinators are excellent. Governors are linked with subject co-ordinators in order to extend their knowledge of the curriculum. They come into school regularly and visit lessons to find out more about current teaching and learning. Questions are prepared for governors to ask the pupils, and these are discussed afterwards with co-ordinators. The governing body and school staff are not afraid to face up to areas which need improvement and they take appropriate measures to deal with them. Decisions made during the preparation of the school's improvement plan are followed through to improvements in the classrooms. Governors ensure that the school's budget and any additional funding are used to best effect in order to provide as well as possible for the pupils and to raise standards.
26. The school has achieved the 'Investors in People' award for the informed, thorough and all-inclusive way in which staff are supported in fulfilling their jobs. Teaching and non-teaching staff, including those who have joined the school in the last two years, say that they have job satisfaction because they work in purposeful teams and have confidence in the leadership. The school's performance management procedures ensure that staff are given time to discuss their professional development. Priorities identified in the school improvement plan are included in the objectives of all teachers, and this leads to cohesive school development.

WHAT COULD BE IMPROVED

27. No significant areas for improvement were identified.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

25

Number of discussions with staff, governors, other adults and pupils

24

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	11	10	1	0	0	0
Percentage	12	44	40	4	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 four 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)	40	308
Number of full-time pupils known to be eligible for free school meals	0	41

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	3	86

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	12
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
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	18	28	46

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	17	16
	Girls	26	23	23
	Total	42	40	39
Percentage of pupils at NC level 2 or above	School	91 (100)	87 (95)	85 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	17
	Girls	24	22	28
	Total	40	38	45
Percentage of pupils at NC level 2 or above	School	87 (95)	83 (93)	98 (98)
	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	31	21	52

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	27	30
	Girls	20	18	19
	Total	46	45	49
Percentage of pupils at NC level 4 or above	School	88 (83)	87 (83)	94 (85)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	26	30
	Girls	17	17	19
	Total	39	43	49
Percentage of pupils at NC level 4 or above	School	75 (83)	83 (83)	94 (88)
	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	2
Black – African heritage	1
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	270
Any other minority ethnic group	7

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: YR – Y6

Total number of qualified teachers (FTE)	11.0
Number of pupils per qualified teacher	26.8
Average class size	29.5

Education support staff: YR – Y6

Total number of education support staff	6.0
Total aggregate hours worked per week	157

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	40.0
Total number of education support staff	2.0
Total aggregate hours worked per week	65
Number of pupils per FTE adult	13.0

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	684101
Total expenditure	671892
Expenditure per pupil	1937
Balance brought forward from previous year	18651
Balance carried forward to next year	30860

Recruitment of teachers

Number of teachers who left the school during the last two years	1.0
Number of teachers appointed to the school during the last two years	2.0

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2.0
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	335
Number of questionnaires returned	206

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	84	15	1	0	0
My child is making good progress in school.	75	23	1	0	1
Behaviour in the school is good.	77	21	0	0	2
My child gets the right amount of work to do at home.	50	32	3	0	15
The teaching is good.	85	14	0	0	1
I am kept well informed about how my child is getting on.	69	28	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	88	11	0	0	1
The school expects my child to work hard and achieve his or her best.	87	12	0	0	1
The school works closely with parents.	69	30	1	0	0
The school is well led and managed.	88	11	0	0	1
The school is helping my child become mature and responsible.	81	16	0	0	3
The school provides an interesting range of activities outside lessons.	33	36	10	4	17