

## INSPECTION REPORT

### **HIGHBURTON CE (C) FIRST SCHOOL**

Highburton, Huddersfield

LEA area: Kirklees

Unique reference number: 107715

Headteacher: Mr R A Hobbs

Reporting inspector: Mrs Janet Gill  
18706

Dates of inspection: 31<sup>st</sup> October to 1<sup>st</sup> November 2000

Inspection number: 224557

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Voluntary Controlled
Age range of pupils:	4 to 10 years
Gender of pupils:	Mixed
School address:	Highburton CE (C) First School Northfield Lane Highburton Huddersfield
Postcode:	HD8 0QT
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Appropriate authority:	The Governing Body
Name of Chair of Governors:	Mr K Wigglesworth
Date of previous inspection:	25 <sup>th</sup> November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in Highburton, a residential village on the outskirts of Huddersfield. It has 189 pupils who attend full-time from Reception to Year 5. The school is popular; consequently there are large classes in Key Stage 2. There are six classes and almost 55 per cent of pupils are boys. Children are admitted at the start of the year of their fifth birthday. Attainment on entry to Reception is above average; assessments show that the attainment of very few is below average when they start school. The background of pupils is generally well above average: five per cent of pupils claim free school meals, which is below average. There are no pupils whose first language is not English. The number of pupils identified as having special educational needs is below average; just under eight per cent are on the register of special educational needs. There are no children with statements. The school was one of the original 75 schools in the country to be granted Beacon status by the DfEE in 1998.

### **HOW GOOD THE SCHOOL IS**

Highburton CE (C) First School is a very effective school because it very strongly promotes pupils' achievement, both intellectually and in their personal development. It is a very well-organised, caring and happy community. Much of the teaching is of high quality; consequently pupils make good progress and achieve above average standards. The leadership of the headteacher is outstanding. He is very strongly supported by the staff and governors, coupled with a very strong commitment to raising standards, result in a stimulating learning environment in which children have very positive attitudes and behave very well. The school has below average income; it uses its limited resources very effectively and provides very good value for money.

#### **What the school does well**

- Overall standards achieved are particularly good, owing to very good quality teaching and the effective use of assessment.
- The school is very effective in promoting pupils' intellectual and personal development because of the imaginative curriculum, the very positive learning environment underpinned by an excellent caring ethos and the consistent application of the school's policies.
- Pupils' attitudes to school are very positive; their very good behaviour, personal development and very high attendance levels have a significant impact on their achievements.
- The leadership of the headteacher is outstanding. The excellent teamwork between the headteacher and deputy headteacher, very strongly supported by the Governing Body, all staff and parents has a very strong impact on the pupils' achievements.

#### **What could be improved**

- Although satisfactory, the teaching and organisation of the curriculum for children in the Foundation Stage is not as strong as in the remainder of the school.
- The Governing Body is very well informed about all aspects of school life, however, they are heavily reliant upon the headteacher in decision making.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

When it was inspected previously, in November 1996, the school was found to have many strengths but there were also some areas for improvement. All the areas of weakness identified in the previous report have been successfully addressed. The school has successfully maintained the high standards pupils achieve. The numbers of pupils achieving Level 2, the national average for seven-year olds in the National Curriculum tests, has consistently been above average in English and mathematics. Teaching has improved. At the time of the previous inspection, 47 per cent of all teaching was very good or better. During this inspection, 65 per cent of lessons observed were very good or better. Very good attention is now given to raising multicultural awareness and there are schemes of work for all subjects; this ensures the quality and range of learning opportunities are very good in Key Stages 1 and 2. Plans to implement the Foundation Stage are underdeveloped. The management role of the curriculum co-ordinator has been

enhanced, although not all co-ordinators have had opportunities to observe teaching and learning. The National Literacy and Numeracy Strategies have been very effectively implemented. The school is very well placed to maintain its present high standards and to improve still further.

## STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			similar schools
	1998	1999	2000	2000
Reading	C	A	B	D
Writing	C	A	B	D
Mathematics	C	A	C	D

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

Children enter the Reception class generally with attainment above average, they make satisfactory progress and by the time they enter Year 1, the majority have achieved above average standards in all areas of learning. Pupils make good progress throughout the school. The rate of learning accelerates in Key Stage 2; this has a significant impact, together with the high quality teaching, on the high standards achieved in all subjects by the time pupils leave the school. Standards in the 2000 National Curriculum tests for seven-year olds were not as high as in 1999. Standards achieved in reading and writing were above average and in mathematics standards in line with the national average. The school knew from careful analysis of data from entry tests that this particular cohort of children would not achieve as highly. The reason performance is below average with similar schools is because insufficient pupils attained the higher Level 3 in all three tests. This was due to the overall lower ability of the cohort. Inspection evidence agrees with the school data that the present Year 2 pupils are already achieving higher standards. The school uses assessment and tracking of pupils' progress very well; data are carefully analysed to set targets for improvement. The school takes into consideration the differing ability of cohorts and effectively targets additional support to pupils. Pupils have particularly well-developed literacy and numeracy skills, which along with good promotion of independence, help pupils to acquire good knowledge and understanding of all subjects. Particularly good links between subjects help pupils to achieve highly. For example, scientific knowledge is enhanced when pupils in Year 5 produce extremely accurate three-dimensional flowers using their botanical knowledge.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good and improve in lessons as they move through the school. Pupils enjoy coming to school and show a keen interest in school life.
Behaviour, in and out of classrooms	Behaviour in and around the school is very good at all times. There is a total absence of any oppressive behaviour and the school has not excluded any pupils.
Personal development and relationships	The personal development of pupils is very good. They are very friendly and helpful and work together very well. They are very willing to take responsibility and show initiative.
Attendance	Attendance rate at the school is very good; it is well above average.

The pupils' very positive attitudes to school life are one of the main reasons why they do so well.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-10 years
Lessons seen overall	Satisfactory	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.*

All teaching is at least satisfactory; nearly two-thirds of the lessons are very good or excellent. In the last inspection nearly half were very good or excellent. No unsatisfactory teaching was observed in either the present or the previous inspection. The best teaching occurs at the end of Key Stage 1, Key Stage 2 and when specialists are teaching music and physical education, with the majority of lessons being very good or excellent. Overall teaching in Key Stage 1 is good and in Reception it is satisfactory. The quality of teaching has improved since the last inspection. The National Literacy and Numeracy Strategies are being implemented very effectively: teaching of both English and mathematics is at least satisfactory with the vast majority of lessons being very good or excellent. Teachers' subject knowledge is very good, as is their technical competence in the teaching of basic skills. Literacy and numeracy are taught very effectively across the curriculum. Successful teaching is based on very high expectations, excellent relationships and high quality behaviour management. Teachers really know their pupils and set work that is well matched to their ability, including pupils with special educational needs. Skilful questioning, that is well-directed, challenges pupils to think carefully about their work. In the very best lessons, the teachers' enthusiasm inspires pupils with challenging work. The high quality teaching helps to promote learning very well. Occasional weaknesses include not making expectations for work and behaviour clear enough and a slower pace in the lesson. As a result younger children become restless and occasionally inattentive.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for pupils in Key Stages 1 and 2 is very good. The school successfully promotes links between subjects and, in particular, literacy and numeracy are used very well. The curriculum for children in Reception is satisfactory. Extra-curricular provision is good; it is varied and very well supported by the pupils.
Provision for pupils with special educational needs	The few pupils with special educational needs are well supported both in class or in small groups. They achieve well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' personal development is very well promoted. The organisation of the school helps pupils appreciate each other's strengths. Moral and social development is enhanced because clear policies are implemented very well. Very good attention is now given to raising multicultural awareness.
How well the school cares for its pupils	Very well. Child protection arrangements are very good. Health, safety and security of the pupils is given a high priority.

There is an excellent caring ethos, a very effective curriculum and a positive behaviour policy with a very strong emphasis on development of pupils' self esteem. These factors have a very positive impact on pupils' attitudes to school and their personal development.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is extremely well led and managed. The headteacher offers outstanding leadership. He is very strongly supported by the governors, staff and parents. There is excellent teamwork between the headteacher and deputy headteacher.
How well the governors fulfil their responsibilities	Governors are very clear and positive in relation to their roles and responsibilities. They are very supportive of the headteacher and share in the commitment to school improvement. However, they are too dependent upon the headteacher in decision making.
The school's evaluation of its performance	The school evaluates its performance very effectively. It has a clear view of its work and effectively analyses what it needs to do to improve standards. It has developed very good systems for analysing the school's results and using these to set future targets.
The strategic use of resources	The school's financial resources are very well targeted to meet the needs of pupils and staff, and to raise standards. The school provides very good value for money.

The headteacher, all staff and governors have a clear focus to continue to improve standards and determined to maintain high standards in all areas of school life. The principles of best value are clearly understood and implemented well by both the headteacher and governors.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The headteacher provides extremely good leadership.</li> <li>• The school works very closely with parents.</li> <li>• Information they receive especially about children's progress.</li> <li>• The staff, especially the headteacher, are very approachable.</li> <li>• The school promotes very positive attitudes and values and children behave very well.</li> <li>• Children become mature and responsible.</li> <li>• Caring ethos of the school.</li> <li>• Their children really like coming to school.</li> </ul>	<ul style="list-style-type: none"> <li>• More consistent approach to setting and the amount of homework.</li> <li>• A very small minority would like to see extra-curricular provision improved.</li> </ul>

Parents are very supportive of the school; they think it is a very good school. Links with parents are very good. The inspection team fully supports the parents' positive views. Generally homework is relevant and set regularly but there is sometimes inconsistency in its use and amount by teachers. A few parents thought that the school did not provide sufficient out-of-school activities, inspectors judged there to be a wide range of activities on offer to all children and considered extra-curricular provision to be good.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**Overall standards achieved are particularly good, owing to very good quality teaching and the effective use of assessment.**

- 1 The determination of the headteacher, governors, staff and parents to promote an excellent ethos for learning in the school and a shared commitment to high standards, has made a significant contribution to the particularly high standards reached by the pupils when they leave the school at ten. Children in the Foundation Stage make satisfactory progress. The rate of progress accelerates at the end of Key Stage 1 through Key Stage 2. All pupils, including those with special educational needs, throughout the school make at least good progress in English and mathematics, with many making very good progress.
- 2 In the 1999 National Curriculum tests for seven-year olds, the results were well above average in reading, writing and mathematics. In the most recent tests the vast majority of pupils reached the average grade in all three areas, but few pupils reached the higher Level 3. The school achieved above average standards as compared nationally, when compared to similar schools, average points scored in the tests were below average. The school was aware that the 2000 cohort was less likely to achieve such high results as the previous year group. This was due to very good tracking of pupils' progress from the time they enter the school in the Reception class. Since 1996, standards have been above average in all three areas apart from in 1998, when they were in line with the national average. The 1998 pupils are now in the present Year 5. Effective targeting of support and clear identification of needs have meant that the majority of these pupils are achieving at least at average levels with many achieving more highly. There are very few pupils performing at below average levels which means that overall attainment is above average now. Inspection evidence shows that year groups vary in ability, but overall standards are above average, particularly in the present Year 2 and Year 4. High standards are attributed to high quality teaching, the successful implementation of both the National Literacy and Numeracy Strategies and very effective assessment procedures, with very good analysis and interpretation of data to identify weaker areas in the subjects leading to the school being able to set effective targets.
- 3 The National Literacy and Numeracy Strategies are having a positive impact on standards. Teachers' subject knowledge of English and mathematics is particularly good, as is their technical competence in the teaching of basic skills. For example, in a Year 3 literacy lesson, the successful teaching of basic skills meant that pupils could explain the function of prefixes and generated words with opposite meanings. Teachers plan the use of literacy and numeracy effectively across the whole curriculum and use, and encourage pupils to use, key vocabulary well in other subjects. In Year 5, during a lesson on instructional text the teacher incorporated effectively the use of information and communication technology (ICT) as pupils learnt about bullet points, fonts, style and presentation. This approach helps to motivate and interest pupils and reinforce their skills in literacy and ICT, which ultimately helps them to acquire knowledge and understanding in a variety of subjects. In the most successful lessons, teachers have very high expectations and challenge pupils to try harder. For example, when the Year 2 teacher set challenges in the numeracy lesson

to ensure that pupils, particularly the more able, could work out rules for themselves for odd and even numbers.

- 4 Effective and detailed analysis, alongside the careful assessment of pupils' strengths and weaknesses, are used to set targets and inform planning for individuals, as well as highlighting areas for development throughout the school. After the National Curriculum tests in 2000, the school analysed every answer of each pupil's work in English and mathematics to determine the areas where they were failing to reach the higher levels. For example, in English, pupils had difficulty answering questions which required them to interpret beyond the literal meaning of texts and in mathematics, they experienced difficulty interpreting data from a graph. As a result of this analysis, the school has built into planning in Year 1 and 2 sufficient strategies to cover these areas with the intention of helping pupils move from Level 2A to the higher Level 3. The teachers know their pupils' capabilities very well and they work hard to meet their academic needs. This helps them to make good progress.

**The school is very effective in promoting pupils' intellectual and personal development because of the imaginative curriculum, a very positive learning environment underpinned by an excellent caring ethos and consistent application of the school's policies.**

- 5 The key issue regarding the completion of schemes of work has been fully dealt with and provision is now very good. All policies and schemes have been reviewed in the light of Curriculum 2000. The curriculum is very well planned and organised ensuring that all areas are covered. The detailed schemes inform medium and short-term planning well.
- 6 Very good thought is given to developing links, where appropriate, between subjects. The cross-curricular elements are strong without any loss of subject individuality. Particularly effective links exist between science and design and technology, science and art and physical education and music. An exceptionally good example was observed in a Year 1 physical education lesson, when music was used to create atmosphere for pupils to develop appropriate movements through waves to find a favourite toy. Literacy and numeracy receive substantial time each day to good effect and this has not led to any imbalance in the curriculum. The school has maintained a very broad and balanced curriculum that is relevant and accessible to all pupils. The curriculum has been skilfully planned to ensure there is a consistently strong emphasis given to the development and application of skills. The Year 4 teacher encouraged the use of literacy and oracy skills particularly well in geography, when she challenged pupils to produce a written weather forecast which they could then read to the whole class. There was good emphasis on correct spelling and joined handwriting. During the lesson, ICT skills were used when a group of pupils used the Internet to find out a five-day weather forecast for Tokyo.
- 7 The school provides very good support for pupils' spiritual, moral, social and cultural development. It is very effective in providing a safe and caring environment where pupils are valued and known well by the staff. These factors make a very effective contribution to the personal development of pupils and have a significant impact on the very good relationships and behaviour in and around the school. The headteacher sets an excellent example in the way he promotes pupils' personal development in all aspects of school life. He leads the school very effectively in raising and maintaining the self-esteem of pupils. This factor he firmly believes plays a crucial part in determining a child's success at school. The school has an excellent ethos of encouraging pupils to think about and care for others; this is evident in the way everyone shows great respect for others, their feelings and beliefs. All pupils work and

play harmoniously together; new children are quickly integrated into the life of the school and live up to the high expectations that all adults hold. Staff are very consistent in their approach towards the children and ensure that shared policies, such as the personal, social, health and behaviour policies, are implemented with sensitivity. Parents are very pleased about the excellent ethos and that Highburton is such a caring school where individuals are valued.

**Pupils' attitudes to school are very positive, their very good behaviour, personal development and very high attendance levels have a significant impact on their achievements.**

- 8 Many opportunities are provided for pupils to undertake responsibility for themselves and others. This is reflected in the very positive attitudes, self-discipline and keen interest shown by pupils in school life. Attitudes are very good overall and show a steady improvement as pupils move through the school. This is due to the strong ethos and high expectations that they should be part of the school community. Older pupils develop into self-assured and mature individuals who use their initiative well and carry out a very wide range of responsibilities before the start of school and during the day. For example, they get to school eager to set up the hall for assembly, get out play equipment, such as chess and draughts in the playground and, once the bell rings, supervise the various entrances. They are encouraged to look after younger children and this they do most willingly. Pupils respond very well to the encouragement given by teachers and work with enthusiasm and concentration in the great majority of lessons. They listen well to instructions, understand the tasks they are doing and complete them enthusiastically. They are very keen to answer questions and contribute to discussion. Pupils clearly demonstrate their enjoyment of school life; attendance is very good, they are eager to come to school and are rarely late.

**The leadership of the headteacher is outstanding. The excellent teamwork between the headteacher and deputy headteacher, very strongly supported by the Governing Body, all staff and parents has a very strong impact on the pupils' achievements.**

- 9 The headteacher is an outstanding leader. He has a very clear vision of what the school must do to support pupils' academic and personal development and to help them to achieve high standards. The excellent teamwork between the headteacher and deputy headteacher, very strongly supported by the Governing Body, all staff and parents, has a very strong impact on the pupils' achievements. The school is very aware of its overall performance and has an extremely clear view of its work. There is effective analyses of what works and why. The headteacher and deputy headteacher have developed very good systems for analysing Key Stage 1 test data along with monitoring of planning, teaching and learning. This approach has been particularly effective and has a positive impact upon pupils' achievements; hence standards are high. Very strong teamwork and a commitment to higher standards, valuing the individual within a caring community are very much the key factors to the school's success. Parents are very positive about the school and recognise the very strong commitment to all round achievement from the headteacher.
- 10 Governors are very well informed by the headteacher about all aspects of school life and they make a significant contribution to the overall effectiveness of the school. They recognise the strengths of the school and have an extremely strong commitment to maintain the excellent ethos and high standards in their popular successful school. Governors are aware of areas for further development but are

heavily reliant upon the headteacher in both providing information and in taking the lead in making decisions.

- 11 The school provides very good value for money. Very good financial management and planning ensure that the budget is spent wisely. The headteacher and governors have a very good awareness of financial commitments, special funds and the Local Education Authority's systems. For instance, they are very aware of the implications for the budget if they are forced into reducing class sizes to thirty pupils in Key Stage 2 in the future. Very effective use is made of staff time, accommodation and resources. The use of specialist teaching is particularly effective and has a marked impact upon high standards in music and physical education. Whilst the headteacher is teaching physical education non-contact time is allocated to class teachers to carry out their co-ordinator's management duties. This curriculum arrangement is very effective, not only do pupils benefit from specialist teaching in physical education, which helps them to make very good progress in the subject, but co-ordinators also have regular times to maintain and develop their subject areas.
- 12 The many strengths from the previous inspection have not only been maintained but they have improved significantly. The school has taken positive steps to address the key issues raised in the last report in relation to cultural development, improvements to the school reference library and its use, development of schemes of work and extending the role of the curriculum co-ordinator. Very good attention is now given to raising awareness of cultural diversity in all aspects of the curriculum. Staff offer children good opportunities to experience positive imagery, texts, language, art and music reflecting multicultural diversity as in the recent popular visit of the Zulu performing arts group. Greater opportunities have been made by teachers to develop pupils' library skills. The school has building plans, to be implemented next term, to create a larger library and study area, which will include a computer suite to be made available for the community. Schemes of work have now been developed for all areas of the curriculum and take into account the new National Curriculum. Curriculum co-ordinators are now more involved in the management of their subjects, they bid for resources and control their own budgets, organise samples of work, look at planning and make themselves aware of standards through informal monitoring. As yet co-ordinators have limited opportunities to observe teaching and learning, however, the school has a programme to train staff to carry out observations and recently a senior member of staff went on a relevant course.

## **WHAT COULD BE IMPROVED**

**Although satisfactory the teaching and organisation of the curriculum for children in the Foundation Stage is not as strong as in the remainder of the school.**

- 13 The curriculum for children in the Foundation Stage is not yet developed sufficiently around the areas of learning. The school is aware that work in the Reception class needs to be addressed and is working with other small schools on designing and implementing a curriculum based on the latest national recommendations. End of year reports will also need to be revised under the six areas of learning rather than the current practice of reporting on subjects.
- 14 There are limited opportunities in the provision of outdoor activities. Although there is a suitable large area, that is accessible from the classroom, it is underused. The school is aware that it needs to provide further facilities and equipment for these young children. Meanwhile the school should consider providing regular outdoor activities for

the children, to give them full access to the Foundation Stage curriculum, and to ensure all planned activities have a clear purpose.

- 15 There are occasional minor weaknesses in lessons when expectations for work and behaviour are not clear enough resulting in a slower pace. For example, in physical development children do not always respond quickly or quietly enough to the teacher's instructions. This adversely affects their rate of learning in physical and personal and social development. Occasionally, there are some activities that lack challenge and are too long, as in an activity to match coins. Although children completed the task they would have benefited from a range of shorter practical tasks involving using the coins.

**The Governing Body is very well informed about all aspects of school life, however they are heavily reliant upon the headteacher in decision making.**

- 16 Governors are aware of areas for further development but are heavily reliant upon the headteacher both in providing information and in taking the lead in making decisions. Governors are very appreciative of the high quality of the headteacher and staff and, although they closely monitor what goes on, they trust him to put forward the 'best case' for the school. For example, curriculum co-ordinators are not given opportunities to present developments in their subjects directly to the Governing Body but via reports given by the headteacher. This system does not give governors opportunity to ask questions or find out more about initiatives directly for themselves.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

- 17 The school has many notable strengths and few weaknesses; as a result, pupils progress well and achieve high standards, both intellectually and in their personal development. Areas that could improve are the curriculum for children in the Foundation Stage and the greater involvement of the Governing Body in decision making. The school should now:

(1) Improve the curriculum for children in the Foundation Stage by:

- Developing the outdoor play area and providing suitable large equipment, when resources allow.
- Providing regular planned outdoor opportunities to promote all areas of learning, in particular physical development.
- Ensuring that all planned activities, both within and outside the classroom, have a clear purpose and sufficient challenge.
- Ensuring that children listen attentively whenever the teacher is talking to the whole class.
- Reviewing the format for written reports to parents to incorporate the areas of learning.

(2) Involve the Governing Body in decision making more fully by:

- Developing independent strategies such as, inviting subject co-ordinators to meetings, when relevant, in order to gather first-hand information about the school.



## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	11

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
10	55	20	15	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 – Y5
Number of pupils on the school's roll (FTE for part-time pupils)	0	189
Number of full-time pupils eligible for free school meals	0	8

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y5
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	15

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	10
Pupils who left the school other than at the usual time of leaving	6

### Attendance

Authorised absence	%
School data	3.0%
National comparative data	5.4%

Unauthorised absence	%
School data	0.2%
National comparative data	0.5%

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	(1999) 2000	(17) 13	(15) 22	(32) 35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12 (16)	10 (15)	12 (17)
	Girls	22 (15)	22 (15)	22 (15)
	Total	34 (31)	32 (30)	34 (32)
Percentage of pupils At NC level 2 or above	School	97 (97)	91 (94)	97 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11 (16)	12 (14)	13 (17)
	Girls	22 (15)	22 (15)	22 (15)
	Total	33 (31)	34 (29)	35 (32)
Percentage of pupils At NC level 2 or above	School	94 (97)	97 (91)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	156
Any other minority ethnic group	7

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– Y5**

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	23.6
Average class size	31.5

### **Education support staff: YR– Y5**

Total number of education support staff	2
Total aggregate hours worked per week	45

### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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*FTE means full-time equivalent.*

## **Financial information**

Financial year	1999 / 2000
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	£
Total income	307996
Total expenditure	300520
Expenditure per pupil	1542
Balance brought forward from previous year	23361
Balance carried forward to next year	30837

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	147
Number of questionnaires returned	94

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	23	1	0	0
My child is making good progress in school.	56	40	2	0	1
Behaviour in the school is good.	68	31	1	0	0
My child gets the right amount of work to do at home.	35	43	13	3	6
The teaching is good.	67	30	1	0	2
I am kept well informed about how my child is getting on.	39	50	5	1	4
I would feel comfortable about approaching the school with questions or a problem.	80	19	1	0	0
The school expects my child to work hard and achieve his or her best.	72	23	3	0	1
The school works closely with parents.	46	43	7	1	3
The school is well led and managed.	81	18	0	0	1
The school is helping my child become mature and responsible.	66	32	0	0	2
The school provides an interesting range of activities outside lessons.	45	31	15	1	9