

INSPECTION REPORT

NEW SCOTLAND HILL PRIMARY SCHOOL

Little Sandhurst

LEA area: Bracknell Forest

Unique reference number: 109883

Headteacher: Mrs Linda Northover

Reporting inspector: David Westall
2414

Dates of inspection: 28 - 29 January 2002

Inspection number: 197927

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Grampian Road
Little Sandhurst
Berkshire

Postcode: GU47 8NU

Telephone number: 01344 772184

Fax number: 01344 750561

Appropriate authority: The governing body

Name of chair of governors: Mr Jack Delbridge

Date of previous inspection: October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
2414	David Westall	Registered inspector
1333	Elizabeth Forster	Lay inspector
3856	Sandy Wellsted	Team inspector

The inspection contractor was:

OASIS
Waterstone Cottages
Naunton
Nr Cheltenham
Gloucestershire
GL54 3AS

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33 Kingsway
London
WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

There are 240 pupils on roll, including 44 children who attend the nursery on a part-time basis. The percentage of pupils known to be eligible for free school meals is below the national average, while the percentage of pupils on the school's register of special educational needs is average. There are five pupils with statements of special educational need. Five pupils speak English as an additional language but none are at an early stage of language acquisition. On entry to the school, there is a broad spread of attainment but, overall, children's standards are broadly average, including in communication, language and literacy and in their mathematical understanding.

HOW GOOD THE SCHOOL IS

This is a good school which is well led by the headteacher. It is forward looking and benefits from a highly committed, able staff. The teaching is well matched to children's needs in the nursery and reception, and pupils make good progress in English and mathematics as a result of effective teaching across the school. The attitudes and behaviour of pupils are good, and the provision made for pupils with special educational needs is a credit to the school. There are no marked weaknesses in this effective school. However, the headteacher accepts there is scope for more detailed evaluation of the school development plan. Overall, the school provides good value for money.

What the school does well

- Pupils make good progress in English and mathematics, as a result of effective teaching.
- The headteacher provides good leadership and manages the school well.
- Imaginative and purposeful teaching in the nursery and in reception enables children to make a good start at the school.
- The school promotes pupils' moral and social development well, and this is reflected in their positive attitudes and good behaviour.
- Good provision is made for pupils with special educational needs.

What could be improved

- More rigorous and detailed evaluations are required to judge the success of completed initiatives on the school development plan.

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 successfully addressed the weaknesses identified in the previous inspection report, in 1997, and is now a better school. While the quality of teaching was unsatisfactory in one out of every five lessons seen in 1997, no unsatisfactory lessons were observed in the current inspection. Indeed, nearly all lessons demonstrated good teaching. Pupils' attitudes to learning, which needed improvement when the school was last inspected, are now consistently positive. In addition, weaknesses in the use of assessment to inform teachers' planning have been rectified, and work is now well matched to the needs of all pupils.

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	
	1999	2000	2001	2001	
English	A	A*	A*	A	very high A*
Mathematics	A	A*	A	A	well above average A
Science	A*	A*	A	B	above average B
					average C
					below average D
					well below average E

The table shows the results of the Year 6 statutory tests in 2001 were very high in English and were well above the average results of similar schools. In mathematics, the results were well above the national average and were also well above the average results of similar schools. The results maintained the school's high achievement in these subjects in recent years. Although current standards in Year 6 are a little lower in English and mathematics than in 2001, they are above average, overall, with a significant minority of pupils achieving high standards in both subjects. The slight reduction in overall standards results from the higher proportion of pupils with special educational needs in the current Year 6 class, rather than from any reduction in the school's effectiveness. When account is taken of pupils' starting points on entry to the school, current standards and previous test results confirm pupils' good achievements.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes. They are keen to learn, and enjoy coming to school. In all lessons, they listen attentively to their teachers and concentrate on their tasks.
Behaviour, in and out of classrooms	Behaviour is good, throughout the school day.
Personal development and relationships	Pupils relate well to one another and to all adults who work with them. They work together constructively, and their respect for others is evident in their caring behaviour and in their ability to understand others' viewpoints. They enjoy the opportunities they are given to take responsibility and undertake their duties conscientiously.
Attendance	Attendance is above the national average.

TEACHING AND LEARNING

Teaching of pupils:	Nursery and reception	Years 1 and 2	Years 3-6
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.

The quality of teaching is a strength of the school. No unsatisfactory lessons were observed during the inspection and the vast majority demonstrated good, and sometimes very good, teaching.

In the nursery and in reception, consistently effective teaching enables children to make a good start at the school in relation to both their academic and personal development. The teachers and support staff have a very good understanding of the learning needs of young children, and children progress well as a result of carefully planned, stimulating teaching.

In Years 1 to 6, the teaching is good, overall, in English and mathematics and includes some very good teaching. As a result, pupils make good progress in their learning in both subjects. Teachers are making effective use of the national strategies for literacy and numeracy, and their planning is thorough and effective. Pupils with special educational needs are well taught, across the school, and make good progress in their learning. They benefit not only from the skills of their teachers but also from the good support they receive from the school's conscientious and able learning support assistants. Across the school, lessons are characterised by positive relationships between pupils and teachers, an orderly atmosphere in lessons, clear explanations of tasks and effective use of questions to probe pupils' understanding. As a result, pupils listen attentively to their teachers, concentrate well and persevere with their lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Children in the nursery and in reception benefit from a rich and stimulating curriculum which is well matched to their learning needs. The curriculum for pupils in Years 1 to 6 includes a broad range of worthwhile activities and meets statutory requirements. Sufficient time is allocated for literacy and numeracy, and this time is used well.
Provision for pupils with special educational needs	The school makes good provision for pupils with special educational needs.
Provision for pupils with English as an additional language	Good.

Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes sound provision for pupils' spiritual and cultural development and good provision for their moral and social development.
How well the school cares for its pupils	The school is a caring community where pupils' welfare is a high priority.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has good leadership and management skills. She provides a clear sense of direction for the school, and analyses its performance rigorously. She promotes high standards and provides staff with a good role model through her commitment to school improvement. The headteacher has very positive relationships with staff and there is a good team spirit in the school. She delegates responsibility wisely, and the subject co-ordinators for English, mathematics and science fulfil their roles well.
How well the governors fulfil their responsibilities	The school benefits from a committed governing body which makes a valuable contribution to the leadership and management of the school. Statutory requirements are met.
The school's evaluation of its performance	The results of statutory and non-statutory tests are analysed carefully, and samples of pupils' completed work are studied by the headteacher and subject co-ordinators to identify areas for improvement. The headteacher regularly observes and evaluates the quality of teaching, and provides staff with useful feedback which benefits their professional development. The school development plan identifies relevant priorities but insufficient time is allocated for the evaluation of completed initiatives.
The strategic use of resources	The school budget is analysed rigorously, and financial planning is appropriately linked to the priorities in the school development plan. The governors debate expenditure thoroughly and apply the principles of best value well. Overall, the school makes good use of its resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
The vast majority: <ul style="list-style-type: none">• believe the school encourages good behaviour;• believe the school helps children to become mature and to develop responsible attitudes;• find the staff easy to talk to.	A minority: <ul style="list-style-type: none">• would like to have more information about the progress their children are making;• would like children to have more extra-curricular activities;• would like the school to work more closely with them.

Inspection findings fully support parents' positive views of the school, and show that the school provides a good range of extra-curricular activities. Parents receive sufficient information about their children's progress, and the inspection found no evidence to support the minority view that the school does not work closely with parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils make good progress in English and mathematics as a result of effective teaching.

(a) English

1. Pupils of all abilities make good progress in English throughout their time in the school. The results of national tests in English for pupils in Year 6 have been above, and sometimes well above, the national averages for the last four years. In 2001, the school's results were well above the average results of similar schools: all pupils attained at least the expected standard for their age, and more than half the pupils did even better. Attainment in Year 6 is currently a little lower than in 2001 due to the increased number of pupils with special educational needs in the cohort. However, it remains above average, overall, with a significant minority of pupils achieving high standards. When account is taken of pupils' starting points on entry to the school, the results demonstrate good achievement by the pupils and reflect sustained effort and good teaching by staff.
2. These high standards are a result of effective teaching. Teachers have good subject expertise, know what pupils need to do to improve their performance and help every single pupil, irrespective of background, capability or culture, to do his or her best. When working with pupils, teachers and support staff show just how much they value each child's efforts; in their turn, pupils rise to the challenges set and always try hard to meet teachers' high expectations. In lessons and when marking written work, teachers set appropriate challenges to address weaknesses in pupils' performance. Planning for lessons is detailed and thorough, and teachers make sure that pupils know what they are intended to learn. In addition, teachers seldom miss any other opportunity that may arise to reinforce earlier learning, to signal a 'new' idea or 'key' word, or to draw the attention of an individual to some specific, more personal target in his or her work.
3. By providing regular opportunities for pupils to practise and apply their learning, teachers ensure that all pupils achieve high standards in essential 'technical' skills such as handwriting and the use of punctuation. The teaching of phonics is thorough and competent: it helps many pupils to gain confidence early on in their reading and spelling, and also helps them to build words when they write to record their own ideas.
4. At all stages in the school, teachers forge close links between reading and writing. By showing pupils how authors make their writing achieve its desired impact on readers, teachers help pupils to organise and develop different kinds of writing for different purposes. For example, pupils in Year 6 gain a very good understanding of persuasive writing when they discuss a text which deals with the question as to whether or not mobile phones should be banned in schools. In Year 1, pupils are helped to see how dialogue is constructed by analysing, in a lively way, a much-loved text: 'Who's in the Shed?'. Pupils in Year 3 draw comparisons between the traditional tale of 'The Three Little Pigs' and more modern, less conventional, versions of the story. By reflecting on the feelings of 'Farmer Duck' who has to do all the hard work on the farm because the real farmer is too lazy, pupils in Year 2 are helped to see that authors build up characters not simply through description of their physical features. In Year 4, the teacher shares with her pupils several very different 'models' of effective

writing where poets have described their emotions. In all of the lessons described, teachers were adept at evaluating pupils' responses quickly, building on their answers, and 'launching' subsequent questions to deepen and challenge pupils' thinking further. Effective additional support is provided for those pupils who struggle with their reading or writing, both by teachers and support staff.

(b) Mathematics

5. On entry to the school, the mathematical understanding of most pupils is broadly average. However, for the last three years, the results of the statutory tests in Year 6 have been high and this reflects the good progress pupils make in the subject. The 2001 results were well above the national average and were also well above the average results of similar schools. Nearly all pupils reached the expected level and 39% exceeded this standard. Inspection findings confirm the good progress made by pupils, across the school, in mathematics. Although current standards in Year 6 are a little lower than in 2001, they reflect the higher percentage of pupils with significant special educational needs in the current Year 6 class, rather than from any reduction in the quality of teaching or pupils' progress in the subject. Overall, they are above average, with a significant minority of pupils demonstrating high achievement.
6. In Year 1, pupils make good progress when sequencing numbers and comparing the weights of different objects. In a lesson observed, the teacher successfully helped pupils to use questions like: "Is it more than 15?", "Is it less than 10?", "Is it between 6 and 12?" to identify hidden numbers. Effective teaching also enabled pupils to make sensible predictions about the relative weights of different objects, and to make good progress when using balances to check their predictions. In Year 2, pupils learn to measure accurately and are able to recognise and name common two- and three-dimensional shapes. They can confidently count in tens, and many can calculate, for example, that if $y \times 10 = 230$, then y must be 23. In a lesson observed, Year 2 pupils achieved well when learning about right angles. They were able to find the number of right angles in given shapes accurately and could quickly find right angles in the class environment. More able pupils were able to calculate the number of right angles in a cube, with the benefit of well-judged guidance from their very effective teacher. Probing questions helped these pupils to recognise that they knew that cubes have six faces and that each face had four right angles. It was then a simple step for these pupils to use their good knowledge of number bonds to find the correct answer.
7. In Year 3, most pupils have secure recall of their 2, 3, 5, 10 and 11 times tables and, in a lesson observed, they achieved well when creating three-dimensional shapes from two-dimensional drawings. Year 4 pupils have a good understanding of place value and most are able to add 10 or 100 quickly to any four or five digit number. They are able to use their knowledge of angles to use the points of the compass effectively. For example, most are able to decide that if they begin by facing due south and turn anti-clockwise for a quarter of a whole turn, plus an eighth of a whole turn, they will be facing north-east. The more able pupils know that they will have moved 135° . In Year 5, pupils are able to identify equivalent fractions of $\frac{1}{3}$, $\frac{1}{2}$ and $\frac{3}{4}$, and achieve well when ordering fractions correctly. More able pupils understand that $\frac{5}{6}$, $\frac{3}{4}$, $\frac{2}{3}$ and $\frac{7}{12}$ can be converted to fractions with a common denominator of 12, and this helps them to be particularly secure when sequencing these fractions in ascending or descending order. In Year 6, most pupils can use cancelling to reduce a fraction to its simplest form, and can solve simple problems using fractions. They are able to divide three digit numbers by two digit numbers, using two places of decimals, are able to construct and interpret simple line graphs, and make good progress when learning about probability. In a lesson observed in Year 6, effective

teaching enabled pupils to discover the formula for calculating the area of right angle triangles. By the end of the lesson, most pupils were able to use the formula to calculate areas of given triangles with consistent accuracy, and more able pupils were able to divide quite complex shapes into triangles and rectangles in order to calculate their total areas.

8. All teachers are making effective use of the National Numeracy Strategy. Mathematics lessons are carefully planned and individual lessons form part of a coherent series of lessons which develop pupils' skills and understanding in the subject. The learning objectives of lessons are clearly identified in the planning and teachers ensure that their classes are made fully aware, at the beginnings of lessons, of what is expected of them. Good use is generally made of time at the end of lessons for pupils to discuss what they have learnt, and for teachers to check pupils' understanding and skills. All lessons begin at a brisk pace with teachers asking well-judged questions to develop pupils' mental calculation skills. Teachers explain the tasks to be carried out in the main activity very clearly and, throughout their lessons, motivate pupils well. Pupils have positive relationships with their teachers and try hard to meet the expectations which are set for them. In the most successful lessons, pupils are working at the edge of their current capabilities, and the very effective support and guidance they receive enable them to make significant gains in their learning. Teachers introduce and reinforce appropriate mathematical vocabulary, use pupils' mistakes as teaching points and ask skilful questions to probe pupils' understanding. The needs of all pupils are addressed well, including those of the more able pupils and those with special educational needs. Learning support assistants make a particularly valuable contribution to the learning of pupils with special educational needs. In addition, groups of more able pupils were well taught by a learning support assistant, working outside the classrooms, during the inspection. Overall, the teaching of mathematics is a strength of the school and is reflected in pupils' good achievement in the subject.

The headteacher provides good leadership and manages the school well.

9. The headteacher provides the school with a clear sense of direction and has high expectations for pupils' achievements. She promotes teamwork among staff and has created a shared commitment to school improvement. The headteacher uses a good range of effective monitoring procedures to evaluate the school's performance, including the rigorous analysis of statutory and non-statutory test results, the scrutiny of teachers' planning and of pupils' completed work, and regular lesson observations. Her lesson observations identify strengths and areas for improvement very clearly and provide teachers with valuable feedback which benefits their professional development. In addition to evaluating the quality of teaching through a weekly lesson observation, the headteacher analyses the completed work of six pupils in each class, following her observation in the class. This provides the headteacher with a good knowledge of the impact of the teaching on pupils' standards and progress across the school, and also enables her to provide direct feedback to individual pupils on their achievements and learning needs. Her analysis of statutory and non-statutory tests means that pupils' standards and progress are tracked carefully through the school, and the specific needs of individuals and groups can be identified and addressed effectively.
10. The headteacher delegates responsibility wisely and has developed the roles of subject co-ordinators significantly by providing them with clear guidance and well-focused support. As a consequence, the work of the co-ordinators for English, mathematics and science makes a very positive impact on raising and maintaining

high standards in these subjects. The headteacher provides a good role model for staff through her emphasis on the promotion of pupils' personal development as well as their academic achievement, and commands high credibility through her own good teaching skills. Overall, the leadership and management of the headteacher are important strengths at New Scotland Hill. Her strong commitment, energy and clear thinking contribute very significantly to the school's success.

Imaginative and purposeful teaching in the nursery and in the reception class enable children to make a good start at the school.

11. The school makes good provision for children in the nursery and in the reception class. The children benefit from a rich and stimulating curriculum which is well matched to their learning needs. In the nursery and in reception, children make good progress as a result of effective teaching.
12. When children arrive in the nursery class for the start of each new session, it is clear that they are enthusiastic about the time ahead and that they feel safe and secure in the company of the staff. Their keenness and willingness to learn owes much to the special quality of the teaching which welcomes them. Nowhere, perhaps, is this more evident than in the provision for the development of communication skills, language and literacy and for personal, social and emotional development. For example, arriving for the afternoon, children are greeted in rhyme by their teacher who holds in her hand the magic key to 'Nursery Rhyme Land'. Holding hands, the children are led on a 'dangerous journey through snow and sand' until they reach 'safety'. Here, in 'Nursery Rhyme Land' itself, they are able to talk 'freely' with their teacher about the sad accident that befell Humpty Dumpty and about what they might do to make him feel better. They choose rhymes that they know and like, the older children leading the singing confidently, the younger children learning quickly, aspiring to keep up and eager to prove that they can do it too! Later, children have the opportunity to continue their role play and to develop the adventure started when they walked 'through the snow'. Now, they dress themselves as the Ice Queen and the Ice King, complete with lighted lanterns, crowns and wands, and they talk through 'their' story as they 'play' in the 'Ice Castle.' Following a different 'path' they have been shown, other children write 'get well' letters to Humpty Dumpty, later posting them in the letter-box where the red robin perches in the snow.
13. It is in contexts such as these that the children, almost unknowingly, learn so much about language, learn to communicate their ideas, one to another, and learn to make meaning for themselves, whether in speech or in 'emergent' writing. Skills such as holding a pencil correctly are important if Humpty Dumpty is to read what is written, and, in this way, essential skills are introduced and taught. A sled, with one seat only, becomes a private hiding place for a reader who wishes simply to absorb the feel and the magic of books placed on an adjacent table. In the book-corner, the nursery nurse talks more openly with children about the books they have chosen, reads to them and discusses, not just those things which interest the children immediately but also, very subtly, those things about books and reading they will need to learn.
14. None of the activities described happen by accident; all have a pre-planned purpose. Without a doubt, on the evidence seen during the inspection, the strategies are effective. The children make good progress in all aspects of their work in language and literacy. At the same time, their social skills also develop apace. Quiet, reserved children soon become confident enough to take part in discussions. Their interest in learning is stimulated in a calm, controlled but exciting environment, and such is their engagement with the activities they are given that they learn to listen and to

concentrate hard very quickly. The very good relationships established with children by staff are reflected in the children's relationships with others. They work and play calmly and happily with other children, and they quite clearly love their teacher and other adults who work with them. They take turns fairly when sharing equipment, and they usually remember to take their turn in discussion. Good behaviour is the norm. The children learn very early on to work independently on particular activities when asked to do so, but they also enjoy the opportunities they are given to make choices and decisions about their learning.

15. Effective liaison between the nursery teacher and the reception teacher ensures continuity in children's learning when they move into the reception class. The planning continues to address their needs well, and they make good progress in their learning. For example, reception children achieve well when talking about how they have changed since they were babies, and skilful questioning by the teacher enables them to identify changes in their needs as well as in their physical development. In another lesson observed during the inspection, children were successfully encouraged to discover a range of ways of sorting different foods into sets, and class discussions helped them to develop their awareness of the importance of healthy eating. They had opportunities for role play, for example by dressing in aprons in the class bakery to make bread and cakes, using play dough, rolling pins and baking trays. They were able to use the simple cash register, and organised the shop shelves with displays of goods to attract potential customers. The class have tasted different kinds of breads and decided on their favourites, and some have been able to make their own real bread, with the help of the classroom assistant.
16. Overall, the teaching in the nursery and in reception prepares children well for their work in the older classes, and is a key strength in the school.

The school makes good provision for pupils with special educational needs.

17. Pupils with special educational needs are taught well and make consistently good progress throughout the school. Teachers and support staff understand their individual needs as learners. They plan suitably matched work for these pupils and they respond to them, as to all other pupils, as individuals whose particular personalities and talents merit 'special' attention. For example, staff take care to involve pupils with special educational needs very positively in all discussions, evaluations and activities, and encourage them to demonstrate, and take pride in, their achievements. Individual education plans for these pupils are both rigorous and precise, with challenging but achievable targets. Pupils with statements of special educational need are supported very well in lessons by support classroom assistants who are well informed about what the pupils are intended to learn. They intervene skilfully to make language and new ideas accessible to the pupils, and also know when to hold back and allow the pupils to work things out for themselves.
18. Any work undertaken by pupils with special educational needs outside mainstream lessons is highly focused and is matched precisely to their needs. For example, a substantial number of pupils with special educational needs benefit from additional support in aspects of literacy and numeracy. These pupils are taught well in small groups, sometimes outside normal lessons. Whenever this kind of support is planned, the school takes every care to ensure that pupils' entitlement to the whole curriculum is also protected. In some cases, pupils may not need such intensive support. Nevertheless, individual class teachers often give generously of their own time, as do the pupils, to make sure that essential skills, such as reading, are secure.

19. The special educational needs co-ordinator was unfortunately absent during the inspection. Nevertheless, it is clear from all available evidence that provision for pupils with special educational needs is well managed and effective. All teaching and non-teaching staff clearly work closely as a team to serve the best interests of all the pupils. Designated funds are used wisely, and staff training in aspects of special needs work is relevant to their needs. The special educational needs governor visits the school regularly to monitor provision and is supportive of the school's efforts. The school is fortunate in being able to draw on her expertise. Links with outside support agencies are constructive and helpful, and there are good links with special educational needs staff at the secondary school to which most pupils transfer.

The school promotes pupils' moral and social development well, and this is reflected in their positive attitudes and good behaviour.

20. The school builds successfully on the strong moral foundation in pupils' home lives, and good behaviour is promoted well. All staff set a good example through their positive interactions with others in the school and their high expectations of pupils. From the time children enter the nursery class until the time they leave at the age of eleven, good behaviour, thoughtfulness and kindness are promoted consistently by all staff. In assemblies, and in lessons including English and personal, social and health education, pupils are taught to respect themselves and others, to recognise and use their own talents, and to consider the impact of their own actions on others. Pupils are made fully aware of what is right and wrong, and are also involved actively in promoting good behaviour and in helping others. For example, some very young pupils are involved in drawing up classroom codes of conduct which complement the school rules, while older pupils are given the responsibility for ensuring that younger pupils behave appropriately in the hall or in the 'quiet' clubs run at lunch-time. Assemblies are used well to make sure that pupils understand the real meaning of abstract terms used to define the values the school promotes. For example, the meaning of 'perseverance' was made clear through the story of Robert the Bruce, told in assembly during the inspection. In a personal, social and health education lesson in Year 6, pupils are made aware of human rights and the need for 'fair treatment.' Here, again, emphasis is placed not only on the abstract principles involved but, more powerfully, also on ways in which the pupils themselves should act. For example, through very skilful questioning, the pupils are helped to appreciate that they can use their own 'authority' as older pupils in the school, to make sure that no other pupil's rights are infringed by the inappropriate behaviour of others.
21. The same principles which guide pupils' moral development are evident in the school's provision for their social development. In valuing the responses and contributions of all pupils and in seeking to promote their self-esteem, staff provide a powerful model for good relationships. Co-operation and collaboration are encouraged through planned opportunities for paired-work and group-work during lessons, while extra-curricular activities and educational visits provide further opportunities for pupils to interact within larger groups. Pupils of all ages are encouraged to undertake responsibilities within class, and older pupils assume wider responsibilities within the school. Through the school council, pupils are given the responsibility for consulting their peers and for deliberating on changes which might benefit the school as a whole. Assembly themes foster social values, inclusion and a sense of corporate identity, and pupils are taught to respect the beliefs and traditions of those who belong to other faiths and cultures. Throughout the school, pupils are taught to think of those less fortunate than themselves. For example, they raise funds for various local and national charities, collect harvest gifts for the elderly in their own community, and sponsor the schooling of a child in Kenya.

22. The school's good provision for pupils' moral and social development is reflected in their positive attitudes, relationships and behaviour. Pupils are interested and attentive during lessons, and they clearly respect all those who teach them and who work with them. From their earliest years in the school, they develop confidence in their own ability to learn and take pride in their progress. No pupil shows fear of failure in their learning; on the contrary, whatever their capabilities, pupils try hard, do their best to apply what they have learned, and are prepared to put in extra effort, when needed. Most pupils complete homework assignments conscientiously, and many give up some of their own time during the school day to improve some aspect of their performance. When required to work independently during lessons, pupils of all ages can be trusted to work responsibly. All pupils take care with the presentation of their work and do their best to produce neat, legible handwriting. These same positive attitudes extend to other activities. Many pupils enjoy the clubs and other extra-curricular activities provided, and older pupils take very evident pride in the responsibilities they are given, for example as house captains, to motivate, inspire and encourage others. The work of the school council is viewed by pupils as a particular source of pride. They talk modestly, but with evident satisfaction, about its achievements.
23. With very rare exceptions, pupils are well behaved at all times. They are helpful, friendly and considerate, whether in the classroom, in the playground or at lunch. They are able to draw on their own moral values during discussions, and they are often well able to appreciate events and situations from differing viewpoints. Overall, pupils' actions are fully consistent with the values promoted by the school: pupils are kind to one another, work well together, and are quick to respond to others' needs. They view themselves, rightly, as 'well behaved'. Acts of unkindness or bullying are extremely rare; acts that demonstrate support, friendship, understanding and companionship are everyday events.

WHAT COULD BE IMPROVED

More rigorous and detailed evaluations are required to judge the success of completed initiatives on the school development plan.

24. The development plan includes relevant priorities and is making a valuable contribution to school improvement. However, while action plans clearly identify targets and those responsible for individual initiatives, they do not sufficiently focus on strategies for evaluating the success of completed initiatives. This means the school has little documentation to show, in reasonable detail, whether targets have been met and whether any remaining issues need to be considered for inclusion in future development plans.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

25. The school should ensure that there are clear evaluation procedures identified for initiatives in the school development plan, and that these result in sufficiently detailed judgements to assess, precisely, what has been achieved and what might still need to be done. (See paragraph 24.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	9	2	0	0	0
Percentage	0	39	50	11	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than five percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	22	218
Number of full-time pupils known to be eligible for free school meals	0	11

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	46

English as an additional language

	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	4.8

Unauthorised absence

	%
School data	0.2

National comparative data	5.6
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National comparative data	0.5
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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
	2001	17	16	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	15	17
	Girls	16	16	16
	Total	32	31	33
Percentage of pupils at NC level 2 or above	School	97 (93)	94 (89)	100 (93)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	17	16
	Girls	16	16	16
	Total	32	33	32
Percentage of pupils at NC level 2 or above	School	97 (93)	100 (93)	97 (96)
	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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	14	19	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	14
	Girls	19	18	19
	Total	33	32	33
Percentage of pupils at NC level 4 or above	School	100 (96)	97 (96)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	14
	Girls	18	18	19
	Total	30	31	33
Percentage of pupils at NC level 4 or above	School	91 (96)	94 (96)	100 (96)
	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	1
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	215
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	24
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	15
Total aggregate hours worked per week	25.3

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	22

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	11
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts	0
Number of vacancies filled by teachers on temporary contract of a term of more (FTE)	0

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	2	0
Other minority ethnic groups	2	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	2000/2001
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	£
Total income	497,698
Total expenditure	494,440
Expenditure per pupil	2,237
Balance brought forward from previous year	19,652
Balance carried forward to next year	22,910

Number of unfilled 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	240
Number of questionnaires returned	55

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	40	0	4	0
My child is making good progress in school.	45	42	13	0	0
Behaviour in the school is good.	27	67	2	0	4
My child gets the right amount of work to do at home.	18	60	13	4	5
The teaching is good.	47	38	7	4	4
I am kept well informed about how my child is getting on.	27	44	24	5	0
I would feel comfortable about approaching the school with questions or a problem.	55	35	5	5	0
The school expects my child to work hard and achieve his or her best.	53	35	4	0	9
The school works closely with parents.	26	45	18	5	5
The school is well led and managed.	42	40	5	5	7
The school is helping my child become mature and responsible.	42	49	7	0	2
The school provides an interesting range of activities outside lessons.	20	45	22	4	9