

INSPECTION REPORT

NEWBERRIES PRIMARY SCHOOL

Radlett

LEA area: Hertfordshire

Unique reference number: 117303

Headteacher: Mrs S Taylor

Reporting inspector: Ms Diane Wilkinson
23048

Dates of inspection: 20th to 21st May 2002

Inspection number: 197681

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: | Newberries Avenue Radlett Hertfordshire |
| Postcode: | WD7 7EL |
| Telephone number: | 01923 857180 |
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| Appropriate authority: | Governing Body |
| Name of chair of governors: | Mr Anthony Kilkerr |
| Date of previous inspection: | 3 rd November 1997 |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Newberries Primary School has 209 pupils (106 boys and 103 girls) in seven classes from Reception to Year 6, all attending full time. It is around the same size as when it was last inspected, being smaller than most primary schools. The school is very popular and is over-subscribed. Pupil mobility is fairly high – in total 16.9 per cent join or leave the school other than at the normal times of admission or transfer. The proportion of pupils (17 per cent) with special education needs is below the national average, although the number of pupils (three) who have a specific statement of need is around average. The proportion of pupils (two per cent) known to be eligible for free school meals is well below average. The proportion of pupils from ethnic minority groups (12.5 per cent) is above average although the proportion (2.8 per cent) who speak English as an additional language is around that seen in most schools. The area has high employment levels and the majority of pupils come from a socially advantaged background. The prior attainment of children entering the Reception class does vary, but overall it is above average.

HOW GOOD THE SCHOOL IS

Newberries is very good school which is particularly effective in meeting the needs of individual pupils. This is because the excellent assessment and monitoring of pupils' attainment and progress clearly identifies what needs to be done to ensure future progress. Consequently, both the curriculum and teaching provide well for pupils of different abilities. In addition, pupils enjoy school very much and their positive attitudes help them to work hard and make good progress. As a result of these strengths all pupils achieve well, particularly so at the top of the school, where they reach standards which are well above average. The effectiveness of the school is due to the excellent procedures put in place, by the headteacher, to help monitor the school's work. This has meant that areas needing development are easily identified. The very good leadership and management seen at all levels, together with the commitment of staff, ensure that these areas are addressed very effectively. The school has an income that is high compared to most schools. However, the very good financial planning and monitoring allows resources to be effectively targeted to help bring about improvement, and the school provides good value for money.

What the school does well

- The leadership and management of the headteacher, senior staff and governors are very good. Their work is especially well supported by the outstanding procedures for monitoring and evaluating the school's performance. This helps them to plan particularly well for future development.
- The procedures for assessing pupils' work, monitoring their progress and setting future targets are outstanding. This ensures that all pupils are included well in learning activities, with their specific needs being met especially well.
- By the time pupils leave the school, standards in English, mathematics and science are well above the national average and their achievement is very good.
- The consistently good and often very good teaching helps pupils to make good progress in their learning.
- The provision for pupils' social development is especially good. As a result, their attitudes to school are very good and relationships at all levels are excellent; these strengths help to ensure effective learning.

What could be improved

- The curricular provision for children in the Reception class, particularly for the activities planned for the outside area, is not effective enough.
- The procedures for recording and monitoring attendance are inconsistent.

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 improved very well since its last inspection in November 1997. The majority of weaknesses identified then have been addressed particularly well. Pupils' progress in learning is now good and they are achieving better in those subjects where their progress had been less than good. The activities for pupils of all levels of ability meet their needs especially well and the school also provides some extra activities for gifted and talented pupils, especially in mathematics. Excellent progress has been made in developing assessment procedures and their contribution to future planning is particularly good. There has been very good improvement in the quality of leadership and management. Curriculum co-ordinators now manage their subjects very well and development planning is very good, being well founded on the excellent monitoring and evaluation procedures. The daily act of collective worship fully meets statutory requirements. The school is aware of the areas still requiring further improvement. Inconsistencies in recording and monitoring attendance are to be addressed when the school's new computerised system is in place. Improvements have been made in the provision for children in the Reception class although it is still not good enough for outdoor activities. Plans are in hand to improve this when a final decision is made about proposed changes in education for children under five in the area close to the school, and when further funds become available. The school has maintained and built on the strengths identified at the last inspection, such as the attitudes and relationships of pupils. In addition, the quality of teaching has improved particularly well, being consistently good or better, resulting in the very good achievement of the oldest pupils. The major reason for this very good improvement is the exceptional quality of the monitoring and evaluation of the school's work. This makes an outstanding contribution to improvement and means the school is particularly well placed to maintain the high standards and provision, and to improve further.

STANDARDS

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

| Performance in: | compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 1999 | 2000 | 2001 | 2001 |
| English | A | A | A* | A* |
| mathematics | A | A | A* | A |
| science | A | B | A* | A* |

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

The high standards seen at the top of the school have been maintained since the last inspection. The school's performance in the tests for Year 6 pupils, has also improved at a rate similar to most schools. Last year the results were exceptionally high, being in the highest five per cent nationally and well above those of schools in a similar context, especially in English and science. These high standards are being maintained. For current Year 6 pupils, standards in English, mathematics and science are well above the national average and their achievement is very good. The school was close to the challenging targets it set in English last year and achieved them in mathematics. This year's targets are equally high and are likely to be achieved. Over the last five years, similarly high standards have been maintained in English and mathematics for pupils at the end of Year 2. In the 2001 tests, the results were well above average in reading and writing and in mathematics were in the highest five per cent nationally. These results were also well above those of similar schools. The teacher assessments in science last year were not so high, largely because the girls were not achieving so well. The school has now fully addressed this issue. In English, mathematics and science, current Year 2 pupils achieve well and standards are consistently above average. Test results in reading, writing and mathematics are likely to be similar to last year and better in science. Across the school, the standards in the use and application of mathematical skills in solving problems, and in investigative and experimental skills in science are especially high. This makes a significant contribution to pupils' achievement. In all other subjects, pupils achieve well and overall standards are well above average by the time pupils leave the school. There is no difference between the achievement of different ability or gender groups, and pupils with special educational needs and those for whom English is an additional language also achieve as well as their peers. This is because of the very good attention that the school gives to the needs of individual pupils. In the Reception class, children's achievement is satisfactory

and most exceed the early learning goals by the time they enter Year 1, so standards are above the expectations for children of their age.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Very good. Pupils enjoy school and eagerly participate in lessons. This helps them to achieve well, and especially well at the top of the school. |
| Behaviour, in and out of classrooms | Good, and this helps pupils to concentrate and work hard. Pupils are polite and thoughtful in class and around the school. |
| Personal development and relationships | Very good. Pupils willingly accept responsibility and help each other. As a result, the relationships between all members of the school community are excellent. |
| Attendance | Good and is above the national average. Pupils are keen to come to school and lessons start promptly. |

TEACHING AND LEARNING

| Teaching of pupils in: | Nursery and Reception | Years 1 – 2 | Years 3 – 6 |
|-------------------------|-----------------------|-------------|-------------|
| 22 lessons seen overall | Good | Good | Good |

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

All the lessons observed were at least good, with a high proportion (45 per cent) being very good and occasionally excellent. The school's exceptional procedures for monitoring and evaluating its performance and acting on this information have ensured a commonality of approach in teaching. This, together with the especially good attention given to the needs of individual pupils, means that learning is always at least good and often very good, especially in literacy and numeracy and also in science. Consequently achievement is good overall and very good at the top of the school. The outstanding feature of teaching, seen across the school, is the marking and assessment of pupils' work. This information is then used exceptionally well to help plan for the next stages in learning, not only for the whole class and for different ability groups, but also for the specific needs of individual pupils. As a result of this, the activities provided challenge pupils especially well. This allows the higher attaining pupils to reach the standards of which they are capable as well as ensuring that pupils with special educational needs and those for whom English is an additional language receive the right amount of support to allow them to achieve as well as their peers. The teaching of the basic skills of literacy and numeracy and also those skills which help pupils to investigate and experiment in science is particularly good. This means that pupils are making good progress in acquiring new skills, which also helps them to increase their knowledge. They easily access information across a range of subjects and this supports their achievement. Teachers are also particularly good at ensuring that pupils fully understand what they are learning so they easily recognise when they have made an error. The exceptional advice given on how to correct mistakes and improve their work also helps pupils to make good progress in their learning.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Good overall and very good for English, mathematics and science. The outdoor curriculum for children in the Reception class needs improvement. |
| Provision for pupils with special educational needs | Very good. The exceptionally good assessment of their progress ensures that support is very effectively targeted and so they achieve as well as other pupils. |
| Provision for pupils with English as an additional | Good, meeting both their language needs and their academic needs well. Their achievement is similar to that of all pupils in the school and those who |

| | |
|---|---|
| language | have been at the school for a time reach above average standards. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good overall, but especially good for social development. As a result, pupils develop confidence and self-esteem and a sense of responsibility. This helps to support the excellent relationships seen and the very good attitudes pupils have to their learning. |
| How well the school cares for its pupils | Very well. The procedures for monitoring and supporting pupils' academic progress are outstanding and are a major reason for the high standards and achievement at the top of the school. |

The school meets the needs of gifted and talented pupils well. On some occasions, they are withdrawn from the main class lesson to work on more challenging activities. The school has a successful partnership with its parents and welcomes their involvement. Parents are appreciative of its work and support this well, for example through helping their children with homework and in fund-raising activities.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | Very good at all levels. The headteacher ably leads a very effective and committed team who work hard to maintain the strengths of the school and plan for further improvement. In this, the school is particularly successful. |
| How well the governors fulfil their responsibilities | Very well. They use their very considerable expertise to particularly good effect. Their understanding of the school's strengths and weaknesses is especially good, as is their effectiveness in helping the school to address them. |
| The school's evaluation of its performance | This is outstanding and is a major reason for the school's success. Systems for monitoring its work are excellent. The information obtained is used exceptionally well to help plan for and monitor improvements in all areas of its work. |
| The strategic use of resources | Because of the high quality procedures in place to identify where improvement is needed, the school is especially effective in targeting resources to support this. |

The systems for financial planning and control are very effective and this gives particularly good support to the school's work. The accommodation and resources are effectively used to promote progress. The school is determined to provide the very best that it can for pupils in all aspects of its work and applies the principles of best value very well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|--|
| <ul style="list-style-type: none"> • The school is a very happy community and children enjoy their learning. • The good behaviour seen. • Teaching is good and their children are expected to work hard and do their best. • The very good attitudes and values promoted help children to become mature and responsible. • The pastoral care is very good. • The school is well led and managed. • The school is welcoming and values their involvement in its work. • Parents are comfortable when approaching staff with questions or problems | <ul style="list-style-type: none"> • More challenging work for the very high attaining pupils. • The amount of homework set, particularly over holidays. • More information about their children's progress. • The extra-curricular activities. • Their concerns are listened to although parents are not always aware of the action taken to address them. |

- | | |
|--------------------------------|--|
| • The informative newsletters. | |
|--------------------------------|--|

Inspectors fully support parents' positive views, but not the negative ones. Because of the outstanding assessment systems, teachers have an especially good knowledge of the level at which individual pupils are working and this allows them to set appropriately challenging work for pupils of all abilities. The homework given to pupils is effectively helping their learning, especially at the top of the school. The information given to parents about their children's progress is good, and the number and range of extra-curricular activities is satisfactory compared to other primary schools. Parents' concerns are responded to appropriately.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The leadership and management of the headteacher, senior staff and governors is very good. Their work is especially well supported by the outstanding procedures for monitoring and evaluating the school's performance. This helps them to plan particularly well for future development.

- 1 The headteacher's vision for providing the very best for individual pupils is ably supported by all who work in the school. To achieve this vision she has created outstanding management systems, which allow all at leadership and management level to fulfil their roles to a very high standard. The deputy headteacher is extremely effective in supporting the headteacher and is also an excellent role model for colleagues. Some of her teaching is outstanding. Other staff with management responsibilities also carry out their roles particularly well. All have a very good knowledge of the strengths and weaknesses in their area and they are successfully helping to move the school forward. These strengths in management have an especially effective impact on improving the achievement of individual pupils, which in turn supports the high standards seen.
- 2 All the key issues identified at the time of the last inspection have been fully addressed, most of them very well. For example, some of the areas found to be weak then such as the use of assessment in helping to identify the next steps in learning are now strengths in the school's provision.
- 3 The school has an excellent knowledge of its overall performance because of the outstanding analyses it makes about the impact of its provision and the evaluation of what is working and why. This is because its systems for tracking pupils' progress are of the very highest quality and the analysis of the school's tests results are very detailed. These strategies provide very accurate information for the school to use in forward planning, particularly in adjusting the curriculum and teaching to address any weaknesses. For example, thorough analysis of the results in the teacher assessments in science last year highlighted the under-achievement of girls. Adjustments in teaching have fully addressed this, with the achievement of girls now being better and standards higher. The quality of these systems is a major reason for the high standards of attainment, particularly the well above average standards seen at the top of the school. Another reason for the school's success is that it is not content to maintain what is good or very good, but is continually seeking ways to improve. An example of this is seen in the current focus on improving standards in writing. Despite standards being above average in this aspect of English, the school is not satisfied, because the standards are not as high as they are in reading. In spite of this being a common feature nationally, research is being undertaken to raise the standards of writing further. In addition, another reason for the exceptionally good action taken on this information is that the monitoring and evaluation systems are consistently applied by all staff. They are working very effectively together towards a common goal, and are doing so very successfully.
- 4 Governors share the same commitment to moving the school forward and are making an especially good contribution to its overall effectiveness. They have a particularly high level of expertise in leadership and management and use this to very good effect. Their knowledge of the school's strengths and areas for development are especially good, as a result of the outstanding quality of the information about its performance that they receive. Governors have an exceptional understanding of the importance of targeting resources to help bring about improvement in achievement. As a result, the close links between the curriculum and finance committees ensure that funds are used most effectively. Consequently, financial resources are linked particularly well to the school's strategic plan and evaluated against improvement in pupils' achievement. The high levels

of expertise in financial management, together with the regular and very comprehensive monitoring of spending, also makes a strong contribution to the school's work. In all areas, the school seeks to achieve the best education possible for individual pupils so all its resources are effectively targeted, the principles of best value being applied particularly well. The funds it receives are higher than in most schools nationally. This is because the local education authority devolves a high proportion of the budget to its schools. The school uses its funds very wisely and provides good value for money. This is an improvement since the last inspection when value for money was satisfactory.

The procedures for assessing pupils' work, monitoring their progress and setting future targets are outstanding. This ensures that all pupils are included well in learning activities, with their specific needs being met especially well.

- 5 The school's assessment procedures, especially in the core subjects of English, mathematics and science, are of the very highest quality. In addition, the use of information gained is especially effective in helping to promote the achievement of individual pupils and to bring about improvements in the school's provision.
- 6 The foundation of these procedures is in the very good levels of marking seen throughout the school. This is because teachers spend a great deal of time thoughtfully analysing what pupils have achieved and indicating how to improve. The end of year tests in the core subjects are thoroughly analysed and the exact level at which individual pupils are working is recorded. This then forms the basis of planning for future progress and pupils are set targets for improvement. The information about the level at which individual pupils are working is then used especially effectively when planning lesson activities. This ensures that pupils of different abilities and needs, including those with special educational needs and for whom English is an additional language, and the higher attaining pupils, are appropriately challenged and encouraged to make good progress. More formal assessment of work in English, mathematics and science takes place throughout the term and teachers monitor this very carefully, adjusting the curriculum and teaching as necessary. There is an interim revision of the targets set half way through the year. A measure of the school's success is that few have to be revised and that when they do this is because pupils have made better than expected progress in their learning because of the well focused and challenging teaching. The way assessment information is organised means that the school can easily track individual pupil's progress as they move through the school. Assessment in other subjects, though not so comprehensive, is very much better than in most schools and clearly identifies the progress that pupils are making in developing skills as well as knowledge.
- 7 Not only is the information gained from assessment used exceptionally well to promote the progress of individual pupils, but it also contributes particularly well to the development work of the school. It is evaluated extremely effectively to identify trends in achievement and standards and this is why the school has an especially good understanding of its strengths and weaknesses. The use of this information to bring about improvement is also extremely effective, for example in raising the achievement of girls in science and improving standards in writing. The school's success in this area is due to the exceptionally good expertise of the headteacher and deputy. This has ensured particularly good improvement in this area since the school was last inspected.

By the time pupils leave the school, standards in English, mathematics and science are well above the national average and their achievement is very good.

- 8 The school's results in the 2001 National Curriculum Tests for Year 6 pupils in English, mathematics and science were in the highest five per cent nationally. In comparison with schools in a similar context, they were also in the highest five per cent in English and

science and well above the average in mathematics. This is largely because many more pupils (more than fifty per cent in all three subjects) reached the above average Level 5 in the tests. The school has maintained consistently high standards since it was last inspected. Any variation in the results from year to year is because of the prior attainment of pupils. Last year, the progress pupils had made since they took the tests at the end of Year 2 was at least very good, and exceptionally good in English and science. The school continues to maintain the standards and achievement of pupils at the top of the school. The standards for current Year 6 pupils are well above average in all three subjects and their achievement is very good. The reason for the high standards is the consistently good and often very good teaching which challenges pupils of all abilities particularly well. A significant reason for this is the outstanding quality of assessment and the way the information gained is used to help plan for future progress.

- 9 In the 2001 National Curriculum Tests for Year 2 pupils, the school's results were not quite as high as those for Year 6 although they were well above the average of all schools nationally and also those in a similar context in reading and writing. They were also well above those of similar schools in mathematics and were in the top five per cent nationally. The school has maintained the good achievement of pupils, with a high proportion of those currently in Year 2 reaching standards, which are above the national average. In the teacher assessments in science last year the results were not so favourable. The school identified this as being because some of the above average ability girls did not achieve as well as they should. This issue has been fully addressed, with girls now achieving as well as boys. The tests also showed that pupils did not achieve so well in their knowledge and understanding of physical processes as they did in other aspects. This is not so now. In a lesson seen, pupils were achieving especially well in their understanding of forces because of the exceptionally good practical activities which the teacher provided. The difference from the Year 6 results is because the Year 2 pupils' prior attainment is lower than that of the Year 6 pupils.
- 10 The school recognises the importance of developing pupils' communication skills and therefore good attention is given to developing these in English. As a result, there are very few pupils who do not reach at least average standards in speaking and listening and in reading. Across the school, the majority of pupils reach above average standards in these aspects. This has a particular benefit in helping pupils to gain information over a range of subjects. For example, pupils' very good speaking and listening skills ensure that class and group discussions are especially effective. The high standards in reading also help pupils to locate and understand information from a wide range of sources, including the Internet. Many pupils in the school write at a level above that of most pupils of their age. For example, Year 2 pupils can write an effective letter of complaint and clear instructions for how to make toast. By Year 6, the quality of pupils' writing is of a high standard across a wide variety of formats including for different audiences and purposes. This ranges from some very good poetry about frogs and clear and informative newspaper reports to persuasive advertisements. Very good use is made of word processing to support pupils' achievement in writing.
- 11 The particularly strong feature of the standards and achievement in both mathematics and science is the skills pupils develop to help in their problem solving and investigations. For example, in mathematics, Year 2 pupils confidently try out different methods to help solve problems. They have a good knowledge of how to organise their work and know when an answer is reasonable. Pupils build especially well on these skills as they move through the school. By Year 6, pupils need little help to investigate different problems, confidently using the correct operations and recording their work accurately, often in diagrammatic form. These particularly good skills are because of the very good emphasis placed on this aspect. Likewise, in science, pupils' experimental and investigation skills are especially good because the subject is mainly taught through an investigative approach. This not only helps pupils to make particularly good progress in developing their skills, but it helps them to acquire a good knowledge of scientific

concepts because they understand things easily. For example, in a particularly good lesson seen during the inspection, pupils were gaining a very good understanding of the different forces of push and pull through finding out how they, themselves, could apply forces.

- 12 Pupils also achieve well in other subjects and this is an improvement since the school was last inspected. Good learning was taking place in the one art lesson seen and the art on display is of a good quality over a range of different media. Pupils also make good progress in their design and technology skills. For example, in the one lesson observed, Year 4 pupils made an accurate template, which helped them to make firm joins on their containers. Through its wide use over many subjects, pupils make good use of their information and communication technology skills. During the inspection, they were observed confidently word processing, using mathematics programs and entering data from their science investigation. They were able to do so with very little adult assistance. Pupils are also successful in competitions against other schools in sport and in chess and achieve well in music and drama through the successful performances they take part in, for example at the Royal Albert Hall.
- 13 In the Reception class, the basic skills of literacy and numeracy are well provided for and this helps the children to make good progress in the areas of learning for communication, language and literacy, and also for mathematics. Their achievement in these areas is good. Children are developing their skills and knowledge suitably across most of the other areas of learning and their overall achievement is satisfactory. By the time they move on to Year 1, most children will have exceeded the early goals for learning and therefore, standards are above the expectations for their age.

The consistently good and often very good teaching helps pupils to make good progress in their learning.

- 14 The school maintains a consistently good quality of teaching and a high proportion (45 per cent) is very good. As a result, the quality of pupils' learning is good and is especially good in the classes for older pupils. The reasons for the high levels of good and very good teaching are the excellent monitoring of the school's work, including the impact that teaching has on the achievement of pupils. The action taken as a result, and the shared commitment of staff ensure there is a consistency in teaching.
- 15 There is a commonality of approach that underpins all the teaching seen in the school. In particular, the excellent marking and assessment of pupils' work is used very effectively by all teachers to help plan for the next stage in learning. For example, the outstanding assessment and recording of Year 6 pupils' progress in reading, has meant that very nearly all reach at least average standards, with a particularly high proportion being above average. Assessment of previous work is an integral part of the planning cycle. The school's common lesson planning format clearly indicates the skills and knowledge which pupils have already acquired and how these are going to be built on. The planning also very effectively indicates how pupils' achievement in the lesson will be assessed and how further progress is likely to be planned for. An especially strong feature of the use of assessment is that it focuses on the stage at which individual pupils are working. In many lessons, especially in the core subjects of English, mathematics and science, teachers provide different activities, well matched to the ability and needs of pupils. This led to the very highest achievement possible in a Year 6 mathematics lesson where the very ablest pupils were working at an exceptionally high standard. Very well targeted learning experiences are also provided for those pupils with special educational needs or for whom English is an additional language, often by ensuring that the activities they do are well supported by a classroom assistant. Because of the effective training provided by the specialist support teacher, the assistants are good at knowing just the right of

amount of support and encouragement to provide. This was seen in a Year 1 art lesson, and ensured all pupils in the class achieved equally well.

- 16 Teachers want their pupils to achieve the very best standards possible and so the activities they provide are very challenging. The very positive attitudes that pupils have to school means that they respond particularly well and so their achievement, by the time they leave, is very good. These very effective features were seen especially in the teaching of pupils in Years 1 to 6. Examples of this were observed in the Year 2 mathematics lesson where pupils were particularly well challenged to gain a very good understanding of some geometrical concepts, and also in the Year 5 literacy lesson where, through the study of election literature, pupils were making very good gains in learning to write persuasively.
- 17 Lessons are made interesting and relevant to pupils so that they very much enjoy their learning. This was very evident in science lessons, such as in the Year 2 lesson on forces and in the Year 3 lesson on solutions. In the latter, pupils were working particularly hard to ensure that their recording of the temperature and time intervals was very accurate. This helped their understanding particularly well. In addition, the resources teachers use are very effective in helping pupils to acquire skills and understand new concepts as well as gaining their interest. For example, particularly good thought had gone in to the choice of advertisements used in a Year 4 literacy lesson and this helped pupils to gain a very good understanding of the difference between fact and opinion. The discussions, which take place, are very effectively managed. Teachers take care to ensure that all pupils are included well, with questions directed to them that the teacher knows they will be likely to answer. This approach means that pupils of all ability groups are included particularly well. This, together with pupils' very positive attitudes and the high level of their speaking and listening skills is helping them to acquire knowledge easily and to have a good understanding of their learning.
- 18 There is little that is less than good in teaching and learning and the major area for the school to work on is associated with the outdoor activities provided for children in the Reception class. However, in other activities, and especially in those for communication, language and literacy and mathematics the teaching in this class is good.

The provision for pupils' social development is especially good. As a result, their attitudes to school are very good and relationships at all levels are excellent; these strengths help to ensure effective learning.

- 19 The school provides especially well for this aspect of pupils' personal development. The school's ethos of caring for the specific needs of each and every one of its pupils helps them to feel valued and respected. Alongside this, the school fosters a strong sense of responsibility and a respect for others. This ensures that it is a fully inclusive school where the relationships seen between all who work and learn there are excellent. From the time they enter the school, pupils' views are valued and responded to. This is especially well supported by the work of the School and Class Councils. For example, a result of the School Council's work is that pupils are now allowed to eat Healthy Snacks during morning break times. Another benefit of this approach is that, because adults listen to and value pupils' views, so the pupils respond well to what they are asked to do. This has especial benefits in helping pupils to work hard and to behave well. For example, in a Year 3 numeracy lesson, the pupils were well behaved and highly motivated responding well to the teacher's questioning. The school is a happy place with a particularly good climate for learning. This has meant that pupils have very good attitudes towards school. They want to do their best, so they listen very attentively in lessons, contributing well to discussions and enthusiastically taking part in learning activities. For example, children in the Reception class spoke very confidently in a group session known as "Circle Time", taking turns and listening well to each other. In addition,

pupils know that, when teachers correct their work and ask them to improve, it will help them to make better progress so they respond well. This aspect of the school's work and pupils' response is a significant factor in supporting the high standards achieved by the time they leave.

WHAT COULD BE IMPROVED

The curricular provision for children in the Reception class, particularly for the activities planned for the outside area, is not effective enough.

- 20 The school is aware that it needs to review the curriculum for children in the Reception class to more closely match the recent national guidance. Teachers promote children's communication, language and literacy and mathematics well, but planning for the other areas of learning is more limited. There are two major reasons for this. First, the teaching and learning in this class has not been consistent, due to the teacher's lengthy absence because of sickness. Difficulties in recruitment of staff, including the lack of supply teachers in the local area, have made it very hard for the school to maintain continuity of provision and also bring about further development.
- 21 Secondly, the curriculum throughout the day, particularly that planned for the outside area, does not ensure that all activities have a clear purpose and identified learning objectives. Part of the reason for this is a lack of space and appropriate resources for outdoor play. However, currently there are not regular planned opportunities for children to use larger resources such as ride on toys or some construction equipment. In addition, the opportunities for social activities, and the selection of resources and planning of their work are restricted.
- 22 The headteacher is aware of the limited opportunities in the provision of outside activities, especially the promotion of physical development. While the school is considering how best to develop the outside area close to the classroom, it should take account of the need to provide some relevant outdoor activities for children, so as to give them fuller access to the Foundation Stage curriculum.

The procedures for recording and monitoring attendance are inconsistent.

- 23 The school is awaiting the arrival of a new computerised system for recording and monitoring attendance. Currently, in some classes, registers are not completed accurately enough to show which absences are authorised. This limits the effectiveness of the present monitoring procedures.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 24 The school has many strengths and few weaknesses. As a result, pupils make good progress and achieve standards which are well above average by the time they leave. Areas that could be more effective include the provision and achievement of children in the Foundation Stage.
- 25 In order to build on the work of the school, the headteacher, staff and governors should:
- (1) Improve the curriculum for children in the Foundation Stage and raise the levels of their achievement by;

- reviewing planning, based on the national guidance under the Areas of Learning;
- providing regular planned outdoor opportunities to promote all areas of learning, especially that of physical development;
- ensuring that the planned outdoor activities are purposeful, with clearly identified learning objectives;
- developing the outdoor environment and providing suitable large equipment when resources allow.

(2) Improve the procedures for recording and monitoring attendance.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 22 |
| Number of discussions with staff, governors, other adults and pupils | 14 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 1 | 9 | 12 | 0 | 0 | 0 | 0 |
| Percentage | 5 | 40 | 55 | 0 | 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. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

| Pupils on the school's roll | YR – Y6 |
|---|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 209 |
| Number of full-time pupils known to be eligible for free school meals | 4 |

FTE means full-time equivalent.

| Special educational needs | YR – Y6 |
|---|---------|
| Number of pupils with statements of special educational needs | 3 |
| Number of pupils on the school's special educational needs register | 35 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 6 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 22 |
| Pupils who left the school other than at the usual time of leaving | 13 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 3.5 |
| National comparative data | 5.6 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.1 |
| National comparative data | 0.5 |

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

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

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 2001 | 16 | 16 | 32 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 16 | 16 | 16 |
| | Girls | 15 | 15 | 15 |
| | Total | 31 | 31 | 31 |
| Percentage of pupils at NC level 2 or above | School | 97 (97) | 97 (97) | 97 (97) |
| | National | 84 (83) | 86 (84) | 91 (90) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 2 and above | Boys | 16 | 16 | 15 |
| | Girls | 15 | 15 | 15 |
| | Total | 31 | 31 | 30 |
| Percentage of pupils at NC level 2 or above | School | 97 (97) | 97 (97) | (94) 100 |
| | National | 85 (84) | 89 (88) | 89 (88) |

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

Attainment at the end of Key Stage 2 (Year 6)

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | 2001 | 19 | 11 | 30 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 4 and above | Boys | 16 | 17 | 19 |
| | Girls | 11 | 11 | 11 |
| | Total | 27 | 28 | 30 |
| Percentage of pupils at NC level 4 or above | School | 90 (94) | 93 (91) | 100 (97) |
| | National | 75 (75) | 71 (72) | 87 (85) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 16 | 17 | 17 |
| | Girls | 11 | 11 | 11 |
| | Total | 27 | 28 | 28 |
| Percentage of pupils at NC level 4 or above | School | 90 (94) | 93 (88) | 93 (88) |
| | National | 72 (70) | 74 (72) | 82 (79) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 2 |
| Black – other | 4 |
| Indian | 3 |
| Pakistani | 3 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 153 |
| Any other minority ethnic group | 14 |

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) | 8.7 |
| Number of pupils per qualified teacher | 24 |
| Average class size | 29.85 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 7 |
| Total aggregate hours worked per week | 182 |

Financial information

| | |
|--|-----------|
| Financial year | 2001/2002 |
| | £ |
| Total income | 517,600 |
| Total expenditure | 528,726 |
| Expenditure per pupil | 2,506 |
| Balance brought forward from previous year | 51,649 |
| Balance carried forward to next year | 40,523 |

Recruitment of teachers

| | |
|--|-----|
| Number of teachers who left the school during the last two years | 1 |
| Number of teachers appointed to the school during the last two years | 2.3 |
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 0 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 209 |
| Number of questionnaires returned | 126 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 55 | 39 | 4 | 2 | 0 |
| My child is making good progress in school. | 34 | 52 | 11 | 0 | 2 |
| Behaviour in the school is good. | 34 | 57 | 5 | 1 | 3 |
| My child gets the right amount of work to do at home. | 22 | 57 | 14 | 5 | 2 |
| The teaching is good. | 45 | 47 | 5 | 0 | 3 |
| I am kept well informed about how my child is getting on. | 29 | 52 | 15 | 2 | 2 |
| I would feel comfortable about approaching the school with questions or a problem. | 56 | 38 | 6 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 56 | 37 | 7 | 0 | 1 |
| The school works closely with parents. | 37 | 47 | 14 | 0 | 2 |
| The school is well led and managed. | 50 | 40 | 3 | 2 | 5 |
| The school is helping my child become mature and responsible. | 46 | 45 | 2 | 1 | 6 |
| The school provides an interesting range of activities outside lessons. | 26 | 50 | 14 | 3 | 7 |

