

INSPECTION REPORT

JESSIE YOUNGHUSBAND PRIMARY SCHOOL

Chichester

LEA area: West Sussex

Unique reference number: 125880

Headteacher: Miss Marion Hanson-Smith

Reporting inspector: David Welsh
10992

Dates of inspection: 15 -16 October 2001

Inspection number: 197065

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Woodlands Lane Chichester West Sussex
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Martin Tomlinson
Date of previous inspection:	May 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the north-west of Chichester. It is about the same size as the average primary school with 235 pupils aged four to 11. The school's admission number is 34 and the school is regularly oversubscribed. Most of the pupils live near to the school and they come from more favourable socio-economic conditions than the national average. Overall, pupils' attainment on entry is above average although it ranges from articulate children who can already read to those who perform well below the average. Most have some experience of pre-school education. The proportion of pupils with special educational needs and the proportion of pupils with a statement of special educational need are close to the national average. Nearly all pupils are of European origin and the school does not have any children who are learning English as an additional language. Pupil mobility is low. The school has a stable teaching force and teacher recruitment is not currently a problem.

HOW GOOD THE SCHOOL IS

Jessie Younghusband Primary School is a very good school with many excellent features. The school has continued to improve since the last inspection. Pupils make very good progress overall as a result of the very good teaching, the stimulating curriculum and pupils' excellent behaviour, attitudes to work and sense of responsibility. By Year 6, pupils usually achieve standards that are well above the national average in English, mathematics and science and well above those expected of pupils of their age in other subjects. The school's ethos strongly promotes learning and reflects the outstanding leadership of the headteacher and the support offered by all other staff. The school provides very good value for money.

What the school does well

- Standards in English, mathematics and science are well above the national average.
- The pupils' behaviour, attitudes to work and sense of responsibility are excellent.
- The pupils' moral and social development is excellent. Their spiritual and cultural development is very good.
- Pupils are stimulated by an exciting and relevant curriculum and this, together with very good teaching, leads to pupils generally achieving standards in all subjects well above those expected at the end of the Foundation Stage, Year 2 and Year 6.
- The headteacher, with the support of staff and governors, creates an ethos in which pupils make very good progress in their academic and personal development.
- The school makes very good provision for talented and gifted pupils.
- The school has very effective procedures to ensure the pupils' welfare, health and safety.

What could be improved

- There are no significant areas for improvement.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress since the last inspection in May 1997. All the key issues from the last inspection have been addressed, standards in the core subjects have continued to rise and there have been improvements in other aspects of the curriculum such as information and communication technology (ICT), the Foundation Stage and personal, social, health and citizenship education (PSHCE). Initiatives such as the literacy hour and numeracy lessons have been adopted successfully. The school has instigated its own courses to help talented and gifted pupils. The capacity to sustain the high standards and continue to improve is very good.

STANDARDS

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

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

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

- Pupils' results in Year 6 in English, mathematics and science from 1998 until 2000 have been consistently well above the national average. They have improved in line with the national trend. This is commendable as it becomes more difficult to maintain the difference as the below average schools catch up.
- In 2000, the proportion of pupils who attained levels above those which are expected of pupils in Year 6 (level 5) was above the national average in English and well above average in mathematics and science.
- Standards in reading and writing are particularly strong throughout the school.
- The school has regularly met its challenging targets in English and mathematics.
- The school's performances in the national tests when the pupils are in Year 2 in reading, writing and mathematics are consistently well above the national average and improving in line with the national trend. In 2000, the school's performance was well above average in reading and mathematics and high in writing when compared with similar schools.
- Standards in art, design and technology, geography, history, ICT, music, physical education and religious education are above and, in many instances, well above those expected of pupils in Years 2 and 6.
- There are no marked differences between the performance of boys and girls or pupils from different backgrounds.
- By the end of the Foundation Stage, most children attain well beyond the Early Learning Goals in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development.
- Pupils with special educational needs make very good progress as a result of the support they receive.
- Pupils make very good progress in English, mathematics and science. They make very good progress in art, design and technology, geography, history, music, physical education and religious education. They are now making very good progress in ICT as a result of the improved facilities and quality of teaching, particularly when pupils work in the computer suite. Pupils' learning was not so effective prior to the improved facilities as pupils did not have sufficient opportunities to use computers.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils like school. They arrive punctually and work hard.
Behaviour, in and out of classrooms	Behaviour is excellent in classrooms, around the school and in the outside play areas. There have been no exclusions.

Personal development and relationships	Relationships are excellent. Pupils work well together and they care deeply about others. They are keen to take responsibility and enjoy helping with tasks.
Attendance	Above average.

TEACHING AND LEARNING

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

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

- Teaching is very good, overall, and this is an improvement upon the findings in the previous inspection. Teachers are well supported by teaching assistants. As a result, pupils make very good progress in their learning overall.
- Over half the lessons observed were very good or excellent. About one quarter of the lessons were good and the remainder satisfactory.
- The teaching of English and basic literacy skills is very good overall. Teachers use all areas of the curriculum to develop literacy skills and as a result, pupils' learning is very good.
- The teaching of mathematics and numeracy is very good overall. Pupils are given many opportunities to solve problems and this ensures that pupils, including those who are able, are appropriately challenged. Teachers use all areas of the curriculum to develop mathematical skills and as a result, pupils' learning is very good.
- Teachers have very high expectations of their pupils both in behaviour and work. Relationships are excellent. Adults work well together and they are appropriate role models for the pupils. Pupils are encouraged to make assessments of their own learning and this is a significant factor in their high levels of motivation.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	All pupils benefit from the stimulating curriculum, which meets statutory requirements and is enriched by a wide range of visits, visitors and, for junior pupils, activities outside of lessons. Sufficient emphasis is given to English, mathematics and science.
Provision for pupils with special educational needs	Very good. Pupils are well supported by teachers and teaching assistants. They have the same access to all aspects of the curriculum as other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school's provision for pupils' moral and social development is excellent. It is very good for spiritual and cultural development. Pupils have a good understanding of right and wrong. Spiritual development is particularly well developed in assemblies. Cultural development focuses very well on local, British and European cultures.
How well the school cares for its pupils	The school has excellent procedures for monitoring and supporting the pupils' welfare and academic performance.

Nearly all parents who replied to the questionnaire, attended the meeting with the registered inspector or who were interviewed during the inspection reported their satisfaction with the efforts the school made to keep them informed of their children's learning and progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, very well supported by the deputy headteacher and all staff, provides outstanding leadership and clear educational direction to the school. Other key staff provide very good leadership and support in their subjects or areas of responsibility.
How well the governors fulfil their responsibilities	The governing body is effective in fulfilling its responsibilities and meeting its statutory obligations. It has recently reviewed its effectiveness and implemented new procedures to improve its monitoring of the school's work.
The school's evaluation of its performance	The school has very good procedures for monitoring the progress of individual pupils. It compares its test results with all schools and those that are similar, based on the number of pupils eligible for free school meals, and sets appropriately challenging targets. It effectively analyses the data of tests to improve its performance and to meet individuals' needs.
The strategic use of resources	The school has very good procedures for using its funds to the best advantage of its pupils and ensuring it obtains best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Behaviour in the school is good. • The teaching is good. • The school expects the children to work hard and achieve their best. • Their children like school. • The school is helping the children to become mature and responsible. 	<ul style="list-style-type: none"> • Making parents more comfortable about approaching the school with questions or a problem. • The school working more closely with parents. • The range of activities outside lessons. • Improved systems for informing parents about how their child is getting on.

Inspectors agree that teaching is good, the school expects the children to work hard, that children like school and that the school is helping children to become mature and responsible. Inspectors do not agree with parents about activities outside lessons as the school has an extensive range of activities at lunchtime and after school for pupils in Years 3 to 6, which is far in excess of most primary schools. The systems for informing parents about how their child is getting on are comprehensive. Nearly all the parents who attended the meeting with the registered inspector or who were interviewed during the inspection believe the school does work closely with them and that they feel comfortable about approaching the school with questions or a problem. However, there is a significant minority of parents for whom the school needs to do more if they are to feel comfortable about working closely with the school or approaching the school with a question or problem.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science are well above the national average.

1. The school's performance in the National Curriculum tests is very good. Since 1998, the results in English, mathematics and science, when pupils are in Year 6, have consistently been well above the national average. The results also compare favourably when compared with similar schools. The performance by pupils in Year 2 is equally good. Over the past four years the school's results in reading and writing have been well above average and for the past two years the same was true for mathematics. In the other years, the results were above average. The school is continuing to improve its results and the trend in the school's performance is in line with the national trend. This is very good as maintaining the difference is difficult as the below average schools strive to catch up.
2. These standards are confirmed by inspection evidence. Particular strengths throughout the school are the pupils' skills in reading and writing. Pupils are heard to read regularly and they have good strategies for identifying words that are new to them. Vocabulary is introduced and reinforced in all subjects; for example, in physical education with words such as 'stretching', 'floating', 'turning' and 'sinking' which are movements relating to dance. The school identified weaknesses in writing fiction and as a result of increasing its emphasis on the variety of writing and working at figurative and sentence work standards have been significantly improved. Pupils have opportunities for writing across the widest range, from poetry to prose and fiction to report writing. In mathematics, pupils are given many opportunities to solve problems and this is a major factor in helping pupils to attain such high standards. Pupils have a good knowledge of all elements of the science curriculum and they clearly understand the notion of a 'fair test'. The main reason for the high standards in all three subjects is the very good quality of teaching.

Pupils' behaviour, attitudes to work and sense of responsibility are excellent.

3. Pupils' behaviour, attitudes to work and sense of responsibility are excellent and a significant factor in the pupils achieving high standards in their work.
4. The pupils' behaviour is excellent both inside and outside of the classroom. Pupils are polite to their peers and to adults, including visitors. They are courteous, trustworthy and treat the belongings of others with respect. Pupils respond quickly to instructions from teachers and other adults. They listen carefully to what adults have to say.
5. Pupils' attitudes to work are excellent. They arrive at school promptly and quickly settle to work. Pupils show an enthusiasm for their task and take an immense pride in their work, which is always neatly presented. They talk keenly about what they have done and by Year 6 can talk knowledgeably about the strengths and weaknesses in their work. They are proud of their achievements. Activities, which are organised at lunchtimes and after school, are well attended. Homework is usually fully completed on time. Attendance is above the national average.
6. Relationships are excellent and the older pupils care very well for the younger children. Pupils are involved in determining the rules within the school and can remind others of what is expected. They like to take responsibility and are keen to carry out tasks even from the earliest years. A school council has been in place for the last year and the pupils willingly involve themselves in matters which affect everybody in the school. They are involved in making decisions about how money is spent, for example, the 'Buddy Bench' where pupils who feel lonely can seek a friend and support. They have translated the school's aims into their own words and they identify charities for which they raise funds. They carry out regular tasks, such as preparing the hall for assembly, and they take a pride in the school's appearance.

The pupils' moral and social development is excellent. Their spiritual and cultural development is very good.

7. The pupils' moral and social development is excellent. Pupils have a clear idea of what is right and wrong. They understand the need to share things and they also appreciate that others' property should be respected. Pupils understand the need for rules and why all should abide by them. They learn how the behaviour of some can impact on others for better or for worse; for example, through stories in assembly and from events in classrooms or the playground in which members of staff intercede. Pupils discuss issues such as trust in PSHCE lessons. The manner in which pupils vote for representatives on the schools council ensures they learn about democracy and the value of a secret ballot.
8. Spiritual development is promoted very well in assemblies. Pupils are given moments to consider matters related to the theme for the day; for example, to close their eyes and imagine a place in which they would like to be, perhaps their favourite place. When asked to pray they are given time to reflect on matters connected to the theme of the assembly, such as 'caring'. The school also provides many opportunities for pupils to appreciate awe and wonder through aspects of the curriculum; for example, in science when studying plants and creatures but teachers do not always fully make use of the opportunities.
9. Cultural development is promoted very well. Pupils learn much about their own culture through subjects such as history, geography and in religious education when, for example, they study festivals. They learn about other cultures when they exchange e-mails with pupils from other continents and through artists and musicians from other countries but the aspect of multi-cultural development does not receive quite the same emphasis.

Pupils are stimulated by an exciting and relevant curriculum and this, together with very good teaching, leads to pupils generally achieving standards in all subjects well above those expected at the end of the Foundation Stage, Year 2 and Year 6.

10. The school offers a varied and stimulating curriculum which provides pupils with outstanding opportunities for learning. It successfully reflects the school's aims and is very relevant to the needs of the pupils. Teaching is very good overall and these two factors lead to pupils attaining high standards in all areas of the curriculum.
11. There are many strengths in the excellent and very good teaching. They include high expectations of pupils' behaviour, levels of concentration and output of work, which result in pupils working hard at their tasks. Relationships between staff and pupils are outstanding with pupils knowing that they are well cared for and given appropriate levels of support to enable them to achieve their best. Pupils are very well managed and, as a result, time in lessons is well used. At the beginning of the lesson, teachers tell pupils quite clearly what they want them to learn. Teachers encourage pupils to make assessments of how well they are learning; for example, by showing 'thumbs up' if they are confident and 'thumbs down' if they still have not learnt what is the objective for the lesson. This has been an effective initiative to enhance the pupils' responsibility for their own learning. Other strategies, such as 'pair, share and tell' where small groups of pupils discuss specific issues or questions, help pupils to learn from each other. Homework is used well to extend pupils' learning and teaching assistants are most effective in supporting pupils in their learning, particularly those with special educational needs.
12. The curriculum fits efficiently into a tightly managed school week when all available time is used effectively. ICT is used very well to support the curriculum by means of the newly equipped computer suite, connected to the Internet, as well as the computers in the classrooms. The curriculum has been broadened for the youngest children to include provision for an outside classroom to extend experiences and learning opportunities for them. The programme for pupils' personal, social and health education, to include citizenship, is an excellent provision. The curriculum also makes a splendid contribution to pupils' cultural development, as well as their aesthetic appreciation. It is reflected in the very high standard of the quality and presentation of pupils' work, which shows variety and individuality.

13. There are very good opportunities for all pupils to make educational visits to places of interest to support all subjects of the curriculum. They are planned carefully to extend the work in school. Pupils are able to gain a deeper understanding about their work, which makes the projects more meaningful, memorable and enjoyable. The pupils' work completed after visits is impressive whether it is in the form of written work, creative handwork, drama or diaries.
14. The constructive links with the local community and local business partnerships are extremely good. Sponsorship enabled Year 6 pupils, for example, to visit the Tate Gallery as part of their art studies. The paintings the pupils produced in the style of Pissarro were displayed in Chichester. Both these and the books the pupils made about the visit are of a very high standard.
15. During the Year 6 residential visit, pupils have the opportunity to learn skills not experienced in school, such as rock climbing and sailing. These activities also develop their personal and social skills.
16. There is a very good planned programme for people with subject expertise to share first-hand experiences with pupils. These visitors, who either come on a regular basis or for a particular topic, help to increase pupils' understanding of their work as well as making learning fun. Year 5 pupils, for example, learned many important facts during a 'Roman' day about its army. The pupils were also given the opportunity to say how they felt carrying out manoeuvres dressed as Roman soldiers: something they could not have experienced just by reading about it.
17. Some pupils were given the opportunity to work with a sculptor. They made giant ceramic and wire insects, which are now placed in the school flower beds for all to admire. Pupils then used their literacy and ICT skills to write instructions on how to make the insects with photographic illustrations and put it on the school website.
18. Participating in activities such as the Greek and Victorian days and cooking Aztec style dishes provides pupils with experiences which stimulate their interest. All the visitors to the school help expand the curriculum and create exciting learning activities. Pupils have seen authors, theatre groups, a planetarium to reinforce science work and the Ordnance Survey 'bubble' to develop pupils' mapping skills ready for their fieldwork.
19. The school uses the potential of the grounds very well to provide an environment which supports pupils' learning, such as the vegetable garden and the pond. "My favourite part of the school is the wildlife area because of the little creatures", wrote a Year 1 pupil. Physical education is well supported by the adventure climbing apparatus and there are well laid out areas with seating to encourage quiet games and discussion.
20. The school provides pupils in Years 3 to 6 with a wide range of learning opportunities through a very good programme of extra-curricular activities where pupils successfully develop their skills. These clubs also make a significant contribution to pupils' personal, social and cultural development. The clubs include competitive sports fixtures, cricket, football, netball, athletics, art, choir, computer, drama, French and an environment club. The school holds an annual sports day and presents music and drama productions. Drama is also used to support project work and shared with other classes in assemblies.
21. Pupils are provided with many possibilities to apply the skills learned in the literacy and numeracy lessons to other subjects. Year 6 pupils practise their note taking and summary making skills when they rewrite a Greek myth to read to Year 1 pupils. Pupils use their knowledge from mathematics lessons to look at shape and pattern in nature in the school grounds. Year 5 pupils practise their basic numeracy skills to work out that 48,000 goat skins were used by the Roman army to make tents for their legions in Britain. Not only did the younger children visit the zoo to see wild animals: they also learned about a well-known author's animal books. As a result of visiting the butterfly gardens, the youngest children extended their vocabulary to know what 'proboscis' means. Year 2 pupils show the development of their vocabulary describing the movement of falling leaves and re-enacting this effectively in the physical education lesson. Some pupils use their literacy skills to create encyclopaedia style descriptions of imaginary creatures with moving parts made in a design

and technology lesson. The school takes every opportunity to promote skills across the curriculum after local visits and visits to museums, churches, country parks and other places of interest such as the *Mary Rose*. The school provides learning opportunities where pupils see a purpose for their work when they put their skills into practice, such as making banners for the Chichester Arts Festival. They are given opportunities to express difficult concepts in words such as the moving writing about 'trust'.

22. There are opportunities across the whole curriculum for decision making. In Year 2, pupils make their own decisions regarding the structure of their stories. Every morning Year 6 pupils decide how best to solve a problem, which sometimes impacts on life. The school ensures that all pupils, including the most able, are sufficiently challenged to remain interested and enthusiastic about learning. The school council also encourages pupils to take responsibility and show initiative.
23. The wealth of the valuable, well-planned curriculum activities provided to enrich pupils' learning and the very good teaching contribute to the high standards achieved in all subjects.

The headteacher, with the support of staff and governors, creates an ethos in which pupils make very good progress in their academic and personal development.

24. The headteacher provides outstanding leadership and management. She is strongly supported by the deputy headteacher, teachers, teaching assistants, administrative and other staff and the governing body. She sets a fine example to all who work at the school. Clear educational direction is given to the school. The aims are clearly expressed in the school prospectus and are the basis for the school's improvement plans. The school is very successful in meeting those aims; for example, the school is 'a happy and safe environment where everyone is valued and respected'. Pupils in Year 6 stated, "they felt very safe in school, everyone is caring."
25. High expectations of the pupils both in work and behaviour are apparent. Pupils say, "We are expected to work hard in every subject and always to do our best". The pupils' work reflects this. Handwriting and presentation in all subjects are excellent. Standards are above average in all areas of the curriculum with many examples of work well above average. Pupils are expected to behave well and to take responsibility. Trust is developed in many ways; for example, a Year 6 pupil reported, "The headteacher trusts us to look after her dog and not to look at her personal things in her room." Pupils are encouraged to participate in local activities, to be involved in charitable events and to appreciate the wider world; for example, through exchanging e-mails with pupils in other countries.
26. The environment is clean, welcoming and stimulating. Displays in classrooms and around the school reflect the high quality of work produced by the pupils. The library is attractive and encourages pupils to use its resources. The outdoor environment is well kept and offers a wide range of stimulating activities to cater for different ages and interests; for example, the pirates' boat and the trim trail adventure area.
27. Teaching and learning are ongoing priorities for the school and this is the reason that the quality of teaching has improved since the last inspection. The school has a regular programme for monitoring and supporting teaching. This involves all members of staff. The school makes use of outside consultants, such as the local education authority advisers, to assist in this process. Lessons are observed by the headteacher and deputy headteacher and feedback given to teachers on the strengths of the lesson and areas which can be improved. Coordinators regularly monitor pupils' work. They support their colleagues; for example, by leading an in-service training day. The school has embraced the new procedures for performance management in which targets are set for individuals to improve their practice, particularly in the classroom, and this links well with monitoring and improving pupils' academic progress.
28. Procedures for monitoring the pupils' academic progress are very good. Records of individual pupils' attainment are recorded regularly and new challenging targets set. Test results are

analysed in detail and action taken to address any areas where pupils do not perform as well as might be expected. Challenging targets for all year groups are set in literacy and numeracy each year.

29. The governing body is effective in carrying out its statutory responsibilities and offers strong support to the headteacher and other staff. As a result of a recent review of its effectiveness, new procedures have been adopted to ensure that governors are more effectively involved in the monitoring of the school's work and the implementation of the school improvement plan.
30. The management handbook indicates there are good procedures in place for the day-to-day running of the school and evidence from the inspection indicates the school is managed most efficiently.

The school makes very good provision for talented and gifted pupils.

31. The school has appointed a coordinator to ensure that all pupils who are identified as talented and gifted fulfil their potential. A register of such pupils is kept and reviewed at least annually.
32. The local education authority has a programme of enrichment courses at which pupils from across the county attend. The courses take place on Saturday and range from poetry to mathematics, history to environmental studies and thinking skills to music. As a result of discussions between the pupils and the coordinator to evaluate courses, the school, in conjunction with its 'family' of local schools has established its own courses, for example in music, ICT and art. A team of Year 4 pupils entered a competition open to schools within the county entitled 'Design a Website' and were nominated as winners.
33. Subject coordinators are working with staff to ensure that all are aware of different classroom strategies to extend these pupils in all areas of the curriculum; for example, ensuring that in mathematics lessons, pupils are posed problems. In a Year 4 class, the question was asked, "If this rectangle has a perimeter of 50 cms and one side is 8 cms, tell me what the measurement of one of the longest sides is?" Pupils are also being encouraged to monitor their own progress in relation to the objective for the lesson and should they not achieve the objective, they are expected to identify the particular skill, idea or process they might require help with. The strategy is a successful one. It has helped pupils in Year 6 to attain level 6 (a high level when compared with the national average) in their mathematics national test for the past two years.

The school has very effective procedures to ensure the pupils' welfare, health and safety.

34. The welfare of pupils is of paramount importance to the headteacher and staff. Teachers and teaching assistants know the pupils very well, including those who are gifted and talented or who have special educational needs. They are fully aware of their physical, emotional and intellectual needs. Regular discussions are held to ensure all staff are aware of any particular child's needs so the pupils may be supported appropriately. The school has effective practices to identify how well pupils are making progress, particularly in English, mathematics and science and the achievement of different groups of pupils or boys and girls. Pupils with special educational needs and those who are talented or gifted are supported very well. The school also has excellent procedures for identifying what pupils can do well and what they need to do to improve. Pupils from Year 4, 5 and 6 are involved in annual discussions between the class teacher and parents on how well they are progressing in all aspects of their work and in their personal and social development. They are involved in setting their own targets for improvement.
35. Excellent procedures are in place to ensure pupils well-being at all times; for example, a "link book" is in use at lunchtimes which enables staff to record any incidents (good or otherwise) to inform the headteacher. Where adverse behaviour occurs the headteacher takes appropriate action and, if appropriate, is linked into a theme for assembly so that all learn from the experience. Where patterns of adverse behaviour or attendance have an effect on learning, the headteacher and staff are prompt to act and parents are quickly involved. The school has

recently reviewed its procedures to address any instances of bullying or harassment and it has introduced an excellent PSHCE programme which promotes healthy living and the health and safety of pupils. Through the school council, pupils look at issues which affect all members of the school. They are able to introduce measures which improve the welfare of all, such as the 'Buddy Bench', where pupils who are feeling lonely can sit and expect some support from another child. The school has effective procedures for ensuring the security of its pupils and the health and safety of all who work in the school.

36. Effective child protection procedures are in place in accordance with the local education authority's guidelines. Staff are made aware of new material and updated instructions. Teaching assistants are trained to be vigilant to concerns. There is close liaison with welfare and support agencies such as the police liaison officer, education welfare officer, nurse and Social Services. The school makes very good use of the services available to help its pupils and their families such as with health education, moral education and bereavement counselling.

WHAT COULD BE IMPROVED

37. There are no significant areas for improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (1) Although there are no significant areas for improvement, the school might like to explore further ways in which it can help parents feel comfortable about approaching the school with a problem or question.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	7	4	4	0	0	0
Percentage	17	39	22	22	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 five 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)	N/a	225.5
Number of full-time pupils known to be eligible for free school meals	N/a	5

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	3
Number of pupils on the school's special educational needs register	N/a	43

English as an additional language

	No of pupils
Number of pupils with English as an additional language	15

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	4.97
National comparative data	5.2

Unauthorised absence

	%
School data	0.03
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	18	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	17	18
	Girls	17	17	16
	Total	35	34	34
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (97)	97 (97)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	17	18
	Girls	17	15	17
	Total	34	32	35
Percentage of pupils at NC level 2 or above	School	97 (94)	91 (88)	100 (100)
	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	16	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	16
	Girls	18	17	18
	Total	31	30	34
Percentage of pupils at NC level 4 or above	School	91 (97)	88 (91)	100 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	16
	Girls	18	17	18
	Total	31	30	34
Percentage of pupils at NC level 4 or above	School	91 (88)	88 (91)	100 (100)
	National	70 (68)	72 (69)	80 (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	1
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	196
Any other minority ethnic group	5

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)	9.7
Number of pupils per qualified teacher	24.3
Average class size	29.5

Education support staff: YR – Y6

Total number of education support staff	9.0
Total aggregate hours worked per week	171

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a
Total number of education support staff	N/a
Total aggregate hours worked per week	N/a
Number of pupils per FTE adult	N/a

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
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	£
Total income	459000
Total expenditure	453502
Expenditure per pupil	1914
Balance brought forward from previous year	8436
Balance carried forward to next year	13934

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	1.0

Total number of vacant teaching posts (FTE)	0.0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.9
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0.0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	236
Number of questionnaires returned	93

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	41	3	1	0
My child is making good progress in school.	40	53	3	0	4
Behaviour in the school is good.	59	40	0	0	1
My child gets the right amount of work to do at home.	26	57	13	0	4
The teaching is good.	46	51	1	0	2
I am kept well informed about how my child is getting on.	26	50	14	6	4
I would feel comfortable about approaching the school with questions or a problem.	35	42	12	10	1
The school expects my child to work hard and achieve his or her best.	59	38	1	0	2
The school works closely with parents.	33	41	17	5	4
The school is well led and managed.	51	36	1	7	4
The school is helping my child become mature and responsible.	51	45	1	1	2
The school provides an interesting range of activities outside lessons.	29	40	16	4	11

N.B. Percentages may not add up to 100 as a result of rounding up