

# INSPECTION REPORT

**The William Ransom Primary School**

Hitchin

LEA: Hertfordshire

Unique reference number: 117314

Headteacher: Mr Paul Mulot

Reporting inspector: Paul Canham  
1353

Dates of inspection: 4<sup>th</sup> – 6<sup>th</sup> December 2000

Inspection number: 225345

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

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## INFORMATION ABOUT THE SCHOOL

|                              |  |
|------------------------------|--|
| Type of school:              | Infant and Junior                        |
| School category:             | Community                                |
| Age range of pupils:         | 4 to 11                                  |
| Gender of pupils:            | Mixed                                    |
| School address:              | Stuart Drive<br>Hitchin<br>Hertfordshire |
| Postcode:                    | SG4 9QB                                  |
| Telephone number:            | 01462 624 777                            |
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| Appropriate authority:       | The Governing Body                       |
| Name of chair of governors:  | Mrs Catherine McIntosh                   |
| Date of previous inspection: | April 1996                               |

## INFORMATION ABOUT THE INSPECTION TEAM

| <b>Team members</b>      |                             |
|--------------------------|-----------------------------|
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| Christine Haggerty 13807 | <i>Lay inspector</i>        |
| Margaret Lygoe<br>25800  | <i>Team inspector</i>       |

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

### **INFORMATION ABOUT THE SCHOOL**

The William Ransom is a popular primary school which is similar in size to most other schools of the same type. Currently, there are 243 pupils on roll, comprising 131 boys and 112 girls aged from four to eleven years. A very small number of pupils come from ethnic minority backgrounds and eight per cent have a language other than English being spoken at home. The percentage of pupils eligible for free school meals is very small and well below the national average. The proportion of pupils (17 per cent) with some form of special educational need, including those with statements, is below the national average. When they enter reception, children's attainment levels are above average.

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

The school is very effective because it meets the needs of pupils who have high aspirations. By the time pupils leave school at the age of 11, they achieve very high standards in English, and attain standards in mathematics and science which are well above average when compared with those of all schools. The good quality of pupils' work in other subjects reflects these standards. The vision and commitment of the headteacher and staff, supported by the governors, helps to provide pupils with a well-structured and rich learning environment. Pupils benefit significantly from a school day of seamless educational experiences. High-quality teaching contributes to good levels of achievement and to the very effective provision for pupils' pastoral care. The school provides very good value for money.

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

- The very good teaching ensures that pupils achieve well, and that standards at the age of 11 are very high, or well above average, in English, mathematics, and science when compared to those found nationally and to those achieved by pupils in similar schools. The same is true of several of the foundation subjects.
- Outstanding leadership and management very effectively promote the aims of the school, set a clear direction for its work, and focus on raising achievement in a well-balanced and rich curriculum.
- Provision for pupils' social development is outstanding and provision for moral development is very good. The provision reflects the school's strong values and high expectations. Consequently, pupils have very good attitudes to their work, behave well and want to achieve. They enjoy excellent relationships with one another, and develop into mature individuals by the time they leave school.

### **WHAT COULD BE IMPROVED**

- Provision for a readily accessible outdoor learning area for children in the reception class.
- Some aspects of the school development plan, so that the school can measure its own success

against clear criteria.

*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 made considerable progress since its last inspection in April 1996. The standards in national tests for pupils aged 11 have been maintained or improved upon. In addition, the proportion of pupils achieving standards above those expected in English, mathematics, and science is very high. Standards in other subjects, such as design and technology and information communication technology, have improved substantially. The quality of teaching has improved and is now very good overall. Pupils now benefit significantly from the school's strong focus on the development of research skills in mathematics, and from investigations in science. Teachers' detailed planning includes tightly-focused tasks which closely match the needs of all pupils. Very good assessment procedures have been introduced, enabling the school to follow closely the progress of pupils and to guide planning. The provision for pupils' spiritual and cultural development has improved and is good. The school has a strong commitment to high standards, and the capacity for improvement is very good.

## 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*            | A    | A*   | A*              |
| Mathematics     | A*            | A*   | A*   | A               |
| Science         | A*            | A    | A*   | A               |

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

These are very good results. In all three subjects a very high proportion of pupils reached levels above those expected for their age. These results represent good progress overall when judged against the pupils' corresponding Key Stage 1 results in 1996. Over time, there has been an improving trend in the three core subjects, which reflects the national trend. Evidence from this inspection shows that pupils continue to rise to the challenges set by the school, and achieve well. Examples of good work were seen in all subjects. All pupils make good progress, including those with special educational needs and those with English as an additional language. The school has set realistic targets for English and mathematics for the Year 2001, and the most recent results indicate that the school is well on its way to achieving them.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment   |
|--|---|
| Attitudes to the school                | Pupils are keen to learn and have very positive attitudes. These contribute considerably to the progress made in lessons. Pupils show their maturity by being responsive and responsible.                         |
| Behaviour, in and out of classrooms    | Behaviour is very good and is one of the many strengths of the school. There have been no exclusions. The atmosphere both in lessons and in the playground is tranquil and harmonious.                            |
| Personal development and relationships | Outstanding. From an early age, pupils are given a wide range of opportunities for them to take responsibility. The exceptionally high quality of relationships is a distinctive feature of the school community. |
| Attendance                             | Attendance levels are very high in comparison with those of other schools.  |

## 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.*

Teaching is very good overall. The consistently good teaching has a significant impact on the pupils' thirst for learning and is the main reason why pupils are achieving so well. Teaching was judged to be good, very good, or outstanding in all the lessons seen, with the exception of one lesson, which was satisfactory. Teaching was good in 52 per cent of lessons, very good in 38 per cent, and outstanding in a further 5 per cent. The best teaching was seen in Key Stage 2, where 62 per cent of the teaching was very good or outstanding. Examples of good teaching were seen in all subjects, including English, mathematics and science. Pupils benefit significantly from a committed team of adults with whom they have excellent relationships. Teachers have consistently high expectations of behaviour and standards. Teachers and other adults manage pupils particularly well, with a sensitivity which helps them to develop their confidence and self-esteem. The strengths of very good teaching are in the detail of the planning, which meets the needs of all pupils, including those with special educational needs and those who speak English as an additional language. Pupils respond enthusiastically to the pace, well-structured lessons, which capture their attention. Throughout the school, teaching is underpinned by very high quality explanations, well-focused tasks, and the systematic teaching of basic skills from an early age.

Pupils benefit substantially from being taught in groups of similar attainment. Teachers manage classroom activities well and create a positive learning atmosphere, using time particularly well, giving encouragement, and recognising pupils' achievements.



## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment   |
|---|---|
| The quality and range of the curriculum   | The exceptionally well planned curriculum is broad and balanced. It ensures that pupils benefit substantially from a balanced range of experiences which add depth and a richness to their learning. Very good emphasis is placed on the teaching of English and mathematics in similar attainment groups. This balances the high quality provision for other subjects, including the creative arts, which encourage pupils to express themselves and develop their confidence. Literacy and numeracy skills are used particularly well to support pupils' learning throughout the school. The good range of extra-curricular activities gives pupils more opportunities to develop their skills and interests. |
| Provision for pupils with special educational needs   | The provision is very good and pupils are given work matched to their learning. Pupils benefit from effective support when working individually or in small groups away from the main class. The detailed individual education plans are used well to help with assessments.  |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good. The school makes very good provision for pupils' personal development, teaching them to tell right from wrong. It helps pupils to develop personal responsibility, trust and mutual respect. The school provides a wide range of opportunities for spiritual and cultural development, particularly through English, religious education, art and music.   |
| How well the school cares for its pupils  | There are very good procedures to ensure that pupils are well cared for. Staff know the pupils well and take great care of them in a safe and supportive environment. Very effective Child Protection procedures ensure that staff are sensitive to the needs of the pupils. There are very good systems for monitoring and promoting attendance.   |

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment   |
|--|---|
| Leadership and management by the headteacher and other key staff | The headteacher gives outstanding leadership and provides his colleagues with structured and sensitive support. He has a clear vision for the work of the school, focusing on high levels of achievement. He is well supported by a committed team of staff with clear roles and responsibilities.  |
| How well the governors fulfil their responsibilities             | The governing body is effective in fulfilling its statutory responsibilities. Members are supportive, reflective, and well informed about the work of the school. They use their professional expertise and knowledge of the community to promote and improve the school and its work.  |
| The school's evaluation of its performance                       | The school has established highly effective procedures for monitoring and evaluating its performance. Systems for monitoring the quality of teaching have been particularly well developed and have been instrumental in helping the staff to develop and improve professionally. Information from assessment and test data is analysed for trends of achievement. The school has established effective strategies to identify the value added to its work. |
| The strategic use of resources                                   | The school's budget is well managed, spending decisions are carefully considered, and the school effectively applies the principles of best value. Very good financial planning focuses funding at the school's priorities. Good financial systems also ensure that the school makes prudent use of its resources.  |

The school is very clean and well maintained, and the learning areas are enhanced with high quality displays, which reflect the range and depth of the curriculum. In some classes, pupils' learning is affected by the noise from other classes, which results from the open planning. There is no readily accessible outdoor learning area for children in the reception class.

## 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>• Their children like school.</li> <li>• Children are encouraged to work hard, and they make good progress.</li> <li>• The school is well managed.</li> <li>• Children are helped to become mature and responsible, and they behave well.</li> <li>• The good teaching.</li> <li>• Parents feel comfortable about approaching the school with questions or problems.</li> <li>• Homework is consistently set and marked.</li> </ul> | <ul style="list-style-type: none"> <li>• Extra-curricular activities.</li> </ul> |

In contrast to the views of some parents, inspectors found that the school provides a good range of extra-curricular activities for pupils in Year3 to 6, though activities for pupils in Years 1 and 2 are limited.

## **PART B: COMMENTARY**

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

**The very good teaching ensures that pupils achieve well. By the time the pupils reach the age of 11, standards are very high, or well above average, in English, mathematics, and science, and several foundation subjects, when compared to those found nationally and those achieved by pupils in similar schools.**

1. Good teaching in the Foundation Stage and in Years 1 and 2, and very good teaching in Years 3 to 6 are the main reasons why pupils are achieving so well. Pupils are uplifted by the challenging tasks and by the consistently high expectation that pupils of all attainment levels will achieve well. In consequence, standards in the national tests for pupils aged 11 have remained very high or well above average in English, mathematics and science over several years. The quality of teaching was judged to be good, very good or outstanding in all but one lesson, which was satisfactory. Teaching was good in 52 per cent of lessons, very good in 38 per cent, and outstanding in a further 5 per cent. The best teaching was seen in Key Stage 2, where 62 per cent of the teaching was very good or outstanding. Teachers are particularly effective at sharing learning intentions with pupils. Parents value the school's commitment to high expectations and hard work. Examples of good teaching were seen in all subjects, and pupils benefit significantly from a committed team of adults with whom they have excellent relationships.
2. Teachers make effective use of these relationships to raise expectations and standards in all subjects. For example, during a briskly paced introduction to mental mathematics, a group of higher attaining pupils in Year 6 were expected to explain the methods they were using when giving their answers. Pupils responded well to the challenging tasks by applying known facts and strategies, and by confidently explaining their methods with the use of appropriate mathematical vocabulary. Similarly, in an English lesson, pupils in Year 6 showed a good understanding of 'The Tempest' when challenged with incisive questioning which extended their understanding of the language used by Shakespeare. Teachers, and other adults, manage pupils particularly well, with a sensitivity which helps them to develop their confidence and self-esteem. For example, pupils in Years 1 and 2 read, with confidence, examples of their own work to the whole class during an English lesson. Pupils trusted that their pieces of prose would be valued by the teacher and their peers.
3. The strengths of very good teaching are in the detail of the planning, which meets the needs of all pupils, including those with special educational needs and the small number with English as an additional language. The thorough planning enables teachers to provide pupils with pacy and well-structured lessons, which capture the pupils' attention and develop their thirst for knowledge. For example, pupils in Year 3 responded particularly well to a dynamic and stimulating introduction during a lesson in mathematics. Pupils became engrossed in a game which reinforced their understanding of the four-times table. The brisk pace of learning continued through the lesson, and this led to good levels of progress in understanding fractions, with the help of differentiated activities. In a well-planned lesson in science, the inquisitiveness of pupils in Years 1 and 2 was stirred by practical work on darkness and on

how objects can be seen with limited sources of light. The high quality planning extends to ‘The Engineers Club’, an after-school activity which attracts a significant number of pupils who would like to develop their practical skills and improve their knowledge of physical processes and different materials.

4. Throughout the school, teaching is underpinned by very high quality explanations, well-focused tasks, and the systematic teaching of basic skills from an early age. For example, the school has introduced a systematic approach to the teaching of reading, writing, and numeracy which begins at the Foundation Stage. As a result, examples of high quality writing were seen not only in English, but also in science, history, geography, and information communication technology. Teachers encourage pupils to speak clearly, and they emphasise the importance of using the appropriate vocabulary. Pupils benefit substantially from being taught in groups of similar attainment. Well-focused tasks matched pupils’ learning well in almost all lessons, including those seen in English, mathematics and science. Teachers manage classroom activities well and create a positive and stimulating learning atmosphere, using time particularly well, giving encouragement, and recognising pupils’ achievements. Resources are used imaginatively to support teaching. In many ways, pupils benefit considerably from a range of seamless educational experiences. Little time is lost between lessons, and lunchtimes and after-school activities add a further richness to pupils’ learning opportunities.

5. Assessment procedures are used effectively in lessons to help judge the pace and give pupils well-focused tasks. For example, in a physical education lesson, pupils in Years 4 and 5 made good progress because the teacher pitched the lesson well in response to the pupils’ contributions. In consequence, the lesson was lively and full of interest for the pupils, who became fully involved in the development of their sequences.

6. Pupils with special educational needs benefit from the close attention of committed adults, which include specialist and support staff. These members of staff are experienced and well deployed. As a result, they have a measurable impact on pupils’ learning. Shared planning and good levels of communication between adults provide a cohesive and well-structured approach. This is reflected in the detailed individual education plans and the good progress made by pupils in lessons and over time.

7. Evidence from this inspection shows that pupils respond to the challenges set by the school and that they achieve well. Information from the school’s monitoring procedures shows that almost all pupils make the expected level of progress between Year 2 and Year 6 in the national tests, and about 50 per cent make more than the expected level. Very good levels of literacy underpin pupils’ good work in all subjects.

8. Standards for pupils aged seven and 11 have remained very high or well above average over several years when compared with those of all schools. When the results for pupils aged 11 in the year 2000 tests are compared with those of similar schools, standards were very high in English, and they were well above average in mathematics and science. The proportions of pupils reaching levels above those expected for their age were very high in all three subjects. These results represent good levels of achievement when judged against the standards reached by the same pupils in their Key Stage 1 tests taken in 1996. Over time, there has been an

improvement in the three core subjects, which reflects the national trend. The school has set realistic targets for English and mathematics for the Year 2001, and the most recent results indicate that the school is well on its way to achieving them.

9. Children at the Foundation Stage settle quickly to the school's routines and they make good progress. Similarly, pupils with special educational needs, and those with English as an additional language, make good progress. They are integrated well into all classroom activities, and careful assessment procedures enable tasks to be planned to meet their identified needs. Inspection evidence indicates that the attainment of pupils presently in Year 6 is well above average in reading, speaking, listening and writing. A substantial number of pupils have very high attainment in writing. From an early age, pupils learn to listen closely to their teacher and follow instructions. They readily join in discussions of the shared text, not only in English but in other subjects, and teachers in all classes give good encouragement by listening carefully and appreciating the quality of pupils' answers. As a result, pupils become progressively more confident in speaking to a range of audiences in a variety of contexts. By Year 6, pupils take part confidently in formal class discussions, using technical terms to good effect in analysing study texts. Most pupils are confident in speaking to larger audiences, and they show a willingness to contribute to assemblies by answering questions and sharing their ideas. Other subjects make a good contribution to developing speaking and listening skills. For example, good levels of discussion were seen in mathematics, and pupils were encouraged to evaluate one another's performances in physical education.

10. The enthusiasm that pupils show for reading is a significant strength. Pupils' reading skills are developed by progressively graded reading materials and careful monitoring of their progress. By Year 6, most pupils read long texts silently with good concentration. They read aloud fluently and accurately, with good understanding. Many have an impressive range and depth of reading experience, naming favourite authors with enthusiasm and explaining their preferences in full. For example, higher attaining pupils in Year 6 read complex texts from 'The Tempest' with good levels of understanding. These pupils were able to discuss, with confidence, the characters and the different interpretations of some key words. Library knowledge and research skills are good. Pupils have good opportunities to develop research skills by using information books for independent study in several subjects.

11. The strong start in developing handwriting has a positive impact on the high standards throughout the school. Standards of handwriting and presentation are high in everyday work in all subjects, and these standards are reflected in the standards that pupils reach in handwriting exercises and work for display. Pupils learn the craft of writing through the study of good quality texts. A strong feature of provision is the increasingly wide range of purposes and audiences for writing, particularly poetry, and pupils respond well to the highly stimulating curriculum. Pupils use imagery in their writing to very good effect. For example, a pupil in Year 6 wrote a particularly evocative response to a painting by Escher 'the feeling of anticipation and regret, as the circle flows on in an everlasting cycle of friendship and peace'. Pieces of work intended for display are improved through the process of planning, drafting and proof-reading. As a result, there are many pieces of excellent work in the classrooms and in communal areas. Information communication technology is used very effectively to improve the accuracy and quality of some pieces. By Year 6, many pupils write very good stories, using a range of effects to hold the reader's attention. The best poetry shows depth of insight, sensitivity to the music of language, and imagination in

creating pictures in words. Factual reports are clearly expressed and well structured. Many pupils have an impressive range of vocabulary, both technical and imaginative. Those with higher attainment use a variety of sentence structures well for dramatic effect. Standards of accuracy in spelling and punctuation are very good.

12. Pupils develop a confident understanding of the number system and become increasingly proficient in mental computation as they move through the school. This is a strength which underpins the good levels of achievement and the high attainment levels in Year 6. Pupils benefit from regular practice and from opportunities to discuss different strategies. For example, lower attaining pupils in Year 6 were able to discuss their work with shapes with some confidence. In Year 5, higher attaining pupils were able to work with confidence on two-stage problems, and most have a good grasp of times tables. Pupils persevere in finding solutions to problems. Pupils have a good breadth of understanding of science. They benefit from the emphasis on practical investigations and have a good understanding of the concept of a fair test. Most pupils make predictions based on good scientific knowledge and understanding, as for example when they predict which materials can be used as conductors or insulators of electricity. They apply their scientific knowledge well in their work. In information communication technology, pupils in Year 5 are working at levels above those expected for their age in some aspects of their work. For example, pupils worked with confidence and showed good understanding when using the computer to make a series of instructions to programme a robotic vehicle. Examples from displays show an effective use of information communication technology equipment to support the work on a science investigation on the effects of gravity. Other work on display shows that pupils benefit from a broad curriculum, which gives them good opportunities to develop performing and creative skills.

**Outstanding leadership and management very effectively promote the aims of the school, set a clear direction for its work, and focus on raising achievement in a well-balanced and rich curriculum.**

13. Through highly effective leadership, a strong commitment and determination, and a sensitive approach to staff, the headteacher successfully promotes the aims of the school, which focus on standards and good levels of achievement. The school successfully gives pupils a rich learning experience through a well-balanced curriculum matched to their needs. For example, pupils learn to read with understanding, and they find pleasure in books. Pupils are given a wide range of opportunities to use language, and they deal with mathematical and scientific concepts with understanding. The school's aims are reflected in its daily work. It is a friendly, supportive and purposeful community; pupils are confident and respectful of one another, and expectations are high. Parents value the school's high expectations with regard to academic standards and behaviour, and the strong focus on their children's personal development. The headteacher sets a very good example with his own teaching. Staff work cohesively as a caring team, committed to the welfare of the pupils. This gives the school a clear sense of purpose, and as a result relationships are excellent throughout the school.

14. The school has continued to maintain standards which are very high, or are well above average, in several subjects. This is largely due to the whole-school systems which have been developed and put into practice by all staff.

15. For example, the quality of the teaching is very good overall, due largely to the consistency of the detailed planning and the use of very good assessment procedures. A particular strength of the headteacher's leadership skills is the detail and precision of his own work. For example, he oversees the monitoring of pupils' progress through the school and knows the pupils well. This information is used to help with planning and to adjust the organisation of the teaching groups. The headteacher has established a rolling programme of classroom observations, which has placed the school in a favourable position for the implementation of Performance Management, a recent Government initiative. Teachers benefit from constructive feedbacks on their teaching by the headteacher, who uses detailed notes and includes points for development.

16. Over time, teachers have developed their teaching skills and their ability for self-evaluation. The success of this programme of classroom observation is clearly indicated in the improvement in the quality of teaching, effectiveness of the shared planning, and the trust amongst adults in the school.

17. The headteacher delegates well, and staff value the levels of responsibilities given to them. They have clear roles and responsibilities. Subject consultants are responsible for their own resources, and help in shaping the direction of the school through their own action plans. These are closely linked to priorities in the school development plan, which reflects the headteacher's clear vision. However, the school development plan does not include clear, measurable targets for improvement, and criteria for judging the effectiveness of teaching and learning. Subject consultants have a clear understanding of their role and provide colleagues with helpful support and advice. Some use time away from the classroom to formally monitor their subject by observing lessons or by working with staff on planning.

18. Members of the governing body are very much involved in shaping the direction of the school. Key governors are active, conscientious, reflective, well-informed, and highly supportive of the headteacher and the work of the school. They use their professional expertise and knowledge of the community to promote and improve the school and its work.

**Provision for pupils' social development is outstanding, and provision for moral development is very good. Both reflect the school's strong values and high expectations. The result is that pupils have very good attitudes to their work, behave well and want to achieve. They enjoy excellent relationships with one another and develop into mature individuals by the time they leave school.**

19. An outstanding feature of the school is the consistent approach by staff in dealing with social and moral issues. The school's aims are a secure foundation for pupils' moral and social development, which is reflected in the calm, harmonious, and purposeful atmosphere throughout the school. The school is a moral community and parents appreciate the strong lead in teaching pupils the difference between right and wrong. Values such as honesty and respect form an intricate part of school life. Teachers use their excellent relationships to help pupils understand the consequences of their actions. Pupils benefit from a behaviour policy which is consistently applied by teachers and other adults, who are supportive and sensitive to their needs.

20. Staff provide very good role models. They value the contribution pupils make, and in their turn the pupils listen to the staff, and mirror their attitudes. The school places a strong emphasis on social skills and a respect for the feelings and values of others.

21. The curriculum offers a wide range of opportunities for pupils to work collaboratively and co-operatively, particularly in subjects such as science, information communication technology, and physical education. The after-school activities add to these opportunities, enabling pupils to share resources, work in groups, and evaluate each other's successes. Pupils' listening skills are strengthened when pupils are encouraged to value and respect one another's contributions.

22. Pupils have very good attitudes to school and to their learning. A high proportion of parents (96 per cent) indicated in their response to the questionnaire that their children like coming to school. Pupils are happy to be in school and to play a full part in their lessons, in which they are motivated to achieve well. They are stimulated by thought-provoking and well-focused tasks, which capture their interest and encourage them to think for themselves. As a result, they made good gains in their learning. Pupils are keen to carry out tasks and, when given the opportunity, they behave sensibly and take their responsibility seriously. Pupils in Years 3 to 6 thrive on the opportunities to take initiative and work independently without adult support. Pupils serve themselves during lunchtime, and those in Year 6 help to manage the session. By the time pupils leave school, they work with maturity and are self-assured.

## **WHAT COULD BE IMPROVED?**

### **Provision for a readily accessible outdoor learning area for children in the reception class.**

23. Aspects of children's physical skills are well developed through regular indoor physical education lessons. However, the children do not benefit from access to a designated outdoor learning area, and they do not have the opportunity to use wheeled vehicles and large fixed-play equipment in a safe and secure environment. Outdoor learning areas also give children good opportunities to improve their language, numeracy, and social skills further on a daily basis.

### **Some aspects of the school development plan, so that the school can measure its own success against clear criteria.**

24. The school development plan is well laid out and includes the school's priorities. However, some of the targets are not sufficiently refined, and their success criteria lack specificity. For it to become a good document which can be used to formulate and monitor the school's planning, the plan also needs to include clear criteria. These will enable the school to measure the impact of its success in improving the quality of teaching and learning, and standards. The school has already developed some effective systems to assess the effectiveness of its work, with the help of data analysis and diagnostic marking to guide pupils' work. This level of detail has yet to be included in the plan, to help with the identification of the school's priorities, the teachers' objectives, and the pupils' targets.



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

25. Although the school does not have any significant areas for improvement, there are two areas which the governors should consider for inclusion in the school's action plan

- Provide a readily accessible outdoor learning area for children in the reception class.
- To improve further the strategic planning and self-evaluation, the headteacher, governors and staff should ensure that the school development plan includes clear, measurable targets for improvement, and criteria for judging the effectiveness of teaching and learning.

## PART C: SCHOOL DATA AND INDICATORS

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

|  |    |
|--|----|
| Number of lessons observed   | 17 |
| Number of discussions with staff, governors, other adults and pupils | 23 |

### *Summary of teaching observed during the inspection*

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 5         | 38        | 52   | 5            | 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*

| <b>Pupils on the school's roll</b>                               | <b>YR- Y6</b> |
|--|---------------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 243           |
| Number of full-time pupils eligible for free school meals        | 2             |

*FTE means full-time equivalent.*

| <b>Special educational needs</b>                                    | <b>YR – Y6</b> |
|---|----------------|
| Number of pupils with statements of special educational needs       | 0              |
| Number of pupils on the school's special educational needs register | 33             |

| <b>English as an additional language</b>                | <b>No of pupils</b> |
|---|---------------------|
| Number of pupils with English as an additional language | 20                  |

| <b>Pupil mobility in the last school year</b>                                | <b>No of pupils</b> |
|--|---------------------|
| Pupils who joined the school other than at the usual time of first admission | 3                   |
| Pupils who left the school other than at the usual time of leaving           | 3                   |

### *Attendance*

#### **Authorised absence**

|                           | <b>%</b> |
|---------------------------|----------|
| School data               | 2.1      |
| National comparative data | 5.9      |

#### **Unauthorised absence**

|                           | <b>%</b> |
|---------------------------|----------|
| School data               | 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<br>for the latest reporting year | <b>Year</b> | <b>Boys</b> | <b>Girls</b> | <b>Total</b> |
|   | 2000        | 23          | 18           | 41           |

| <b>National Curriculum Test/Task Results</b>   |          | <b>Reading</b> | <b>Writing</b> | <b>Mathematics</b> |
|--|----------|----------------|----------------|--------------------|
| Numbers of pupils at<br>NC Level 2 and above   | Boys     | 22             | 23             | 23                 |
|  | Girls    | 18             | 18             | 18                 |
|  | Total    | 40             | 41             | 41                 |
| Percentage of pupils<br>At NC Level 2 or above | School   | 98 (100)       | 100 (100)      | 100 (97)           |
|  | National | 83 (82)        | 84 (83)        | 90 (87)            |

| <b>Teachers' Assessments</b>                   |          | <b>English</b> | <b>Mathematics</b> | <b>Science</b> |
|--|----------|----------------|--------------------|----------------|
| Numbers of pupils at<br>NC Level 2 and above   | Boys     | 22             | 22                 | 23             |
|  | Girls    | 18             | 18                 | 18             |
|  | Total    | 40             | 40                 | 40             |
| Percentage of pupils<br>At NC Level 2 or above | School   | 98(100)        | 98 (100)           | 100 (100)      |
|  | 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<br>for the latest reporting year | <b>Year</b> | <b>Boys</b> | <b>Girls</b> | <b>Total</b> |
|   | 2000        | 23          | 17           | 40           |

| <b>National Curriculum Test/Task Results</b>   |          | <b>English</b> | <b>Mathematics</b> | <b>Science</b> |
|--|----------|----------------|--------------------|----------------|
| Numbers of pupils at<br>NC Level 4 and above   | Boys     | 23             | 21                 | 23             |
|  | Girls    | 17             | 15                 | 17             |
|  | Total    | 40             | 36                 | 40             |
| Percentage of pupils<br>At NC Level 4 or above | School   | 100 (95)       | 90 (92)            | 100 (95)       |
|  | National | 75 (70)        | 72 (69)            | 85 (78)        |

| <b>Teachers' Assessments</b>                   |          | <b>English</b> | <b>Mathematics</b> | <b>Science</b> |
|--|----------|----------------|--------------------|----------------|
| Numbers of pupils at<br>NC Level 4 and above   | Boys     | 20             | 20                 | 20             |
|  | Girls    | 16             | 16                 | 15             |
|  | Total    | 36             | 36                 | 35             |
| Percentage of pupils<br>At NC Level 4 or above | School   | 90 (92)        | 90 (95)            | 88 (95)        |
|  | National | 70 (68)        | 72 (69)            | 79 (75)        |

### *Ethnic background of pupils*

|                                 | <b>No of pupils</b> |
|---------------------------------|---------------------|
| Black – Caribbean heritage      | 1                   |
| Black – African heritage        | 0                   |
| Black – other                   | 0                   |
| Indian                          | 16                  |
| Pakistani                       | 0                   |
| Bangladeshi                     | 1                   |
| Chinese                         | 1                   |
| White                           | 223                 |
| Any other minority ethnic group | 1                   |

*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) | 11   |
| Number of pupils per qualified teacher   | 22.7 |
| Average class size                       | 27   |

#### **Education support staff:**

##### **YR – Y6**

|   |     |
|---|-----|
| Total number of education support staff | 5   |
| Total aggregate hours worked per week   | N/A |

*FTE means full-time equivalent.*

### *Exclusions in the last school year*

|                              | <b>Fixed period</b> | <b>Permanent</b> |
|------------------------------|---------------------|------------------|
| 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.*

### *Financial information*

|                |                  |
|----------------|------------------|
| Financial year | <b>1999/2000</b> |
|----------------|------------------|

|  | <b>£</b>  |
|--|-----------|
| Total income                               | 473922.00 |
| Total expenditure                          | 472665.00 |
| Expenditure per pupil                      | 1764.00   |
| Balance brought forward from previous year | 57255.00  |
| Balance carried forward to next year       | 58512.00  |

**Results of the survey of parents and carers**

Number of questionnaires sent out  
Number of questionnaires returned

|     |
|-----|
| 243 |
| 150 |

**Percentage of responses in each category**

|  | <b>Strongly agree</b> | <b>Tend to agree</b> | <b>Tend to disagree</b> | <b>Strongly disagree</b> | <b>Don't know</b> |
|--|-----------------------|----------------------|-------------------------|--------------------------|-------------------|
| My child likes school.   | 57                    | 39                   | 3                       | 1                        | 0                 |
| My child is making good progress in school.  | 66                    | 33                   | 1                       | 0                        | 0                 |
| Behaviour in the school is good.   | 66                    | 33                   | 0                       | 0                        | 1                 |
| My child gets the right amount of work to do at home.                              | 36                    | 56                   | 8                       | 0                        | 0                 |
| The teaching is good.  | 83                    | 15                   | 1                       | 0                        | 1                 |
| I am kept well informed about how my child is getting on.                          | 54                    | 39                   | 5                       | 2                        | 0                 |
| I would feel comfortable about approaching the school with questions or a problem. | 59                    | 35                   | 6                       | 0                        | 0                 |
| The school expects my child to work hard and achieve his or her best.              | 91                    | 9                    | 0                       | 0                        | 0                 |
| The school works closely with parents.   | 49                    | 40                   | 10                      | 1                        | 0                 |
| The school is well led and managed.  | 85                    | 13                   | 1                       | 1                        | 0                 |
| The school is helping my child become mature and responsible.                      | 68                    | 30                   | 2                       | 0                        | 0                 |
| The school provides an interesting range of activities outside lessons.            | 39                    | 35                   | 14                      | 3                        | 9                 |