

INSPECTION REPORT

HALTERWORTH PRIMARY SCHOOL

Romsey
Hampshire

LEA area: Hampshire

Unique reference number: 116032

Headteacher: Mr R Sprague

Reporting inspector: Mrs J Sinclair
19824

Dates of inspection: 10 - 12 September 2001

Inspection number: 196713
Short inspection carried out under Section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Halterworth Community Primary School Halterworth Lane Romsey Hampshire
Postcode:	SO51 9AD
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Peter Slade
Date of previous inspection:	June 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Halterworth is a community primary school for boys and girls aged four to eleven. The school is bigger than most other primary schools, having 418 pupils on roll. There are very few pupils from minority ethnic backgrounds or for whom English is an additional language. All of these pupils understand and speak English with confidence. There are 76 pupils on the schools register of special educational needs (18 per cent), which is below the national average. There are 12 pupils on stages three to five of the register, with three pupils having a statement of special educational needs. Four per cent of pupils are eligible for free school meals and this is well below average. There are fourteen classes; all with pupils of the same age and the average class size is about thirty. The attainment of children on entry to the school is above average overall but covers a wide range of ability. The school has been awarded 'Beacon' status by the Department for Education and Employment in recognition of the high quality education it provides for its pupils and for its leadership and management.

HOW GOOD THE SCHOOL IS

Halterworth Primary School is a very successful school with significant strengths. Pupils attain high standards in English, mathematics and science by the end of Year 6. This is due to the very good teaching they receive which helps them to make good, and often very good, progress. Strong foundations for learning are established in the reception classes, consolidated well in Years 1 and 2, and very successfully built upon in Years 3 to 6. There is a very good range of additional curricular activities, which promote pupils' academic and personal development. The school has excellent leadership, which underpins the drive for excellence in all areas of school life. The school provides very good value for money.

WHAT THE SCHOOL DOES WELL

- Pupils attain well above average standards in English, mathematics and science by the end of Year 6 because the quality of teaching is very good.
- The headteacher, deputy headteacher and senior management team provide excellent leadership that promotes high standards.
- The school provides a very good range of additional curricular activities, which enhances pupils' academic and personal development.
- Pupils' very good attitudes and behaviour contribute significantly to their learning.
- Provision for pupils with special educational needs is very good and this helps them to make good progress.

WHAT COULD BE IMPROVED

- The standards of pupils' writing in Key Stage 1.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

At the time of the last inspection in June 1997 the school was recognised as providing a very good quality of education for its pupils and this has been maintained. The small number of key issues from the previous report have been effectively addressed. The school has ensured there are schemes of work for all subjects and there is rigorous planning across the school. This successfully enables pupils to develop their skills systematically across the curriculum. The school now meets statutory requirements with regard to the school prospectus. There has been very good improvement in the provision for the professional development of staff and their subject responsibilities. The school has excellent leadership, which ensures that all staff members are involved in decision-making processes.

STANDARDS

The table below 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	A*	A	A*	A

Key	
<i>well above average</i>	<i>A</i>
<i>above average</i>	<i>B</i>
<i>average</i>	<i>C</i>
<i>below average</i>	<i>D</i>
<i>well below average</i>	<i>E</i>

This table shows that in 2000 the school's test results were in the top five per cent nationally for science and well above average in English and mathematics. The results are also well above the average for schools of a similar type. This represents very good progress when measured against pupils' attainment on entry. Standards have remained consistently high over time.

Inspection findings confirm that the school's results are being maintained. Challenging targets are set each year and are largely met. The work of the current Year 2 pupils shows that most are working at the expected level or above in reading and mathematics. Many are working at the expected level (Level 2) in writing but few are working at the higher Level 3. Most pupils in Year 6 are working at least at the expected level (Level 4) in English, mathematics and science, with a significant number of pupils working at the higher levels. The standards that pupils achieve in other subjects are as high as expected and often better. The only area of weakness is in the standard of writing in Year 2. The school recognises this and continues to work hard to improve provision through a variety of initiatives such as a new handwriting scheme, a change in the approach to spelling and in-service training for staff. Pupils with special educational needs make good progress against the targets in their individual education plans.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have very good attitudes to all areas of school life and are enthusiastic learners.
Behaviour, in and out of classrooms	Very good. Pupils are consistently polite and courteous to adults and to each other. There have been no exclusions.
Personal development and relationships	Very good. Pupils act in a mature and responsible manner. Mutual respect is a cornerstone of the very good relationships and the productive atmosphere for learning.
Attendance	Very good. Pupils' enthusiasm for school is reflected in their above average rate of attendance.

The pupils' very good attitudes and behaviour contribute significantly to their learning. Pupils value each other and are keen to work together to improve their knowledge and skills.

TEACHING AND LEARNING

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

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

The quality of teaching in the school is very good overall. It is particularly good in Years 3 to 6, where a good proportion of the teaching seen was very good or excellent. This leads directly to pupils making very good gains in their learning, so that by Year 6 they attain high standards in English, mathematics and science. The literacy and numeracy strategies have been implemented effectively. Teachers have high expectations and set clear objectives for what they expect pupils to learn, and as a result pupils know what they are doing and put a tremendous amount of intellectual effort into their work. Across the school, teachers manage pupils very well. They give good praise and encouragement, which enhance pupils' self-esteem and motivate them to do even better. Teachers plan interesting and sometimes imaginative work so that pupils enjoy their learning. The needs of all pupils are met well and pupils with higher attainment are fully challenged, while those with special educational needs receive effective support that helps them to improve their work. The teaching of writing in Year 2 is sometimes hampered by a lack of clear learning objectives, activities that lack challenge, and inconsistencies in marking.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a very good range of opportunities for learning, which enhance pupils' academic and personal development.
Provision for pupils with special educational needs	Very good. Their needs are met very well through a structured and well thought through approach.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school cultivates all areas of pupils' personal development very well. There is a clear and well understood moral code, very good opportunities for the development of social skills, and well planned provision to support pupils' spiritual and cultural development.
How well the school cares for its pupils	Good. The school provides a warm and caring environment and values pupils as individuals. The school makes excellent use of assessment information to guide curricular planning.

The school very effectively enriches the curriculum with a wide range of additional curricular activities, including visits, visitors, links with the community and use of the school grounds. The school's partnership with parents is very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Through their excellent leadership, the headteacher, deputy headteacher and senior management team give clear and focused direction to the work of the school, the promotion of high standards, and the development of all staff. The school takes its Beacon status very seriously and works tirelessly with local schools to promote higher educational standards.
How well the governors fulfil their responsibilities	Very well. The governors play a positive role in shaping the direction of the school and are fully aware of its strengths and weaknesses. They fulfil their statutory responsibilities well.
The school's evaluation of its performance	Very good. Very effective monitoring of teaching enables the school to have a good view of its teaching quality. It has analysed carefully the strengths and weaknesses identified from performance data and used it well to set targets for improving pupils' performance.
The strategic use of resources	The school makes very good use of its resources, including specific funding.

The leadership of the whole school team continues to develop and improve. There is a clear focus on improvement and quality of provision to sustain the high standards and wider curricular provision, which is a hallmark of the school's work.

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 coming to school.• Their children are expected to work hard and they make good progress.• The teaching is good.• Parents feel comfortable about approaching the school with any issues.• The school is well led.• The school helps the children to become mature and responsible.	<ul style="list-style-type: none">• Extra curricular provision.• The amount of practice for tests in Year 2.• The use of the hall for national tests in Year 2.

Inspectors agree with the parents' positive views about the school. However, they find no justification for parents' concerns about extra-curricular provision. The school provides a very good range of activities outside lessons. However, the school would benefit from ensuring that all parents are aware of the range of activities it provides. Discussions with a small cross section of pupils and comments from some parents indicate that the large amount of practice and use of the hall for national tests at the end of Year 2 is an area of concern. The inspection team would agree with this.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils attain well above average standards in English, mathematics and science by the end of Year 6 because the quality of teaching is very good in Years 3 to 6.

1. The national curriculum test results in 2000, taken by pupils in Year 6, showed that standards in English, mathematics and science were high in comparison both with schools nationally and with similar schools (based on the number of pupils having free school meals). In science, standards attained by pupils in Year 6 were in the top 5 per cent nationally. The work pupils were doing during the inspection, and the evidence obtained from a review of earlier work, confirms these high standards. The attainment of pupils on entry to the school is above average for children of this age. Across the school, pupils broaden and consolidate their learning, so that by Year 6 they achieve well and sometimes very well in relation to their attainment on entry.

2. The quality of teaching in the school is very good overall. It is very good in the foundation stage, good in Years 1 and 2 and particularly good in Years 3 to 6, where a good proportion of the teaching seen was very good or excellent. As a result of this high quality teaching, pupils make very good progress.

3. Evidence from previous work shows that teachers in the foundation stage provide a very good range of activities across all the areas of learning to ensure that most children achieve or exceed the early learning goals. They ensure that children are taught the basic skills of literacy and numeracy thoroughly and that work is carefully planned to meet their differing learning needs. Children's work is marked consistently and good use is made of praise to support and encourage. The new reception children started school during the inspection and as a result only two lessons were observed. The teaching seen was very good. Teachers were very well organised and created a welcoming environment for the children so they were able to settle happily to the interesting range of activities on offer. Teachers quickly established the class routines and this helped the children to feel secure in their new environment. Both teachers are very sensitive to the needs of young children and through effective support and encouragement steered them successfully through their first day. Children are given a strong base from which to continue their learning.

4. The teaching in Years 1 and 2 is good overall. Pupils are taught well across the range of curricular activities and as a result they improve their knowledge and skills effectively. Teachers manage pupils well and provide an orderly environment in which they can learn. For example, in a music lesson in Year 2, the teacher's calm and reassuring manner encouraged the pupils to maintain a steady beat and continue it even when the music stopped. Teachers generally have good subject knowledge and question pupils in a style that develops their ideas and helps them to think more deeply. For example, in a literacy lesson in Year 1, the teacher asked the children what they could tell from the illustrations, and asked them to elaborate a little more and then explain why. Throughout the whole class session the teacher very successfully improved the pupils' knowledge and understanding of book conventions whilst enabling them to fully enjoy the story. In spite of the overall good quality of teaching there are some weaknesses in the teaching of writing in Year 2. These affect the standards attained by pupils and are addressed in a later paragraph.

5. There are many strengths in the teaching in Years 3 to 6, which ensure that pupils make very good gains in their learning. The national literacy and numeracy strategies are

used very effectively to promote pupils' learning in these subjects, and support staff play an important part in this. The teaching across all other subjects ensures that pupils receive a wide and varied curriculum in a stimulating and interesting manner. For example, in a history lesson in Year 6, the teacher created a very good buzz of anticipation as he went into role as a police officer asking his subordinates (the pupils) for help in order to interpret the evidence presented in an investigation. Lessons are planned in detail, learning objectives are clear and focused, and activities are well organised to ensure pupils learn effectively. Very challenging questioning and high expectations encourage pupils to think more deeply about their work and extend their knowledge and skills. There are very good relationships between teachers and pupils, and this gives pupils confidence to express their views and helps their learning. Teachers use praise very well to encourage pupils' efforts, with comments such as, 'excellent word to use Jack', or 'really good writing.' Various teaching methods are used successfully to improve pupils' skills, knowledge and understanding, including explanation, demonstration and role-play. Teachers' explanations are clear and as a result pupils know what they have to do and settle to tasks quickly. Pupils are given good opportunities to discuss issues, and the group activities are well matched to the lesson objectives through the excellent assessment procedures that are in place. Through the excellent assessment procedures in place, teachers have very good knowledge of what pupils' have learned earlier. As a result, work is planned carefully for pupils' differing needs, enabling all pupils to be appropriately challenged. Good use is made of technical vocabulary such as 'connectives', 'subordinate clauses', 'interpreting data', which pupils internalise and use properly. There is very good marking of pupils' work which focuses on what the pupils do well and what they need to do to improve. Teachers ensure that their marking is relevant to the particular subject, so pupils are clear about which aspects of an individual subject need improvement. A significant strength is the lively and enthusiastic manner, which teachers bring to their teaching, and learning is fun as a result.

6. In all lessons pupils are well managed. A very good working atmosphere is created through high expectations of pupils' behaviour, clearly established class routines, and the mutual respect between teachers and pupils. This enables all pupils to concentrate on their work and make very good progress. All pupils are valued, and teachers ensure that pupils who are less able have the opportunity to make a full contribution to all lessons

The headteacher, deputy headteacher and senior management team provide excellent leadership that promotes high standards and supports the schools aims very well.

7. The headteacher provides excellent direction for the work of the school. He is highly motivated and exacting in his expectations. However, he is very mindful of the demands he makes on staff. For example a recent initiative of the senior management team has been the effective management of stress. All staff members were consulted on aspects of the school environment, which caused additional pressures for them, and they discussed ways in which unnecessary pressure could be reduced. Whole staff agreement was reached on solutions. The headteacher has created a strong management team who are focused and clear about the requirements of good management. They are pro active in shaping the direction of the school, focused on raising standards, and recognise the importance of having a whole school team working towards a common goal. A distinctive feature of the excellent management is the consultation at all levels on decisions affecting the work of the school. This enables staff members to work as a confident team whose opinions are valued. For example, when the school was offered Beacon status, this had major implications for its work. The number of visits from other schools and the school's support for them meant huge changes. All staff members were given the opportunity to state their opinions and their comments were taken into consideration. The senior management team

reviews all decisions either formally or informally. The headteacher takes very seriously his commitment to other schools through Beacon status, and there is carefully documented evidence of the work undertaken. Financial gains from this have been used very effectively to invite renowned specialists in education to talk to the schools involved on issues such as writing.

8. There is rigorous monitoring of teaching and learning on a regular basis. Teachers are given detailed feedback on the strengths and areas for development within their lessons. Senior managers carry out paired observations to verify each other's judgements on teaching. Additionally, the headteacher monitors teaching alongside the school's attached inspector, to ensure consistency. The school provides effective support for staff through a programme of in-service training to help them address areas for development. The headteacher retains an overview of the monitoring of teaching to ensure staff members are not overburdened with visits. The school's performance management cycle is used very effectively to ensure that staff perform to a high standard and are fully supported in their professional development.

9. The school has worked hard to develop the role of subject managers since the last inspection. The headteacher believes strongly in the importance of shared decision making, and subject managers have clear responsibilities detailed through their action plans. They are responsible for monitoring the work in their subjects by such activities as observing the subject being taught in the various classrooms. They have action plans which clearly identify the main developments for their subjects within a given time scale. For this they are given the necessary support through non-contact time, attendance at courses and provision of resources to enable them to meet their targets. All managers complete a yearly overview of their subject and are expected to monitor their subjects carefully.

10. Shared decision making is not only for teaching staff. Support staff are given additional training both within school and through external provision to help them improve their skills. Good use is made of their suggestions to support the work of the school. For example, they were responsible for initiating a programme of first aid training and as a result the school now has ten fully qualified first aiders. They also run an after school club providing first aid training for pupils.

11. National test results are analysed in detail to identify the strengths and weaknesses in the school's provision. The senior staff and subject managers then devise a programme to address weaknesses through clearly identifiable targets and effective strategies. For example, writing has been identified as a weakness. In order to address this, the school has introduced a new handwriting policy, a focused approach to spelling, and targets for writing for each year group. Additionally, meetings have been held with local schools facing similar issues with respect to writing, so that all might move forward in a cohesive way.

Provision for pupils with special educational needs is very good and as a result these pupils make good progress.

12. There are 76 pupils on the school's register for special educational needs (18 per cent), which is below the national average of 21 per cent. There are 12 pupils on stages 3 to 5 of the register, of whom 3 have a statement of special educational need.

13. The school provides very good support for pupils identified as having special educational needs. Following early assessment and identification of children when they

start school they are given informal support by the special educational needs co-ordinator (SENCO). In Year 1, a series of tests is carried out to assess pupils' specific needs, and

programmes are put into practice, such as those to develop phonic and spelling skills. Pupils in Years 3 and 4 who are experiencing difficulties are given additional literacy support through a structured programme. The early identification, specific support, regular assessments and good monitoring have been very successful in improving standards for these pupils. Very few of the school's pupils do not achieve the expected standards in reading by the end of Year 2 or Year 6.

14. The SENCO, in conjunction with class teachers, prepares individual education plans (IEPs) for all pupils on the school's register, including those at Step 1, which generally set clear and specific targets for their learning. These are reviewed termly and new IEPs are completed for each pupil. Parents are encouraged to attend review meetings and the school receives a very good response, with almost all parents attending. Parents support the school and their children well through the supplementary work they do at home. Targets are specific and are used well by learning support assistants and the SENCO to ensure that work and activities are well matched to pupils' needs. There is good liaison between all staff to ensure their needs are well met. The annual reviews for pupils with statements of special educational need are well organised and meet all legal requirements. The school is very sensitive to their individual needs and puts a huge amount of effort into ensuring that these are met.

15. Pupils with special educational needs are well supported by learning support assistants and special needs assistants, who work with them in the class and in small groups. Support staff very effectively support less able pupils, through well-planned activities, to ensure that they have full access to the curriculum.

16. Pupils' progress is monitored with a variety of relevant tests. Success is monitored against improvement in results and also against pupils' ability to work in class. A good variety of strategies is used to meet the differing special educational needs of these pupils. Additionally some of these strategies are used to help pupils in a general way. For example, some of the organisational strategies used to support a statemented pupil are now being used with a group of Year 6 pupils who have difficulty in organising their time and resources.

17. The work is well led and co-ordinated by an enthusiastic and effective co-ordinator. Her very close liaison with parents, secondary schools, and external agencies ensures that there is a partnership between all involved in meeting the needs of pupils with special educational needs. She ensures that parents are well informed through both formal and informal channels. It is obvious from the work of the co-ordinator and her support staff that they have very good relationships with the pupils and a sensitive and caring approach to their need. Governors are very well briefed about the school's progress in this area through very detailed annual reports presented by the SENCO.

18. The school has maintained the very good provision identified in the previous inspection.

The school provides a very good range of additional curricular activities, which enhances pupils' academic and personal development.

19. The school provides a very good programme of educational visits and high quality experiences through visitors to the school. There are effective links with the community and wider curricular provision through use of the school grounds and extra curricular activities. These all provide valuable stimuli for pupils and make a significant contribution to their academic and personal development.

20. The school plans a wide range of visits to enrich the curriculum. Pupils' cultural development is enhanced through visits such as those to the Kings Theatre to see Macbeth, a visit to Southampton Art gallery, and links with a local school with a high number of ethnic minority pupils. Pupils visit other schools to enhance their learning and to develop their role as citizens. For example, Year 6 visited Rookwood Infant School as part of their activities for Junior Citizens' Day, and some pupils visited St Mary's Primary School as part of their geography programme. A walk and picnic on Broughton Downs was used effectively to develop pupils' understanding of the environment. Pupils in Year 1 visit Stubbington to carry out a beach study as part of their work in science and geography.

21. The annual residential visit to Stubbington Study Centre for pupils in Year 6 makes a significant contribution to their curricular provision and personal development. Pupils spend a week at the centre and are involved in a wide variety of activities. Examples are studies of different varieties of pond life, the habits of animals such as the badger, and beach studies, where they are encouraged to make ecological comparisons of different zones. Pupils work on their leadership and team building skills through activities such as building a shelter.

22. The school makes very good use of a wide range of visitors to enhance pupils' learning. Visits from local dignitaries such as the Mayor of Romsey and a local Member of Parliament give all pupils an understanding of the symbolism of these roles and an understanding of their place in our democracy. Pupils enjoy performances both by professionals and amateurs; for example, the performance of 'The Ghost Down Stairs' by the Nuffield Theatre and the presentation for Year 6 by the Romsey Youth Theatre. The school is involved in the Community Mathematicians Scheme, which makes use of mathematical experts from business backgrounds to help pupils with their mathematics in school. There are currently three such experts involved in the school. They work with small groups of able pupils in Years 4, 5 and 6 on tasks chosen by the class teacher. The mathematicians and the pupils alike enjoy the work and find it challenging and worthwhile. Pupils particularly enjoy the opportunities to solve problems and the individual attention they receive from working in a small group.

23. The school makes very good use of its grounds and extra curricular activities to develop a wide range of skills to promote pupils' learning. The range of activities such as cycling proficiency, young lifesavers and first aid courses are good examples of this. The school orchestra practises regularly throughout the year. There are currently 30 instrumentalists in it and they use a good range of instruments. In the after school practice, pupils were seen enjoying themselves thoroughly as they played 'Yellow Bird'. They demonstrated a good level of accomplishment and the outcome was very pleasing. This was particularly commendable, as it was the first practice of the year and they were sight reading the music. The pupils are very accomplished and take part in concerts such as the Gala Concert in the Turner Sims Hall. The school choir, orchestra and treble recorders present informal concerts to parents. Pupils take part in area sports and cross-country events, which very effectively enhance the provision for their physical education and enable them to take part in competitive events. The school uses its extensive grounds for geography, science, physical education and personal development. Pupils learn to follow trails, compete in physical challenges and carry out orienteering activities. For example, pupils in the reception classes enjoy the adventure playground, pupils in Year 4 use the grounds to look for mini-beasts, and pupils in Year 6 use them for orienteering. There is a beautiful woodland walk, which all pupils are allowed to enjoy. The school has special 'School Grounds' days and pupils are awarded certificates for new skills that they have acquired. For example, some of the older children were awarded certificates for passing a simple saw safety test.

24. Links with the community are many and varied. The Halterworth Women's Institute made a gift of bulbs to the school as part of its Millennium celebration and there is now a magnificent display of daffodils in the school grounds in Spring-time. During the school's harvest festival celebrations pupils take harvest gifts to the old and infirm within the community. Pupils collect money for a range of charities through a variety of activities. For example, the older pupils performed Cinderella to parents and donated the proceeds to the Children's Cancer Appeal. They raise money for charities such as Comic Relief, Barnardos, and World Water Aid. The school choir and orchestra performed at the Mayors Picnic, an event that was attended by local people.

Pupils' very good attitudes and behaviour contributes significantly to their learning.

25. Throughout the school pupils' attitudes to learning and their behaviour make a strong contribution to the orderly, friendly and caring environment in which effective learning takes place. Pupils enjoy coming to school and feel secure and valued within this environment.

26. The inspection took place in the first week back at school, and although all pupils are in new classrooms with new teachers they are already showing very good attitudes to their work. They listen very well to the explanations and instructions given by their teachers, settle to their tasks very quickly, and are clear about what they have to do. They tackle new work with enthusiasm, confidently share their ideas with each other in groups or pairs, and have a strong desire to improve. For example, during a literacy lesson in Year 1 pupils were fully engaged and keen to contribute their ideas and suggestions to the story of 'The Three Little Pigs'. In an English lesson in Year 6, pupils were encouraged to share their ideas about the main character in the story of Spit Nolan and they clearly benefited from this activity. In Year 3, pupils worked well in pairs to answer questions about a Victorian painting. Teachers have high expectations of pupils and this is reflected in the very good standards of presentation. On their first day in school the new reception children settled quickly and happily into school routines and this is a tribute to the school's very good induction process. The school has worked very hard to cultivate pupils' very good attitudes to their learning.

27. Behaviour is very good in classrooms, around the school and in the playground. Pupils agree their classroom rules and abide by them well. They are clear about how they are expected to behave and respond well to the teachers' firm but sensitive approach to school discipline. Pupils enter and leave the hall at the beginning and end of assemblies in a quiet and orderly fashion. They behave very well during lunch in the hall and move out to play in a sensible, well-organised manner. All behave in a mature and responsible manner and older pupils provide very good role models for the younger ones. In all aspects of school life pupils show consideration towards each other and work and play well together, even when not directly under adult supervision. Pupils are polite, friendly and open in their communications with each other and with all adults in the school.

WHAT COULD BE IMPROVED

The standards of pupils' writing in Key Stage 1.

28. The school is aware of the deficiencies in writing at the end of Year 2, particularly the fact that few pupils attain the higher level 3. The school has analysed the situation diligently, looked into the causes and taken prompt action. Analysis of national test results from last year highlighted issues in spelling and handwriting, and the school has put in place an

action plan to address these issues. This year's tests show that writing lacks imagination and structure. The school has also involved renowned specialists in education in an effort to improve the standard of pupils' writing. It is also looking at ways of stimulating pupils' creative writing through, for example, the use of drama. In addition, there has recently been a substantial increase in Learning Support Assistant hours in Key Stage 1 and a fast track phonics programme is to be introduced shortly.

29. Evidence from the scrutiny of work and lessons observed during the inspection indicate areas in need of improvement and greater consistency. During the inspection, a sample of the work of pupils in Year 2 was looked at in detail. This showed that teachers were providing a good variety of appropriate activities to develop pupils' skills and understanding and were ensuring that pupils' literacy skills were used well in other subjects such as history. However, it also showed a level of inconsistency in marking pupils' work, particularly in spelling and in setting targets for improving work, and this is hampering progress. In many instances the incorrect spelling of key words was not corrected, and as a result misspellings recurred. The level of competency demonstrated by these pupils in their general ability to spell indicated that these words could easily have been spelt correctly, but this lack of attention by the teacher does not help pupils in the correct spelling of words. Additionally, marking is not always used well to give pupils indications of how they can improve their work. For example, pupils' work is not always presented well in Year 2 and this unsatisfactory presentation is sometimes left unmarked or not addressed by the teachers. In terms of setting targets for improvement, there was limited, if any, focus on pupils' use of imaginative and interesting vocabulary, or on how their work was structured to provide a story with a good beginning, middle and end. There was also limited evidence to indicate that pupils plan and review what they have written in order to improve their work. Attention to this by teachers and pupils would help to bring about improvement and help pupils achieve at the higher levels. The school is aware of these issues and has already given attention to remedying them.

30. In the lessons seen in Year 2, weaknesses were identified which hinder the good development of writing skills. For example, learning objectives were too general and did not focus well enough on the key skills to be developed. The group activities chosen to promote writing were of a fairly low level and required little intellectual effort from the higher attaining pupils. Overall, there was limited provision for the needs of pupils of differing attainment.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the standard of education further for pupils, the headteacher, staff and governors should focus on the following key issue:

Improve the standards in writing for pupils in Year 2 by:

- marking pupils' work in such a way that they are clear about what they need to do to improve, and ensuring that this leads to improvement in their work.
(Paragraph: 29)
- correcting misspellings of key words (within pupils' level of competency).
*(Paragraph: 29)**
- focusing on helping pupils to develop their use of imaginative and interesting vocabulary.
*(Paragraph: 29)**
- ensuring that learning intentions for lessons are clear and specific.
(Paragraph: 30)

** This has already been identified as an area for improvement by the school and action is being taken.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	5	11	6	0	0	0
Percentage	8	21	46	25	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 four percentage points.

Information about the school's pupils

Pupils on the school's roll	YR - 6
Number of pupils on the school's roll (FTE for part-time pupils)	418
Number of full-time pupils known to be eligible for free school meals	12

FTE means full-time equivalent.

Special educational needs	YR - 6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	76

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	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	5

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	4.4	School data	0.06
National comparative data	5.2	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
	2000	31	29	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	28	27	29
	Girls	26	27	27
	Total	54	54	56
Percentage of pupils at NC Level 2 or above	School	90 (92)	90 (95)	93 (98)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	28	28	31
	Girls	27	27	27
	Total	53	53	58
Percentage of pupils at NC Level 2 or above	School	92 (89)	92 (92)	97 (93)
	National	84 (82)	88 (86)	88 (87)

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
	2000	31	27	58

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	29	26	31
	Girls	25	24	26
	Total	54	50	57
Percentage of pupils at NC Level 4 or above	School	93 (89)	86 (89)	98 (96)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	28	26	31
	Girls	26	25	26
	Total	54	53	57
Percentage of pupils at NC Level 4 or above	School	93 (88)	88 (86)	98 (96)
	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	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	2
Bangladeshi	0
Chinese	0
White	415
Any other minority ethnic group	0

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)	16.1
Number of pupils per qualified teacher	26
Average class size	29.9

Education support staff: YR - Y6

Total number of education support staff	15
Total aggregate hours worked per week	275

Financial information

Financial year	2000/2001
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	£
Total income	708542.00
Total expenditure	708098.00
Expenditure per pupil	1703.00
Balance brought forward from previous year	18046.00
Balance carried forward to next year	18490.00

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	4

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	418
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.	54	40	5	0	0
My child is making good progress in school.	56	40	2	0	1
Behaviour in the school is good.	56	42	0	0	1
My child gets the right amount of work to do at home.	34	48	14	3	1
The teaching is good.	62	34	3	0	1
I am kept well informed about how my child is getting on.	33	53	13	1	0
I would feel comfortable about approaching the school with questions or a problem.	61	33	5	1	0
The school expects my child to work hard and achieve his or her best.	75	24	0	0	0
The school works closely with parents.	47	39	13	1	0
The school is well led and managed.	76	23	1	0	0
The school is helping my child become mature and responsible.	58	39	0	0	2
The school provides an interesting range of activities outside lessons.	20	32	28	9	11

Comments from parents, both in the questionnaires and at the parents meeting, indicated some concern at the amount of practice and the use of the hall for national tests at the end of Year 2.