

INSPECTION REPORT

**HEMINGBROUGH COMMUNITY PRIMARY
SCHOOL**

Hemingbrough, Selby

LEA area: North Yorkshire

Unique reference number: 121450

Headteacher: Mr. Rob Taylor

Reporting inspector: Margaret Britton
17678

Dates of inspection: 3rd –5th July 2000

Inspection number: 197196

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

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Hemingbrough Community Primary School
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North Yorkshire
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Postcode:

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs Louisa Elias

Date of previous inspection: June 1996

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- **The quality of teaching is very good in Key Stage 2.**
- **Very good provision is made for pupils' personal development and behaviour is managed very well. As a result, pupils' attitudes to learning and standards of behaviour are very good.**
- **There is very good provision for pupils with special educational needs and they make good progress.**
- **The school strongly promotes an effective partnership with parents. Parents have very positive views of the school and are very supportive.**
- **The very good ethos and stimulating and purposeful learning environment promote pupils' personal and academic development.**

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- **The curriculum and provision for children under five.**
- **The consistent use of clear learning objectives in the teachers' plans for teaching, learning and assessment.**

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- **Teachers' expectations for the way in which Key Stage 1 pupils present their work and pupils' pride in their own work.**
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school serves the village of Hemingbrough near Selby. Some pupils also come from the small village of South Duffield and some from further afield. Most pupils live in owner occupied or privately rented accommodation and are drawn from a wide range of social backgrounds. There are 197 pupils on roll aged between four and eleven years old. The school is organised into seven classes. 17 pupils (8.6%) of pupils are eligible for free school meals. There are 49 pupils on the school's register of special educational needs and, of these, seven have statements. The percentage of pupils with statements is above the national average. Children's attainment on entry to the reception class covers the full range of ability but the results of the 1999 baseline shows that most children achieve typical levels for four year olds but below the local education authority's average.

HOW GOOD THE SCHOOL IS

This is an effective school that helps pupils to achieve high academic standards in English, mathematics and science by the end of Key Stage 2. The standards are boosted by the very good quality of the teaching in Key Stage 2. The school is well led and managed by the headteacher and governing body and they are strongly supported by a cohesive team of staff who work well together for the benefit of the pupils. The school has a very good ethos and has many more strengths than weaknesses. It gives good value for money.

What the school does well

- Pupils achieve high standards in English, mathematics and science at the end of Key Stage 2.
- The quality of teaching is very good in Key Stage 2.
- Very good provision is made for pupils' personal development and their behaviour is managed very well. As a result, pupils' attitudes to learning and standards of behaviour are very good.
- There is very good provision for pupils with special educational needs and they make good progress.
- The school strongly promotes an effective partnership with parents. Parents have very positive views of the school and are very supportive.
- The very good ethos and stimulating and purposeful learning environment promote pupils' personal and academic development.

What could be improved

- The curriculum and provision for children under five.
- The consistent use of clear learning objectives in the teachers' plans for teaching, learning and assessment.
- The headteacher and subject leaders' roles in monitoring teaching and learning in order to further develop curriculum planning and promote higher teacher expectations.
- Teachers' expectations for the way in which Key Stage 1 pupils present their work and pupils' pride in their own work.
- The arrangements for collective worship which do not meet statutory requirements.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1996. Many effective improvements have been brought about since the appointment of a new headteacher in January 1997. There have been significant changes of teaching staff and seven additional support staff have been appointed. The headteacher has led them well and they work effectively as a team. Parents say that communications with the school are much improved. Very good improvement has been made in managing pupils' behaviour and standards of behaviour are now very good. Extensive alterations to the building have resulted in more opportunities for pupils to develop independent learning strategies. Standards of attainment in English, mathematics and science at Key Stage 2 have improved steadily over the last four years and there is evidence that standards at Key Stage 1 are also improving. The school development plan is now a useful, detailed document that supports school improvement well.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	C	B	A*	A*	in the highest 5% nationally A*
mathematics	C	A	A*	A*	well above average A
science	C	A*	A	A	above average B
					average C
					below average D
					well below average E

The results of the end of Key Stage 2 tests and teacher assessments for 1999 show that the percentage of pupils attaining the expected level (level 4) in English, mathematics and science was well above the national average. The percentage of pupils attaining the higher level (level 5) in English and mathematics is very high in comparison to the national average. In science the percentage of pupils attaining level 5 was well above the national average.

When compared to the results of pupils in similar schools the percentage of pupils reaching the expected level (level 4) in English, mathematics and science is well above average. The percentage of pupils who achieved the higher level (level 5) is very high in English and mathematics and well above average in science. The trend over the four years from 1996 to 1999 is upward and exceeds the national trend. There is no significant difference in the attainment of boys and girls at Key Stage 2. The work seen reflects these standards. The school sets appropriately challenging targets for improvement in pupils' standards of attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to learning. They are eager to learn, listen attentively and know that they are expected to concentrate and work hard.
Behaviour, in and out of classrooms	Very good. Pupils work and play very well together. They are considerate of each other and of adults. Incidences of exclusions are very low.
Personal development and relationships	Very good. Pupils show initiative and willingly take on responsibilities for tasks in the school. Older pupils are very supportive of younger pupils. Relationships are very good.
Attendance	Levels of attendance are in line with the national average. Most absence is due to parents taking holidays during term time.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory	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 is very good and better in 33 percent of lessons, good in a further 24 percent of lessons and satisfactory in the remaining 43 percent of lessons. The very good quality of teaching at Key Stage 2 is a major factor in the success of the school. Where the quality of teaching is very good and better, lessons are well planned, organised and managed. The teachers make good use of their subject knowledge and expertise to structure the direct teaching and discussions with pupils. Very good use is made of questions to challenge pupils' thinking throughout the lessons. Shortcomings in teaching occur where the plans do not establish clear learning objectives and what is to be taught, learnt and assessed is unclear. The quality of teaching in English and mathematics is never less than satisfactory and there are examples of good or better teaching at both key stages. The skills of literacy and numeracy are promoted well in other subjects of the curriculum. Pupils with special needs, including those of high ability, are taught effectively. Pupils make particularly good progress at Key Stage 2 because learning objectives are generally clearer. In the reception class and in Key Stage 1 pupils make satisfactory progress overall. Learning is less effective than in Key Stage 2 because of shortcomings in the curriculum for children under five and in Key Stage 1.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for children under five does not provide sufficient planned opportunities for them to develop their knowledge, skills and understanding in all six areas of learning. It is not sufficiently based on the results of assessments carried out when the children start school. The curriculum for pupils in both key stages is satisfactorily broad and meets the requirements to teach all the subjects of the National Curriculum and religious education. The school has appropriately begun to develop a new approach to planning the curriculum to replace the system currently in use. Learning objectives are not used consistently as a focus for teaching and assessment.
Provision for pupils with special educational needs	The school makes very good provision for pupils with special educational needs. This is a strength of the school and pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for pupils' spiritual, moral social and cultural development. Pupils' moral and social development is very well promoted.
How well the school cares for its pupils	The school cares well for all the pupils. The provision for health, safety and welfare and for promoting good behaviour and pupils' personal and academic progress is good. Procedures for child protection are good and are consistently implemented.

The school's partnership with parents is very good. Parents appreciate the very good range of formal and informal communications they have with the school. The headteacher and staff are very accessible and welcome contact with parents. Parents respond by providing strong support for the school. The curriculum for pupils at Key Stage 1 and Key Stage 2 complies with requirements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership. He has brought about a good number of effective improvements in the school and is well supported by the deputy headteacher and staff with management responsibilities. He has identified appropriate priorities for the next stage of development of the school.
How well the governors fulfil their responsibilities	The governors have a good understanding of their roles and responsibilities, base their decisions on relevant information and carry out their roles and responsibilities effectively. They provide strong support for the headteacher and staff.
The school's evaluation of its performance	Analysis of statutory and other test data is effective and has been used to identify priorities for improvement. A satisfactory start has been made on monitoring the quality of teaching and learning. A useful audit of parent, governor and non-teaching staff opinion has been carried out.
The strategic use of resources	Financial resources are used well. The headteacher and governors take a long-term approach to financial planning and this enables them to support the priorities in the school development plan very effectively. However, the impact of resources on standards is not rigorously evaluated. Teaching and support staff are well deployed and their work is having a positive impact on standards. The administrative assistant, caretaker and lunchtime staff provide very good support for the headteacher and staff.

The headteacher is enthusiastic and committed to the continued improvement of the school. He has a clear vision for its development that is well understood by governors and staff. Appropriate priorities for improvement have been identified and because the headteacher, staff and governors are a strong team, the school has good potential for further improvement. Good use is made of the principles of best value in planning for school improvement.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents feel comfortable about approaching the school with questions or a problem. The school is well led and managed. The good quality of the teaching Children are expected to work hard and achieve their best. The way in which the school helps the children to become mature and responsible. 	<ul style="list-style-type: none"> Some parents think that the school does not give enough work to do at home. Others think that there is too much homework. Some parents think that the school does not provide an interesting range of activities outside lessons. Some parents would like more information about children's progress. A small number of parents do not think their children make good progress.

The inspectors agree with the parents positive views of the school. The amount and type of homework given to children is appropriate. Parents have been fully consulted on this issue and have had opportunities to express their views. There is a good range of activities for pupils outside lessons, particularly at Key Stage 2. The school provides parents with a great deal of relevant information and provides daily opportunities for parents to talk to the staff. All children make at least satisfactory progress and most pupils at Key Stage 2 make good progress and achieve high standards by the end of the key stage. Parents attending the meeting held as a part of the inspection, were appreciative of the support their children receive from the school. They were particularly pleased with the positive way in which the staff listen and respond to any questions or concerns.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve high standards in English, mathematics and science at the end of Key Stage 2

1. When children start school in the reception class the results of teacher assessments made in the first few weeks are broadly in line with levels typical of four-year-olds in all areas of learning but are below the average for the local education authority. Standards in speaking and listening, reading and writing skills are higher than standards in mathematical development. The school has identified a trend of improvement in the attainment of children on entry to the reception class.
2. Pupils make satisfactory progress in the reception class and in Key Stage 1. The results of the end of Key Stage 1 tests and assessments for 1999 show that the percentage of pupils who achieved average levels in reading, writing and mathematics was well below the national average. The percentage of pupils who achieved the higher level (level 3) was well below the national average in reading and below the national average in writing and mathematics. When the results are compared with those of pupils in similar schools, results in reading are very low, in writing they are well below average and in mathematics they are below average. The school's targets for raising standards identified this cohort accurately and appropriate goals were set.
3. At Key Stage 1, standards in writing were better than those in reading. Girls achieved higher standards than boys in reading, writing and mathematics. There has been a downward trend over the last four years in the test and assessment results in reading and writing. Standards in mathematics have been variable. The results are to some extent due to the differences in the cohorts of pupils. The early identification of pupils with special educational needs is beginning to have a positive impact on standards. However, there is some evidence that the quality of the curriculum for children under five and the expectations for pupils in Key Stage 1 limit the progress of pupils in Key Stage 1. The preliminary results of the tests and assessments for the current Year 2 cohort appear to indicate an improvement overall in reading, writing and mathematics.
4. Pupils make good progress in Key Stage 2. By the end of Year 6 it is clear from the observation of lessons and an examination of a sample of pupils' work from across the ability range that they reach levels at least in line with those expected for their age in English, mathematics and science. Many pupils achieve higher levels. Pupils' attainment is the result of the very good quality of the teaching, the very good provision for pupils with special educational needs and the pupils' very positive attitudes to learning. The appropriate use of materials and approaches from the national strategies for literacy and numeracy and the practical approach to science make a positive contribution to the progress pupils make and the levels they attain.
5. The results of the end of Key Stage 2 tests and teacher assessments for 1999 show that the percentage of pupils attaining the expected level (level 4) in English, mathematics and science was well above the national average. The percentage of pupils attaining the higher level (level 5) in English and mathematics is very high in comparison to the national average. In science, the percentage of pupils attaining level 5 was well above the national average.
6. When compared to the results of pupils in similar schools the percentage of pupils reaching the expected level (level 4) in English, mathematics and science is well above average. The percentage of pupils who achieved the higher level (level 5) is very high in English and mathematics and well above average in science. The trend at Key Stage 2 from 1996 to 1999 is upward and exceeds the national trend. There is no significant difference in the attainment of boys and girls at Key Stage 2.

7. The school makes good use of the results of the end of key stage tests and assessments and other data to make comparisons with national and local standards and to set targets for improvement.

The quality of teaching is very good in Key Stage 2.

8. The quality of teaching in Key Stage 2 is a major factor in the success of the school. In 64 percent of lessons, the quality of teaching is very good. In a further 27 percent it is good and in the remaining nine percent it is satisfactory.
9. Where the quality of teaching is very good and better, lessons are well planned, organised and managed. The teachers make good use of their subject knowledge and expertise to structure the direct teaching and discussions with pupils. They achieve a good balance between instruction and discussion and that helps the pupils to sustain their concentration. Very good use is made of questions to challenge pupils' thinking throughout the lessons. For example, in a lower Key Stage 2 science lesson pupils are asked questions such as "What do you think you will see?" and "What do you think is happening?"
10. The best examples of planning include specific learning objectives and this ensures that the focus for the lesson is well maintained and the pupils make good progress. Teachers choose resources well to promote the learning. For example, in a personal-social education lesson at upper Key Stage 2, the video material was well chosen to create a positive environment in which pupils were happy to speak about their feelings and express their views.
11. Teachers make very good use of their time in lessons to monitor pupils' progress and to provide support or further challenge individuals and small groups. This, together with the teachers' enthusiasm and lively approach, helps to maintain the brisk pace of lessons. Sensibly short times are given to pupils to complete activities and this helps them to develop good work habits. As a result, the pupils work attentively, focus on the key points of the learning and make good progress.
12. The last few minutes of lessons are used well to give pupils opportunities to explain what they have done and why, or for the teacher to reinforce the key learning points. For example, in a mathematics lesson at upper Key Stage 2, the teacher used the time to revise estimation and "rounding up" numbers. This very effectively reinforced the work done in the lesson.
13. Pupils' work is marked regularly using the school's agreed scheme and this is helping pupils to understand what they need to do to improve the quality of their written work. Pupils are further helped to improve the quality of their work by opportunities to evaluate their own work and that of others. For example, at the end of an upper Key Stage 2 English lesson, the teacher responded warmly to the poems the pupils had written and provided a good role model and appropriate opportunities for them to give constructive feedback to each other.
14. Good use is made of teachers' individual subject knowledge and skills throughout the key stage. The team approach to planning the curriculum is also effective and ensures equality of opportunity in the parallel classes. Pupils are organised into sets for mathematics and English and this is having a positive impact on standards of attainment in these subjects. These strategies successfully promote high expectations for pupils' progress and achievement.

Very good provision is made for pupils' personal development and behaviour is managed very well. As a result, pupils' attitudes to learning and standards of behaviour are very good.

15. The school places a strong emphasis on developing pupils' personal and social skills

through encouraging them to develop self-discipline, the ability to learn independently and work co-operatively. This emphasis is evident in lessons and at break and lunchtimes. All staff promote the principles consistently and this helps the pupils to understand what is expected of them. Because the expectations of behaviour and attitudes are made clear, pupils understand them well and are able to respond by behaving appropriately.

16. At the time of the last inspection, the school was asked to develop strategies for supporting a small number of pupils whose behaviour was disrupting others' learning. The headteacher and staff have worked hard to implement an assertive approach to promoting good behaviour. This has had a very positive impact and the pupils' standards of behaviour are very good. Some parents expressed concern about disruptive behaviour in one class but the inspectors found no evidence of this.
17. Pupils take responsibility for a number of tasks in their classrooms and around the school which contribute well to the efficient running of the school. When they are given the opportunity to work in small groups, pupils respond well and are co-operative. Opportunities for independent learning are satisfactorily promoted.
18. Pupils are encouraged to adopt a caring attitude towards one another and the school environment. As a result, they listen to each other with respect and readily give each other praise. Pupils show concern and care for one another. For example, a pupil in lower Key Stage 2 very thoughtfully helped a friend to complete work during a science lesson. Older pupils enjoy working with Year 1 pupils to help them with reading and they take the responsibility very seriously. They take initiative for planning some activities for the younger pupils and good friendships have been formed.
19. Parents say that almost all the pupils enjoy school and are eager to attend. Pupils arrive on time and many stay for the after-school clubs and activities. Almost all the pupils are involved in school events. The older pupils are particularly keen to tell visitors about the work they have been doing and are proud of their achievements.
20. In lessons, pupils' are interested and involved and want to learn. They are generally eager to answer questions and contribute to discussions. When they work independently, they sustain their concentration and work diligently on the activities they are asked to do. This is mainly because the lessons are interesting and the pupils are keen to please their teachers.
21. Pupils understand the expectations for their behaviour well because they are involved in agreeing and writing the rules. As a result, they behave well at all times. They are well supported by the way in which the school praises and celebrates good behaviour and positive attitudes. Parents are very supportive of the way in which the school promotes good behaviour and attitudes. The pupils' very positive attitudes and very good behaviour have a positive impact on their progress.

There is very good provision for pupils with special educational needs and they make good progress.

22. The provision for pupils with special educational needs, including high achievers, is very good. The special educational needs co-ordinator is knowledgeable and knows each pupil well, doing everything in his powers to secure the best provision for the pupils. Links with parents and with other agencies are well developed and effective.
23. There are detailed and useful records for each pupil identified as having special educational needs and these are regularly updated. Parents are fully involved in the process and are kept well informed about their child's progress towards the targets set for them. The school fully complies with the Code of Practice.
24. The good procedures for assessment and monitoring enable the school to identify pupils at an early stage. In Key Stage 1, pupils are supported well through the provision of small

group work and individual support. Individual education plans are well written to provide small steps in learning, which enable pupils to feel positive about their progress and motivate them to further efforts. The individual education plans are used well by class teachers and support staff to plan appropriate tasks and activities for pupils and this contributes to the progress they make in lessons and in withdrawal sessions. Class teachers and support staff know the pupils well and plan effectively so that they are fully integrated into lessons. Pupils with special educational needs have equality of access to all aspects of the life of the school.

25. The provision for pupils with special educational needs has a positive impact on the standards of behaviour in the school. Several pupils are identified as having behaviour problems. They are very well managed and are helped to control their behaviour so that they can benefit fully from the educational provision.
26. Because the support staff are well informed and are included in the planning and review process, they show initiative and provide dedicated support for individual pupils. They keep detailed records of the pupils' response and progress.

The school strongly promotes an effective partnership with parents. Parents have very positive views of the school and are very supportive.

27. The headteacher, governors and staff successfully promote the school's partnership with parents in a variety of ways. Parents appreciate that the school's good links with the local pre-school, and opportunities to visit school with their children prior to admission to the reception class, help the children to make a smooth transition. They are similarly appreciative of the school's arrangements for pupils' transfer to the secondary school at the end of Year 6. Parents are generally very pleased with the information they receive on their children's progress. There are formal meetings with teachers twice each year and informative written reports in the summer term. In addition the school arranges evenings where parents are given information about the curriculum. They are kept well informed through regular newsletters.
28. The headteacher and staff are very accessible and welcome contact with parents. An open door policy operates very effectively. The support for parents with children who have special educational needs is very good and they are kept well informed at all stages. Parents are regularly invited to school assemblies and performances and many take advantage of these opportunities.
29. The school welcomes voluntary help from parents in the classrooms and on educational visits. Many parents give valuable and regular support.
30. The "Friends and Neighbours Association" raises significant funds that provide learning resources for the school. The members organise a wide variety of social functions for children and for adults. That the school is used for community meetings and adult education classes and is a focal point of the village makes a positive contribution to the pupils' understanding of their place in the local community.
31. Parents' views have been sought and taken into account on the home-school agreement and the homework policy. A recent audit carried out by the school included a questionnaire for parents which brought a very high response. These responses were analysed and provided the school with very useful information to identify priorities for school improvement.
32. Parents and carers are very supportive of the work in school. Through their comments at the meeting for parents before the inspection and their responses to the questionnaires, they confirm very high levels of satisfaction. All parents feel comfortable about approaching the school with questions or a problem and judge that the school is well led and managed. Almost all are pleased with the good quality of the teaching and that their children are expected to work hard and achieve their best. They like the way in which the

school helps their children to become mature and responsible.

33. These strong links between the school and parents are a contributory factor in creating the positive ethos of the school.

The very good ethos and stimulating and purposeful learning environment promote pupils' personal and academic development.

34. The headteacher and staff are committed to the achievement of high standards and work very effectively together to promote the school's aims. Weaknesses, identified at the time of the last inspection, have been overcome and there is a shared commitment to further improvement. The adults relate very well to one another and this enables them to work together effectively for the good of the pupils. They provide a good role model of relationships and teamwork for the pupils and this is a contributory factor in the pupils' good personal and social development.
35. The school successfully promotes its aims. The ethos has been particularly well enhanced by the attention given to improving pupils' behaviour. Pupils develop self-discipline and behave very well. This enables the teachers and pupils to get on with the lessons without interruption. Pupils' individuality is valued but they also learn to co-operate successfully with others in their learning. The school has developed the meaningful relationship with parents it identifies as an underpinning factor in achieving the other aims of the school.
36. A number of alterations to the physical environment of the school have been very effective in supporting school improvement. For example, the entrance to the school has been changed to ensure a secure environment for the pupils and an efficient and friendly welcome for parents and visitors. Changes to the office accommodation for the headteacher and administrative assistant and the staff room make good use of the available space. Storage for equipment is much improved. These changes help with the smooth running and organisation of the school and support the good team work.
37. A well resourced and useful library has been developed and now provides good opportunities for pupils to develop independent research skills. The library is also used extensively for small group teaching and provides a quiet and stimulating learning environment. A computer suite has been developed and is used very effectively to teach large groups of pupils and to provide opportunities for pupils to work independently to retrieve information or to practise their skills. These changes have enabled the school to make good progress towards developing pupils' independent learning skills, which was a key issue from the last inspection.
38. The internal decorations have been much improved to provide a good quality environment. The building is further enhanced by many good quality displays of pupils' work. The use of pupils' work promotes their self-esteem and encourages high standards across the curriculum.
39. An outdoor learning area is planned for the children under five. The plans show how the school will make good and imaginative use of an area adjacent to the classroom. Other appropriate plans are in hand for the development of the school grounds to support the pupils' social and intellectual development.

WHAT COULD BE IMPROVED

The curriculum and provision for children under five.

40. Although the children under five in the reception class generally make satisfactory progress and the majority achieve the national desirable learning outcomes by the time they are five years old, there are significant shortcomings in the way in which the curriculum is planned and taught. These shortcomings limit the progress the children make and have an impact on the standards pupils achieve in Key Stage 1.
41. There is no policy or scheme of work for children under five. The headteacher and deputy headteacher have identified this as an area for development and there are plans to address the problems by introducing the Foundation Stage from the beginning of the next school year.
42. The curriculum does not consistently promote the desirable learning outcomes for children aged five. The headings used in the long-term plans are inconsistent. Sometimes outdated headings in use prior to the introduction to the national 1996 desirable outcomes for children's learning are listed. The prospectus includes the correct headings for the areas of learning but the plans for teaching are based inappropriately on the subjects of the National Curriculum and the strategies for literacy and numeracy. The result is a curriculum that does not match the needs of the children and does not provide for continuity and progression of learning. This has made it difficult for the temporary teacher to use her teaching skills to the full.
43. Each morning is taken up with literacy and numeracy lessons and the afternoons are allocated to the foundation subjects of the National Curriculum. The plans for the afternoons are based on a mixture of areas of learning and National Curriculum subjects so the plans and the timetable do not correlate well. There are weekly plans which indicate the activities to be followed but do not identify specific learning objectives. This limits the opportunities to identify how learning is assessed and to plan a curriculum that promotes progress for children of all abilities.
44. Because the planning is not based on the areas of learning there are shortcomings in the provision for all six areas of learning. For example, children's development in language and literacy and the mathematical area of learning are limited by an over emphasis on formal teaching introduced to follow the national strategies for literacy and numeracy.
45. Children's personal and social development is promoted satisfactorily but there are few opportunities for children to develop their independence skills by selecting an activity, or developing their social skills through well planned play.
46. Knowledge and understanding of the world is promoted through the National Curriculum subjects of science, history, geography and technology but the plans do not identify clear learning objectives or support the learning through investigation, exploration and talk.
47. Creative development is promoted to some extent by art teaching and opportunities to use the role-play area but there are insufficient opportunities for children to develop and express their own ideas.
48. Children's physical development is promoted satisfactorily in physical education lessons but there is little evidence in the planning that the development of children's control and co-ordination of small tools and equipment is planned in any systematic way.
49. Baseline assessment is carried out during the children's first few weeks in school and the children achieve broadly typical levels for their age in all six areas of learning. There are relative weaknesses in mathematical development. It is clear from the sample of pupils' work that information from the results of baseline assessments is not used to plan the learning to match the children's prior attainment. Children of all abilities and ages carry out the same tasks in English and in mathematics. For example, they are required to write,

either by tracing over the teacher's writing, or by copying underneath. Although some children can do this satisfactorily, many do not have sufficient pencil control or understanding of writing. Their attempts indicate that bad habits in forming letters begin at this stage. Badly formed letters are evident in their written work throughout the year and little improvement is made. Similarly, in mathematics, children of all abilities complete the same worksheets and activities.

50. The plans for literacy and numeracy include appropriate learning objectives and are satisfactory. The literacy and numeracy hours have been introduced over the last two terms and pupils are generally making at least satisfactory progress in reading. However the lessons are too long and are inappropriate for the less able children in the reception class. Children are required to sit for too long on the carpet listening to the teacher and there is insufficient focus on practical activities and play for all the children in the literacy and numeracy lessons
51. There are some satisfactory play resources and the temporary teacher has established an interesting toyshop that the children enjoy using for role-play. However, the classroom is overcrowded with tables even though the teacher has removed some from the room. Role-play and other play activities tend to be used to occupy the children while the teacher works with a group and there is insufficient planned learning in the play activities. The focus in the classroom is on providing for the subjects of the National Curriculum. For example, in one lesson the teacher works very effectively at the art table encouraging the children to produce good quality observational drawings of their teddy bears. The other children use sand, dough, construction, wheeled toys and the toy-shop but no challenge is set for them and there is no interaction in their play to promote learning. As a result opportunities for children to make progress are missed.
52. There is no outdoor learning area but this is to be created before the start of the next school year. This will meet this shortcoming in the provision.

The consistent use of clear learning objectives in the teachers' plans for teaching, learning and assessment.

53. A scrutiny of teachers' planning throughout the school reveals a variable approach, particularly in art, design technology, geography, history, music, physical education and religious education and the areas of learning for children under five.
54. The medium-term plans currently in use are very detailed but the curriculum is over-loaded and in need of reduction to make it possible to retain a broad, balanced and relevant curriculum. This has led to lack of clarity for some teachers in deciding which learning objectives are to be focused upon in the short-term plans. The best examples of planning establish very clearly what is to be taught, which skills are to be promoted, what is to be learnt and what is to be assessed. Less successful plans focus on teaching the content of the curriculum and list activities but do not make clear exactly what the pupils are to learn or what, if anything, is to be assessed. The result is that pupils' progress is not promoted consistently well. Links with the programmes of study of the National Curriculum are lost at the medium and short-term planning stages and teaching the required curriculum is not ensured.
55. An examination of the teachers' timetables revealed that in some classes a considerable proportion of each morning is taken up by literacy and numeracy lessons and most other subjects are taught in the afternoons. The literacy and numeracy lessons often last longer than the recommended times, and although the pupils generally benefit from the teaching, it creates pressure on the time available to teach the other subjects, especially as the school has made insufficient reductions to the content of the curriculum.
56. The plans for literacy lessons are generally satisfactory. However, some examples are a weekly diary of what will be done and do not identify specific learning objectives or link them to the activities. There is a little evidence that changes are made to the weekly plan

to more closely match the next day's work to the pupils' progress. The plans for numeracy lessons are more consistent and show some learning objectives which are linked to the activities for the week.

57. Some outline plans for other subjects make no reference to the National Curriculum programmes of study or the agreed syllabus for religious education. There is no indication of assessment opportunities or how ongoing assessment is used to adjust the plans. The work sample reveals that although pupils' work is marked regularly, not all teachers plan to correct pupils' misconceptions by planning appropriate teaching in subsequent lessons.
58. The shortcomings in planning have a negative impact on pupils' progress. Where the quality of teaching is good and better the effect is less noticeable.
59. The subject coordinators have carried out an audit of curriculum planning at the long and medium-term stages in preparation for the revision of the plans and the introduction of Curriculum 2000 at the beginning of the next school year. They have identified some parts of the existing medium-term plans that they intend to retain and integrate with National Curriculum guidance. It is intended to introduce the Foundation Stage for children under five and in the reception year and link this appropriately with the programmes of study for pupils at Key Stage 1.

The headteacher and subject leaders' roles in monitoring teaching and learning in order to further develop the curriculum and promote higher teacher expectations.

60. The headteacher and the co-ordinators for literacy and numeracy have had some opportunities to monitor the quality of teaching and learning through classroom observation and through the scrutiny of teachers' plans for teaching. The headteacher observes some lessons, regularly checks teachers planning and samples pupils' work.
61. The implementation of the literacy and numeracy strategies has been monitored and this has had a positive impact on the quality of teaching and learning. For example, the mathematics co-ordinator has examined teachers' planning each half term and has observed lessons in both key stages. She has also taught some classes which has given her a secure view of pupils' attainment. These activities have enabled her to identify areas for improvement for example in assessment. These have been targeted for staff training and support from the co-ordinator. The literacy co-ordinator has carried out a similar programme of monitoring activities. Both have taught alongside their colleagues in all classes. These activities provide a good model for other co-ordinators to follow. The science co-ordinator will be the next to be involved.
62. However, in other areas of the curriculum, the monitoring activities do not sufficiently target particular elements of teaching and learning or focus on the impact of school improvement initiatives. As a result, the information that is collected is varied and is difficult to analyse and use effectively to identify improvements or pinpoint elements of the curriculum or teaching in need of development. This has been appropriately identified as a priority for improvement in the current School Development Plan.

Teachers' expectations for the way in which Key Stage 1 pupils present their work and pupils' pride in their own work.

63. An examination of a sample pupils' work from across the ability range in Year 1 and Year 2 reveals that pupils do not always take care in the way they present their work. There are examples of work being crossed out in a very untidy way. Writing often varies in size and legibility. Some pupils appear to show little pride in their work. Teachers appear to accept the variable quality of pupils' work and there is little evidence that pupils are shown how to improve their handwriting and presentation. The teachers' writing does not always provide a good model for pupils to follow.
64. When pupils write, letters are generally poorly formed. This can be traced back to the bad

habits pupils develop in the reception year when they are required to produce formal writing before they have the physical control to do so. Although opportunities for handwriting practice are provided in both Key Stage 1 classes, the pupils are usually unsupervised and practise forming letters incorrectly. Because of the lack of guidance, pupils make slow progress in developing a legible and fluent style of handwriting.

The arrangements for collective worship do not meet statutory requirements

65. Although pupils' personal, social and moral development is very successfully promoted through the regular school assemblies, the school does not fully comply with the statutory requirement to provide a daily act of collective worship that is wholly or mainly of a broadly Christian character.
66. A daily act of worship is identified in most teachers' timetables and on most days there are whole school assemblies. For example, each Tuesday individual pupils are singled out for praise for their academic or personal achievements and their names are placed on a special wall display. This occasion is highly valued by pupils, parents and staff. It makes a very good contribution to the pupils' personal and social development and strongly promotes the aims of the school. However, the assembly does not include any reference to a supreme being and there is no element of worship. Although values of a Christian nature, such as care for others or honesty, are shared, there are no opportunities for reflection or prayer about these qualities and their link to religious belief. Music is played as pupils enter and leave the hall but this is not used to create an ethos of, for example, celebration or reflection.
67. Each Friday, parents and friends are invited to the morning assembly and pupils from two classes show the work they have been doing. This assembly is very effective in strengthening the school's partnership with parents and the community and raising pupils' self-esteem.
68. Class teachers take responsibility for leading an act of collective worship in the classroom on at least one day each week and this is often indicated as being part of the religious education lesson. Although the teaching of religious education is satisfactory, none of the lessons observed included an element of collective worship.
69. The school prospectus does not make clear the parents' right to withdraw their children from the act of collective worship or religious education lessons.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70. High standards are achieved in many areas of school life. In order to raise the satisfactory standards in the remaining areas, the governing body, headteacher and staff should:

- (1) Improve the quality of the provision for children under five by ensuring that:
 - the curriculum promotes all six areas of learning and makes appropriate links with the National Curriculum for Key Stage 1;
 - baseline and subsequent assessment information is used as the basis for planning the teaching and learning in order to build on the children's prior knowledge, understanding and experience;
 - a wide range of teaching and learning strategies including play and role-play are used and that the classroom and outdoor area are organised to support these;
 - the proposed outdoor learning area includes stimulating, planned learning opportunities in all six areas of learning.

- (2) Ensure that the planning for teaching, learning and assessment throughout the school is consistently focused upon specific learning objectives.

- (3) Extend the role of the headteacher and subject leaders in monitoring and evaluating the impact of teaching and learning on standards in order to;
 - identify areas of strength and relative weakness;
 - use the information to identify any appropriate changes to the curriculum plans;
 - further improve the quality of teaching.

- (4) Raise the standards of presentation of pupils' written work at Key Stage 1 by encouraging teachers to:
 - help pupils to improve their handwriting techniques;
 - insist on higher standards of presentation.

- (5) Ensure that the daily act of collective worship fully complies with statutory requirements and that parents are informed, through the school prospectus, of their right to withdraw their children from the act of collective worship or religious education lessons.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	28	24	43	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

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)		197
Number of full-time pupils eligible for free school meals		17

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		7
Number of pupils on the school's special educational needs register		49

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	6
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence	%
School data	5
National comparative data	5.4

Unauthorised absence	%
School data	0.16
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	12	14	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	9
	Girls	9	12	14
	Total	17	20	23
Percentage of pupils at NC level 2 or above	School	65 (66)	83 (62)	88 (85)
	National	82 (80)	83 (80)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	9	10
	Girls	14	14	14
	Total	22	13	24
Percentage of pupils at NC level 2 or above	School	84 (62)	84 (85)	92 (88)
	National	82 (80)	86 (84)	87 (85)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	13	13	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	13
	Girls	11	11	11
	Total	24	24	24
Percentage of pupils at NC level 4 or above	School	92 (81)	92 (89)	92 (94)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	13
	Girls	10	12	12
	Total	23	25	25
Percentage of pupils at NC level 4 or above	School	88 (66)	96 (72)	96 (94)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	197
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	1	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)	8
Number of pupils per qualified teacher	25.3
Average class size	28.1

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	155

FTE means full-time equivalent

Financial information

Financial year	1999-2000
	£
Total income	309713
Total expenditure	326090
Expenditure per pupil	1647
Balance brought forward from previous year	33845
Balance carried forward to next year	17468

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	197
Number of questionnaires returned	104

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	39	6	1	0
My child is making good progress in school.	50	40	8	1	1
Behaviour in the school is good.	44	48	5	1	2
My child gets the right amount of work to do at home.	28	46	20	2	4
The teaching is good.	57	37	1	0	6
I am kept well informed about how my child is getting on.	33	56	9	2	1
I would feel comfortable about approaching the school with questions or a problem.	79	21	0	0	0
The school expects my child to work hard and achieve his or her best.	63	33	2	0	2
The school works closely with parents.	46	45	7	0	2
The school is well led and managed.	77	23	0	0	0
The school is helping my child become mature and responsible.	57	38	2	1	2
The school provides an interesting range of activities outside lessons.	34	42	17	1	6