

INSPECTION REPORT

HARTWELL CE PRIMARY SCHOOL

Hartwell, Northampton

Northamptonshire

Unique reference number: 121977

Headteacher: Mrs Ann Robinson

Reporting inspector: Mrs Joy Richardson
OFSTED No: 6676

Dates of inspection: 13 - 15 November 2000

Inspection number: 224245

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior school
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	School Lane Hartwell Northamptonshire
Postcode:	NN7 2HL
Telephone number:	01604 862880
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Appropriate authority:	Governing body
Name of chair of governors:	Mr William Smith
Date of previous inspection:	27/01/1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a voluntary controlled Church of England primary school with 186 pupils on roll. It draws pupils mainly from the village of Hartwell though around a sixth come from further afield. There are seven classes: one for each year from reception to Year 6. The number in each year group ranges from 17 in reception to 34 in Year 5. No pupils come from an ethnic minority background or speak English as an additional language. There are 47 pupils on the register of special educational need, but none currently has a statement. Children start school in September at the age of four. The level of children's attainment on entry varies widely, but is slightly above average overall.

HOW GOOD THE SCHOOL IS

This continues to be a very successful school. Pupils achieve high standards by the time they leave because they are very well taught. The leadership and management of the school are very good, promoting strong teamwork in pursuit of improvement and a very positive climate for learning. The school gives good value for money.

What the school does well

- Standards are high in all subjects, with notable strengths in literacy and in science.
- The quality of teaching is very good, resulting in effective learning.
- The school is very well led and focused on improvement.
- Close attention is given to helping pupils with special needs to achieve their potential.
- The curriculum promotes breadth in learning and cultivates pupils' all-round development.
- Staff, governors and parents work well together, fostering pupils' positive attitudes to learning.

What could be improved

- Greater consistency is needed in setting targets and ensuring that pupils respond to marking.
- Handwriting should be taught more systematically and accuracy pursued in all writing tasks.
- Pupils could be challenged further in exploring and explaining mathematical ideas.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in January 1997 and was judged to be a very good school achieving high standards. It was subsequently awarded Beacon School status. Since the last inspection, the school has maintained high standards and continued to improve, as seen in excellent results in the national tests for eleven year olds in 2000. The high quality of teaching has been sustained and the extent of very good teaching has increased. The new extension, providing a library, classrooms and a computer suite, has enhanced the learning environment. Improvements to the grounds have enriched opportunities for play and for learning. There has been significant improvement in the school's provision for information and communications technology.

The key issues raised in the last inspection report have all been addressed successfully. In particular, the school has effectively developed its systems for the planning of teaching and for assessing and monitoring pupils' progress. It has been actively engaged with other schools in sharing successful practice and analysing what works and why. The school evaluates its own performance in pursuit of further improvement and is currently maintaining its momentum under the leadership of the acting head and deputy.

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
	1998	1999	2000	2000
English	A	B	A*	A*
Mathematics	A*	A	A*	A*
Science	A	A	A*	A*

Key

highest 5 per cent of schools A*

well above average A

above average B

average C

below average D

well below average E

Since the last inspection, the school's results in the national tests for eleven year olds have continued to rise in line with the national trend of improvement. Particularly high standards were achieved in 2000 when results in English, mathematics and science were in the highest five per cent compared with all schools and with similar schools (as signified by A* in the table above). The percentage achieving Level 5, the level expected of thirteen-year-olds, was exceptional: 75 per cent in English and mathematics and 94 per cent in science. Almost all pupils reached at least Level 4, meeting the school's target for mathematics and significantly exceeding the target for English. The school is becoming increasingly ambitious in setting challenging targets and taking appropriate action to support pupils in achieving them.

In the tests for seven year olds, results were lower in 2000 than in the two previous years when they were consistently well above the national average. In 2000, although most pupils reached at least Level 2, many only just achieved this level in writing and mathematics, and few reached Level 3 in mathematics. Overall, results were in line with those in similar schools in reading and writing, but well below average in mathematics.

The work seen on inspection shows that standards are high across the curriculum, with notable strengths in reading and in science. Overall, younger pupils reach good standards, though some are capable of achieving even more in writing and mathematics. Older pupils achieve well, making significantly greater progress than is expected nationally between the ages of seven and eleven.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school, participate with enthusiasm and take pride in their work. They concentrate well in lessons and try hard.
Behaviour, in and out of classrooms	Behaviour is generally very good, reinforced by a clear understanding of agreed standards. Pupils are polite, friendly and considerate. A small number of pupils lack self control, but their behaviour is well managed to help them to improve.
Personal development and relationships	Relationships are very good, creating an atmosphere of mutual respect which builds pupils' confidence and their sense of responsibility towards others. Pupils recognise that they have a contribution to make to the school and in the wider community.
Attendance	The level of attendance is above the national average and there is no

	unauthorised absence.
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TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	good	good	very good

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

The school provides high quality teaching and pupils learn well as a result. Teaching was at least satisfactory in all the lessons seen during the inspection, good or better in 94 per cent and very good, or occasionally excellent, in 42 per cent. All the teaching seen in English, mathematics and science was good or better. Literacy is well taught and pupils' reading skills are extended very effectively in the older years. Further attention needs to be given to the teaching of handwriting and to the fostering of accuracy in all written work. Numeracy skills are taught well, though some pupils, particularly in the younger years, are capable of exploring further. Teaching is very good in science with the result that pupils are knowledgeable, and skilled in investigative work.

The teaching is well planned, interesting and imaginative. Teachers manage their classes well. They share their enthusiasm with pupils and motivate them to succeed. Learning proceeds at a brisk pace, with a good balance of listening and doing. Teachers develop pupils' skills systematically and thoroughly, for example in information and communications technology. Teaching is carefully matched to individual needs through the design of activities, the organisation of groups and the allocation of learning support assistance. The school is working to make approaches to marking and the setting of targets for pupils more consistently effective.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school has a broad and balanced curriculum. It encourages active learning and provides frequent opportunities for investigation and expression. A wide range of after-school clubs, educational visits and special events and performances further enrich pupils' learning.
Provision for pupils with special educational needs	The school provides well for pupils with special educational needs, including those who require a short period of extra support to help them catch up. The school is effective in identifying needs, setting targets, planning work and reviewing progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' all-round development is carefully fostered through the curriculum and the school's community life. Pupils are involved in formulating codes of behaviour and seeking ways to improve the school.
How well the school cares for its pupils	The staff work together well to ensure pupils' well-being, health and safety, and to provide clear guidelines for behaviour. Pupils' academic progress is closely monitored and the school works very closely with parents to the benefit of pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The acting headteacher is providing purposeful leadership and continuing to move the school forward. There is effective monitoring of teaching and of the standards reached by pupils. Subject co-ordinators contribute well to the development of the curriculum.
How well the governors fulfil their responsibilities	Governors are well informed and highly supportive of the school. They exercise effective oversight of the school's work and plan well for the future.
The school's evaluation of its performance	The school evaluates its performance well, involving staff and governors in formulating and reviewing the school development plan. It analyses its results carefully and identifies the action needed to secure improvement. Participation in research projects and the sharing of good practice with other schools have served to strengthen the school's understanding of what works well and how to improve further.
The strategic use of resources	The school plans well for the future and makes good use of its resources in order to achieve its educational aims. A financial surplus carried forward from previous years is being used to good effect. Learning resources are well chosen to support the curriculum and staff are carefully deployed in order to maximise pupils' learning.

The principles of good value are applied effectively in making decisions about expenditure and evaluating educational outcomes.

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 teaching is good and standards are high • Children love coming to school and are interested in their work • Children are expected to work hard and achieve their best • Standards of behaviour are very good. • The school helps children to become confident and responsible and to care for others • The school is well led and any concerns are dealt with promptly • The school is highly regarded in the community 	<ul style="list-style-type: none"> • A few parents are not happy with the amount of homework • Some parents do not think there is an interesting range of activities outside lessons

A very large majority of parents who expressed a view hold the school in high regard and are very well satisfied with the education it provides for their children. The inspectors consider parents' high opinion of the school to be well justified. A small minority of parents were not happy with the amount of homework. The view of the inspection team is that there is good two-way communication with parents about homework, through termly letters and the use of a homework record book, and that the work set generally supports pupils' learning well. The school provides a good range of after-school clubs for pupils from Year 3. These activities are well supported and enjoyed by pupils, and contribute to their all-round development.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are high in all subjects, with notable strengths in literacy and in science.

1. The school pursues and achieves high standards in English, mathematics and science and in other subjects of the curriculum. This breadth and consistency of achievement is reflected in the results in national tests for eleven year olds, and in the work seen during the inspection.
2. The high standards achieved in literacy, and particularly in reading, are a notable strength. Pupils enjoy a wide range of books, reading frequently at home and at school. They learn to read fluently, accurately and with understanding, benefiting from well-organised and well-resourced opportunities for shared reading with the class, guided reading in groups and individual reading. The foundations are well laid: pupils learn to build words from sounds and to recognise common words. They are alert to spelling patterns; for example, in Year 2, creating words with 'ow' in the middle and distinguishing these from 'ou' words.
3. Pupils consider the impact of words in the texts they read and this extends their comprehension as well as feeding the quality of their writing. For example, pupils in Year 3 suggested verbs such as 'slurping', 'gulping', 'sipping' or 'licking' to enliven a description of a cat having a drink. They are intrigued and excited by language, striving to manipulate words to maximum effect. Pupils learn to recognise and use poetic devices, exploring imagery and rhyme, as seen in the drafting of a poem in Year 5 about falling asleep: 'I look up/ I see some stars/ shining like the wrappers/ from chocolate bars'. The oldest pupils have a very good understanding of the use of figurative language, engaging in lively debate about the meaning of lines such as 'the breath of cattle / still as boulders/ hangs in rags' from 'The Frozen Man' by Kit Wright.
4. Pupils talk about language well, using grammatical terms with ease. This helps them to understand the structure of texts and to improve the style and organisation of their writing.
5. High standards in literacy are underpinned by the practice of skills such as reading for research and organising information in writing across subjects. This is seen in a wide range of writing in different forms, such as recounts of a visit to a museum, notes in bullet-point form about the Second World War and news headlines about the effect of road construction on the local forest.
6. By Year 6, many pupils are achieving beyond the level expected nationally, and the results of national tests show that the proportion has increased steadily in recent years. These high standards are more marked in reading than in writing, though both have improved, and among girls than boys. The school is working effectively to address these issues, for example through a greater emphasis on the skills of non-fiction writing, and the use of laptop computers for drafting.
7. Standards in science are very high. Last year, almost all pupils exceeded the national expectation and reached Level 5 in the national tests for eleven year olds. Pupils throughout the school have a good knowledge and understanding of science. Practical investigative skills are also well developed and this 'hands on' approach reinforces pupils' learning and feeds their interest.
8. The curriculum is well planned with clear objectives for each half term to ensure a steady progression in learning and systematic building on what has gone before. The scientific concepts to be explored are clearly identified. Appropriate scientific vocabulary is introduced and steadily reinforced, as when pupils in Year 3 learned about the poles of magnets attracting or repelling. Resources are well matched to the teaching programme. Pupils learn to generalise from practical experience. For example, in Year 1 pupils sorted materials and in Year 2 classified them according to whether, if squeezed, they changed shape, sprang back into shape or did not change. In Year 5, a practical investigation - of how and why air bubbles, from a sponge or from soil, rise through water - challenged pupils to observe closely and to test their ideas. In the

process they applied and refined their understanding of solids, liquids and gases and the properties of air. Pupils become skilled in recording their findings. They are able to pursue a line of enquiry and carry out their own research, as when pupils in Year 6 used their knowledge of food chains in finding out about the habitats of different types of animals.

9. Pupils apply skills of literacy and numeracy to good effect in science, for example learning the importance of accurate measurement in achieving reliable results. They have a good understanding of what makes a test fair and of how to control the variables.

The quality of teaching is very good, resulting in effective learning.

10. The school provides high quality teaching which is characterised by teachers' knowledge, enthusiasm, and purposeful directing of pupils' learning. Teachers plan their work thoroughly to a common format, clearly identifying the lesson's aims. Tasks are well designed to build on what has gone before and carefully planned so that appropriate resources are to hand. For example, the provision of aerial photographs and maps of the same area enabled pupils to apply their map-reading skills successfully in locating a list of amenities in Northampton.
11. Much of the teaching is lively and imaginative and effectively engages pupils' interest. Pupils in Year 2 were fascinated when their teacher, in role as 'Mrs Apron', demonstrated how washing was done in the 1940s. They quickly learned the use of a dolly tub and washboard, grating soap for suds and experiencing the effort involved in squeezing the water out of shirts. They eagerly explained to 'Mrs Apron' how today's washing machines are different, and how 'nice, clean water' makes life easy.
12. Teachers manage pupils well. They are supportive and yet demanding, imparting a sense of urgency and importance to learning: 'I hope you're listening to me, because I'll want you to know this tomorrow.' They capture pupils' attention and secure their co-operation by presenting challenges, as when pupils in Year 4 were asked to write precise directions for getting from one part of the school to another, and to pinpoint any inadequacies in the instructions given.
13. Questions are well used to check pupils' understanding and recall, and to extend their thinking. Teachers encourage pupils to contribute their ideas and respond thoughtfully to what they have to say. They are quick to deal with misunderstandings, as seen in very effective teaching in Year 5 to clear up confusions over place value in very large numbers. Teachers build up pupils' use of subject vocabulary well, establishing in Year 1, for example, that 'subtract', 'take away', 'minus' and 'count back' all indicate the same operation. Technical terms are used naturally and in context so that pupils become increasingly familiar with them.
14. Time is well used in lessons so that a good amount of work is covered. Teachers demand attention and encourage active participation when working with the whole class and insist that pupils settle quickly and concentrate well when working individually or in groups. They encourage pupils to evaluate their own and others' work, drawing them together at the end of sessions to share and reinforce what has been learned.

The school is very well led and focused on improvement.

15. Despite a number of staff changes in the past year, the school is maintaining its momentum under the leadership of the acting headteacher and acting deputy headteacher. The quality of teaching is monitored closely and a newly qualified teacher is being supported and mentored very effectively. Pupils' progress is predicted and tracked from year to year, and action is taken where underachievement is detected. Particularly in the older years, ambitious targets are set and teachers rise to the challenge of helping pupils to achieve them. This is supported by the careful analysis of performance leading, for example, to the identification of boys' writing as an area for action.
16. The school has taken a number of significant initiatives as a Beacon School which have served to

enhance teaching within the school and to share good practice with others. For example, teachers have been involved, with others from the local cluster of primary schools, in developing approaches to non-fiction writing. This focus is reflected in the wide range of written work which is now evident in school and in pupils' familiarity with the demands of different forms of writing. Useful work has also been done on supporting numeracy through homework, and teachers are currently engaged in developing their approach to the teaching of phonics. The school has worked successfully with the local secondary school to develop continuity across Years 6 and 7, for example in literacy and in investigative science, and in tracking the performance and attitudes of lower attaining boys.

17. Governors and staff participate fully in planning for school development and share a clear view of the school's priorities. Subject co-ordinators, particularly in English, mathematics, science and information and communications technology, have been very effective in reviewing and improving the school's curricular provision.

Close attention is given to helping pupils with special needs to achieve their potential.

18. The school is alert to pupils' special needs and takes action as early as possible. It liaises closely with parents and, where appropriate, with external agencies, in drawing up individual education plans and devising a programme of support. Across the school, teachers use information from assessment to identify pupils who are falling behind or achieving less than they are capable of doing. Pupils are listed at Stage 1 on the school's special needs register in order to focus attention on their needs and to decide a course of action to help them catch up. Targets are set for these pupils, and specific learning support is provided. Learning support assistants are deployed very effectively to reinforce the learning of individuals and groups. They are involved in planning and keep notes on progress, for example identifying that a pupil could now add 10 or 50 to any number, but had difficulty adding on 25. The system is well managed by the acting headteacher who is currently special educational needs co-ordinator.
19. Pupils are grouped within classes for activities such as literacy and numeracy, so that teaching and tasks can be closely matched to their needs. Year 5, which has 34 pupils, is split for numeracy and literacy sessions on two mornings a week. Pupils benefit from the attention they receive in smaller groups and the arrangement serves to raise the sights of both higher and lower attaining pupils. Similarly, 'booster funding', supplemented from the school's budget, has been very well used to help lower attaining pupils in Year 6 to raise their sights, and their level of attainment, in literacy and numeracy. Well-targeted additional literacy support is being provided in Year 3, where a significant number of pupils are achieving less well than is expected for their age.
20. Individual progress is routinely assessed, as when a learning support assistant checked the competence of children in reception in using the mouse when sorting objects on the computer. Such assessments and the recording of results, for example in spelling tests, serve to build up a picture of pupils' attainment and to show where extra teaching is needed.

The curriculum promotes breadth in learning and cultivates pupils' all-round development.

21. The school provides well for pupils in all the subjects of the National Curriculum and religious education. It offers a broad curriculum, promoting high attainment in literacy and numeracy alongside other subjects and making connections between different areas of learning. Pupils' learning is well balanced so that listening and doing are mutually supportive. For example, a science lesson in Year 5 involved listening to the teacher's explanations and instructions, carrying out three practical experiments, discussing what happened and why and recording this in writing, all to a high standard. Teachers seek the most effective means of informing and inspiring pupils - for example exploring the use of drama within literacy as an aid to writing stories.
22. Teachers give pupils careful help in developing their practical skills, as when the teacher showed

children in reception how to tighten their hands around a ball when catching. Pupils are expected to think ahead in planning sequences of work. For example, pupils in Year 4 designed a 'money container', made a paper pattern, allowing for seams, and then used fabric and thread to complete it. They mastered 'stab stitch' and 'back stitch' in the process, persisting when they found it difficult and learning that 'I can't....' is not an acceptable response.

23. The school has moved forward significantly in the past year in its provision for information and communications technology. Skills are thoroughly taught by class teachers and a learning support assistant, using the new computer suite which is stocked with twelve computers. In learning to create pictures in Year 2, pupils have learned to work with line and colour and to correct mistakes. Older pupils are able to sequence a series of commands to draw a given shape. Because the skills are being well taught, pupils are able to use information and communications technology to support other work, for example word-processing their writing and carrying out research.
24. Art is valued, as shown in the high standard of work on display in the school. Pupils are encouraged to learn a musical instrument and they sing well, enjoying a weekly singing session with the local church organist. Parents speak glowingly of a recent arts festival when pupils displayed their art work and all made a musical contribution. The curriculum is enriched by visits, for example to the chair of governors' farm, and by after school clubs. Pupils are consistently encouraged to pursue high standards in all activities.

Staff, governors and parents work well together, fostering pupils' positive attitudes to learning.

25. The school's aims are widely discussed and governors are committed to maintaining an ethos of endeavour, enjoyment and achievement. The school helps pupils to learn well by fostering positive attitudes in lessons and high standards of behaviour. Pupils are involved in devising agreed codes of appropriate behaviour for different occasions, such as in the classroom, in the playground and on school trips. The school has an ethos of mutual respect. Pupils recognise that teachers, while demanding the best from them, are on their side and committed to helping them succeed. All staff are part of the team and respected as such. This contributes to consistency in the way that pupils are treated and in the standards expected.
26. The school is very active in developing its partnership with parents in pursuit of pupils' learning. Although few parents are able to give regular help in school, they are very keen to support their children's learning at home. The school encourages this, for example providing workshops on helping young children with their reading. A termly letter from each class teacher keeps parents informed about the homework expected. The home/school record book is well used by staff and by parents for two-way communication about pupils' progress. Parents are able to flag any concerns and are told if any special help is needed. The work done at home complements pupils' school work well and contributes to the high standards achieved.

WHAT COULD BE IMPROVED

Greater consistency is needed in setting targets and ensuring that pupils respond to marking.

27. The school uses assessment well to track pupils' progress and to predict each year, in reading, writing and mathematics, the level pupils are capable of achieving. The school has been working to develop the setting of individual targets for pupils to pursue in the course of their work, and for teachers to refer to in their marking. In the younger years, group targets are provided on each table, reminding pupils in Year 2, for example, about the spacing of words or the use of full stops. In Year 4, targets stuck into the front of pupils' books refer, in literacy, to using a wider range of words to start sentences and, in numeracy, to adding any pair of two-digit numbers within 100. However, the way that such targets are set, and their impact on pupils' learning, varies between

classes. In some classes, targets comprise a listing of the teaching programme; in others they identify one or two individual areas for improvement. In some cases, the emphasis is on attitudes and behaviour, for example listening well at the start of lesson, rather than on the learning to be achieved. Occasionally, targets are poorly matched to what pupils can or need to do, for example focusing on the writing of numbers to a thousand when this has already been achieved.

28. A more coherent system is needed to make the process more manageable for teachers and more powerful in its impact on pupils' learning. In particular, there should be a clearer distinction between identifying the expected outcomes of the teaching programme and pinpointing areas for individual improvement. This is especially relevant to the two sections of this report which follow. Further development of the system for setting targets would aid the monitoring of pupils' writing, and the identification of pupils who are capable of exploring further in mathematics.
29. School work and homework is generally marked thoroughly, making reference where this is possible to specific targets which pupils are pursuing. This marking makes a heavy demand on teachers' time but the clarity of its focus varies and the notice taken of it by pupils is not consistent across classes. In one class, for example, pupils were expected to copy corrected spellings to a notebook so that they could be learned. However, pupils' response to marking is often cursory so that marking becomes the end of the process rather than an aid to improvement.

Handwriting should be taught more systematically and accuracy pursued in all writing tasks.

30. The quality of handwriting varies through the school, reflecting the standards set by individual teachers. Children practise the correct formation of letters from the reception year and there is some practice of joined handwriting by older pupils, but handwriting is not taught consistently and systematically through the school. Though some pupils develop a fluent, joined style, others never achieve this. Too little attention is given to correct posture and pencil hold, and to the needs of left-handers. Handwriting is not routinely monitored for weaknesses to be remedied.
31. The school's overall teaching of writing has many strengths. Spelling is well taught so that pupils are alert to spelling patterns. Spellings are learned for homework and regularly tested. Punctuation is attended to so that, for example, pupils by the age of seven or eight are aware of the function of commas and attempt to use them in their own work. Pupils are taught to write interestingly and in a variety of forms, and to choose their words well. However, teachers do not consistently insist that pupils should use what they have learned in order to achieve a high level of accuracy in all their written work. This contributes to the weaknesses identified in the writing of pupils, and particularly of boys, which were reflected in the results of tests for seven-year olds in 2000 among pupils now in Year 3. Younger pupils confidently 'have a go' when they are beginning to write, but need more resources to draw on; for example, in reminding them how to spell a known common word, or where to start the formation of a letter.
32. Though older pupils write well and standards have improved in recent years, the level of achievement in reading is significantly higher than in writing by the time pupils leave. More boys than girls fall short of the nationally expected standard. The careful annotation seen in some marking of homework, related to clear objectives such as the use of paragraphing, helps pupils to understand what they must do to improve. There is more to be done, however, in ensuring that pupils consistently and accurately apply what they have learned, whenever they write, and monitoring the extent to which they do this.

Pupils could be challenged further to explore and to explain mathematical ideas.

33. Older pupils are achieving well and many are reaching a high level by the time they leave. The numeracy strategy has been implemented effectively. Pupils are confident in working with numbers and in the use of mathematical vocabulary. The school has been working successfully to extend pupils' facility in mental arithmetic. This is seen in the identification of problem areas to be worked on in Year 2, and daily speed tests in Year 6 which help pupils to apply what they know and to calculate rapidly.
34. However, some younger pupils are capable of exploring further than they are currently doing and reaching a higher level of attainment by the age of seven. Pupils use their fingers to help them calculate, though sometimes relying on them when other means would be more efficient. There is a need for more use of structured apparatus to demonstrate and support pupils' understanding of mathematical processes.
35. Though the teaching of numeracy is good, pupils could be challenged further in some classes to explore and to explain number patterns and their applications.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

36. In order to build on the school's many strengths in securing further improvement the school should:
 - develop consistency in target-setting and responses to marking to achieve the maximum benefit to pupils' learning by
 - monitoring current procedures to identify the most effective practice
 - establishing a consistent and manageable system of setting targets for pupils
 - ensuring that pupils learn from teachers' marking

(paragraphs 27-29)
 - improve the teaching of handwriting and the pursuit of accuracy in pupils' writing by
 - implementing a handwriting policy and scheme of work and monitoring pupils' progress
 - insisting that pupils apply skills they have learned consistently and with increasing accuracy in all their writing
 - developing the use of resources to support pupils' handwriting and spelling

(paragraphs 30-32)
 - challenge pupils further in exploring and explaining mathematical ideas by
 - expecting more of higher attaining pupils by the age of seven
 - extending the use of resources to support learning in numeracy
 - encouraging the exploration of number patterns and their applications

(paragraphs 33-35)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	31
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
3	39	52	6	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	186
Number of full-time pupils eligible for free school meals	0	3

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	47

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	4.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	9	16	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	15	15	16
	Total	23	23	24
Percentage of pupils at NC level 2 or above	School	92 (100)	92 (96)	96 (96)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	16	16	14
	Total	25	25	23
Percentage of pupils at NC level 2 or above	School	100 (96)	100 (96)	92 (96)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	19	17	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	18	19
	Girls	17	17	17
	Total	36	35	36
Percentage of pupils at NC level 4 or above	School	100 (79)	97 (93)	100 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	18	19
	Girls	17	17	17
	Total	30	35	36
Percentage of pupils at NC level 4 or above	School	83 (79)	97 (86)	100 (89)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	185
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	23.3
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	110

Financial information

Financial year	1999
	£
Total income	387996
Total expenditure	383626
Expenditure per pupil	1735
Balance brought forward from previous year	40750
Balance carried forward to next year	45120

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	186
Number of questionnaires returned	58

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	44	2	0	0
My child is making good progress in school.	49	46	5	0	0
Behaviour in the school is good.	37	61	2	0	0
My child gets the right amount of work to do at home.	30	54	16	0	0
The teaching is good.	65	35	0	0	0
I am kept well informed about how my child is getting on.	32	58	9	2	0
I would feel comfortable about approaching the school with questions or a problem.	56	37	7	0	0
The school expects my child to work hard and achieve his or her best.	68	32	0	0	0
The school works closely with parents.	30	61	9	0	0
The school is well led and managed.	58	37	4	0	2
The school is helping my child become mature and responsible.	47	53	0	0	0
The school provides an interesting range of activities outside lessons.	37	44	11	4	5