

# INSPECTION REPORT

## **ROUNDWOOD PRIMARY SCHOOL**

Harpenden

LEA area: Hertfordshire

Unique reference number: 117211

Headteacher: Anne Thomas

Reporting inspector: John Carlton Midgley  
1064

Dates of inspection: 22 - 24 April 2002

Inspection number: 230214

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Roundwood Park  
Harpenden  
Hertfordshire

Postcode: AL5 3AD

Telephone number: 01582 460756

Fax number: 01582 768014

Appropriate authority: The governing body

Name of chair of governors: Andy Hall

Date of previous inspection: 29 September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Roundwood Primary School is a community school for boys and girls aged 3 to 11. It is situated in the Roundwood Park area of Harpenden and its catchment is almost all owner-occupied housing. The percentage of adults with higher educational qualifications is well above the national average as is the percentage of children living in high social class households. There are 334 pupils on roll, including 31 who attend the nursery part-time. The school is now one-and-a-half form entry, with a standard admission number of 45, up from 30 before the last inspection in 1997. This has led to the formation of three mixed-age classes in the school.

Of the 303 pupils from reception to Year 6, there are only eight pupils with English as an additional language and five pupils eligible for free school meals, which is well below the national average. Three pupils have a statement of special educational need and the school has identified nine per cent of pupils who need further support – both these figures are below the national average.

Almost all pupils have attended some form of pre-school education and their attainment on entry is above average for their age. The school is popular and oversubscribed.

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

Roundwood is a very good school with many areas of excellence. Very good teaching results in very high standards of pupils' attainment in English, mathematics and science, which are well above average by age eleven. The headteacher has been very successful in driving the school forward, actively supported by the senior staff and the governors. The school provides very good value for money.

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

- Attainment is well above average in speaking, listening, reading, mathematics and science for pupils aged eleven. Standards in music are also very high.
- The quality of teaching throughout the school is of a high standard, particularly in the nursery and in Year 6. Subject knowledge and understanding, high expectations, challenge and pace are all strong features of the many very good and excellent lessons.
- The leadership and management provided by the headteacher, senior staff and governors are very good. The monitoring and evaluation of the school's performance are excellent and lead to effective action being taken.
- Pupils' personal development, attitudes, behaviour and attendance are excellent overall.
- The school's values and practice ensure that all groups of pupils are given the same very good quality of education.

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

- Standards of extended writing.
- Communications with parents.

*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 last inspected in September 1997, and it has made very good progress since then – particularly with regard to National Curriculum test results at age eleven and improving the quality of teaching. Attainment has been raised significantly in information and communication technology through the development of an effective scheme of work and improvement in teachers' subject knowledge, confidence, planning and assessment. In addition, sufficient hardware and software have been purchased. Effective schemes of work have been completed in all other subjects, leading to clear learning intentions and improved planning and assessment. The roles of subject co-ordinators have been developed to enable them to manage, promote and monitor the curriculum effectively.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

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

Key	
very high (in the top 5% in the country)	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Children make very good progress in the nursery and by the end of the reception year, many are achieving above what is expected. Test results for Year 2 pupils in English and mathematics in 2001 were well above average compared to schools nationally. In comparison with similar schools, standards in reading were above average, standards in writing were average and standards in mathematics were well above average. The proportion of pupils attaining the higher Level 3 was well above average in reading and mathematics, and average for writing. There were no significant differences in the performance of boys and girls.

Test results for Year 6 pupils in the core subjects of English, mathematics and science in 2001 were well above average compared to schools nationally. In comparison with similar schools, standards in English were well above average and standards in mathematics and science were above average. The trend in core subjects is above the national trend. The proportion of pupils attaining the higher Level 5 was well above average for English, mathematics and science. Analysis of the last four years' results shows reading and mathematics increasing strongly and writing staying broadly the same. There were no significant differences in the performance of boys and girls.

The school has achieved its high targets in recent years and the standards of work seen in Years 2 and 6 during the inspection were well above average. The use of pupils' literacy and numeracy skills across the curriculum is very good overall. Pupils with special educational needs make very good progress towards the targets in their individual education plans.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils enjoy school, are extremely well motivated, maintain very high levels of concentration and work very hard.
Behaviour, in and out of classrooms	Very good. The school is a very orderly community.
Personal development and relationships	Excellent. The development of pupils' maturity and sense of responsibility is outstanding and the quality of relationships is excellent. Pupils' support for one another is exemplary.
Attendance	Very high. Attendance rates are well above the national average.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very 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 quality of teaching is a major strength of the school and leads to the very good results achieved by the pupils. This is a substantial improvement since the last inspection. There is a high level of expertise in the teaching of English, mathematics, science and music that has a positive impact on the pace of learning. The skills of literacy and numeracy are very well taught overall, with more opportunities for extended writing being an area for improvement. Teachers have high expectations, challenge pupils very effectively and often inspire them to produce excellent work. Throughout the school, teachers pay great attention to the needs of all groups within the class. There is a significant level of challenge for the higher achievers and effective, focused support for pupils who have special educational needs and pupils with English as an additional language.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school provides a broad range of learning opportunities across the curriculum, enhanced by visiting specialists, visits and a good range of extra-curricular activities.
Provision for pupils with special educational needs	Very good. Pupils' needs are identified early and they are well supported. All pupils are included effectively in all aspects of school life.
Provision for pupils with English as an additional language	Very good. The small number of pupils concerned has tailored support that ensures full inclusion.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for moral and social development is excellent. An established code promotes respect and consideration amongst pupils. They are clearly helped to understand the difference between right and wrong and to become polite, courteous and helpful pupils.
How well the school cares for its pupils	There are good procedures for child protection and for ensuring pupils' welfare.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher, ably supported by the senior staff, leads the drive to raise standards very effectively.
How well the governors fulfil their responsibilities	Very well. Governors have a very good understanding of the school's strengths and areas for development.

The school's evaluation of its performance	Excellent. The headteacher, subject co-ordinators and governors keep an accurate overall view of performance and take effective action when needed.
The strategic use of resources	Very good. Expenditure is clearly linked to the priorities within the school development plan. Financial planning, management and control are very strong. The principles of best value are effectively applied to purchases and contracts.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Children like school</li> <li>• Children make good progress</li> <li>• Behaviour is good</li> <li>• Teaching is good</li> <li>• Parents are well informed</li> <li>• The school's high expectations of all children</li> <li>• Children's personal development</li> </ul>	<p>There were no major concerns expressed either through the returned questionnaires or at the parents' meeting. However, in returned questionnaires, a small number of parents had concerns that:</p> <ul style="list-style-type: none"> <li>• the amount of homework was not right</li> <li>• senior staff were not always approachable</li> </ul>

The inspection team fully endorses the parents' positive views of the school. The team's judgement is that pupils generally get the right amount of work to do at home. However, the inspection team agrees that the approachability of senior staff could be further improved.

## **PART B: COMMENTARY**

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

**Attainment is well above average in speaking, listening, reading, mathematics and science for pupils aged eleven. Standards in music are also very high.**

1. Over the last three years, National Curriculum test results in the core subjects at the end of Key Stage 2 have been well above the national averages. In addition, they have always been at least above and often well above those of similar schools. The trend in these results has been above the national trend and the proportion of pupils attaining the higher levels has been well above the national average.
2. Speaking and listening are particular strengths of the school. Higher attaining pupils are very articulate. For example, Year 6 pupils are easily able to use and understand words such as 'toxic', 'saline', 'jeopardy', 'buoyant' and 'anthropologist'. By the age of eleven, pupils of all abilities are able to contribute very effectively to an informed debate, for example, on why people work. Pupils are given many opportunities during their school life to perform in class, in assembly and in school productions. This increases their confidence and encourages them to improve their own work.
3. The standard of reading is very high in Year 6. By the age of eleven, almost all pupils read clearly, confidently, fluently and accurately with very good expression and understanding. Pupils listen very well when others are reading as they do in lessons when a pupil is speaking to the whole class, or when a pupil is playing an instrument. Pupils clearly enjoy reading, find books interesting and value the school library. Home/school reading links are very good. Parents hear children read at home, they have good information about reading and they contribute effectively to the reading records.
4. Raising standards in mathematics has been one of the school's on-going priorities and they are now uniformly high. Year 2 pupils are able to discuss why the order of adding numbers makes no difference and how they can add numbers more efficiently. Year 3/4 pupils could 'read the teacher's mind' to arrive at a number between 1 and 31 then work out rules and test their theories. The higher attaining pupils in Year 6 are able to solve the problem of 'measuring out 4 litres of liquid using only a 3 litre and a 5 litre bucket'. Pupils are placed in ability sets whose work is closely linked to the National Numeracy Strategy. For the more able mathematicians there are extra sessions to support high standards and planned master classes, which will be open to pupils from other nearby schools. World class tests are used to enable higher attaining pupils to measure their performance against the highest performing pupils in other countries. For lower attaining pupils there is additional help given on a regular basis and through the additional Key Stage 2 support group. Assessment is systematic and pupils' progress is tracked on a half termly basis. Feedback on assessments and targets is given to pupils and to parents, whose support is actively sought.
5. Attainment in science is very high in Year 6. A scrutiny of pupils' work and discussions with pupils show that they do a lot of experiments and they enjoy science. There is a very good focus on problem solving and investigative work. Pupils set out their own predictions well and systematically test them, taking a series of readings. They present outcomes well in tables and graphs, accompanied by suitable analyses and conclusions. They appreciate the need to repeat observations to firm up conclusions and they are prepared to use their own words. For example, with regard to which form of sugar dissolves fastest, one pupil wrote, 'I think the way the sugar cube is made has something to do with it. A sugar cube is made out of granulated sugar but the difference is that it has dried out'.
6. Standards in music are very high across the school in lessons, assemblies and extra-curricular activities. Reception children sing simple songs from memory with confidence and gusto. They quickly learn new verses and copy sounds and rhythmic patterns with accuracy. Year 2 pupils

sing difficult lines with very good diction, for example, 'Put him in the scuppers with the hosepipe on him'. They understand how to shorten long musical sounds and they can explain using technical vocabulary. Pupils in Year 3 beat a range of complicated rhythms by clapping, using claves and a buffalo drum for the pulse. They understand basic musical notation and its relevance to the pieces they play. Year 6 pupils listen very carefully to 'Mars', describe it using appropriate musical vocabulary and the majority beat it on their thighs. After a brief discussion and practice, most pupils clap the complex 5/4 ostinato rhythm in two parts. There is a wide range of extra-curricular activities: orchestra, flute choir, percussion club, steel pans, recorders and choirs for boys and girls. The aim is to involve as many pupils as possible in music making, so activities are open to all and new ones can be added according to the needs and interests of the pupils. These groups perform regularly in assemblies, in school concerts and in local festivals.

**The quality of teaching throughout the school is of a high standard, particularly in the nursery and in Year 6. Subject knowledge and understanding, high expectations, challenge and pace are all strong features of the many very good and excellent lessons.**

7. The quality of teaching is a major strength of the school and leads to the very good results achieved by the pupils. Almost all teaching is good or better and the majority is very good or excellent. There is a high level of expertise in the teaching of English, mathematics, science and music that has a positive impact on the pace of learning. Teachers have high expectations, challenge pupils very effectively and often inspire them to produce excellent work. Throughout the school, teachers pay great attention to the needs of all groups within the class. There is a significant level of challenge for the higher achievers and effective, focused support for pupils who have special educational needs. Homework is effectively used to consolidate work done in class and extend what has been learned. Senior staff teach very well and act as excellent role models for staff new to the school.
8. Teaching in English is very good overall and leads to the attainment of very high standards, reflecting the results of the national tests. Teachers have a very good understanding of the most effective ways to teach literacy and they are very successful in supporting pupils to develop skills in this area. For example, in a reception/Year 1 lesson, handwriting skills were very well taught with children showing their writing on individual whiteboards and practising forming letters in the air. Across the school, teachers explain to pupils what is to be learned, giving a clear focus to the lesson. Lessons are usually concluded with an effective plenary to assess learning, tackle any difficulties encountered and celebrate pupils' successes. Following an exceptional debate in a Year 6 class, the teacher drew the session together very skilfully and linked the outcomes to the objectives of the lesson. Teachers maximise the opportunities for class and group discussions and individual contributions, in order to develop speaking and listening further. Teachers' questioning is particularly effective and pupils are always asked to explain their answers. Marking clearly focuses on how pupils can improve their work.
9. The quality of teaching in mathematics is very good overall. Lessons are very well planned and structured, and there is a very good pace to learning. Oral and mental starter activities are conducted sharply and pupils rise to meet the challenge of high expectations. For example, in a reception/Year 1 class, children responded well to the teacher saying, 'I'm going to challenge you to work out what will come next' as they considered repeating patterns. Excellent use of technical vocabulary and the relentless pursuit of explanations help raise standards further. Pupils' response to tasks set and attitudes to learning are exemplary. Time limits are set for each activity and teachers inject urgency throughout each lesson. In a Year 6 lesson, the teacher moved swiftly between groups answering questions, guiding very effectively, probing pupils' understanding and encouraging them to work quickly. Activities are well matched to pupils' abilities and exciting extension work is set for more able pupils, usually involving problem solving. Marking is regular, supportive, relates to the learning objectives and sets targets for improvement.

10. Teaching in music is usually very good and often excellent. Lessons begin with a very appropriate warm up, a quick recap then straight into a range of interesting activities which engage all pupils. Music is taught by enthusiastic specialists who constantly use demanding vocabulary, for example, 'ostinato', and ask challenging questions, such as 'Why has the long sound on the chime bar become short?'. There is very good use of a wide range of resources and lessons proceed at a very brisk pace. Working relationships are excellent and the pupils maintain very high levels of interest, concentration and effort. Pupils' contributions are assessed throughout lessons and their work is regularly refined.
11. The quality of teaching in the nursery is very good. Classroom organisation and management are very effective and efficient, with a high level of planning. Teamwork is of high quality and all adults involved have established excellent, supportive working relationships with the children. Dialogue is regular and of a high standard, with some excellent examples, such as when a child discusses the escapades of 'Bert the Bear', who had been taken home. Children work purposefully on a range of activities showing high levels of concentration. They extend their vocabulary due to the high quality questioning by the staff.
12. Almost all teaching in Year 6 is very good or excellent. Lessons are very well planned and organised, with purposes clear to the pupils. However, the teachers are not afraid to amend the lesson plan part way through to improve the learning or pursue an interesting but relevant issue. Pupils are extensively involved in their own learning and all are appropriately challenged. This high level of challenge is provided in a range of ways – setting tight timescales, devising demanding tasks, extending the work for the most able and encouraging pupils to think. Questioning is very effective and probes pupils' understanding. Marking of pupils' work and assessment during lessons highlight weaknesses and improvements are discussed. Year 6 lessons take place in a very 'adult' working atmosphere where the relationships are excellent.

**The leadership and management provided by the headteacher, senior staff and governors are very good. The monitoring and evaluation of the school's performance are excellent and lead to effective action being taken.**

13. The headteacher provides visionary leadership, setting very high expectations, continually striving for improvement and driving the school forward. She has taken much effective action since the previous inspection, giving a strong lead in raising standards of teaching and learning, attainment and achievement. She has been instrumental in creating a supportive environment in which staff and pupils feel secure and valued. The senior staff, the governors and the committed and hard working staff have provided active support. They have been very successful in promoting and fostering the school's ethos for learning, which is characterised by high endeavour, excellent relationships, respect and the inclusion of all pupils. All staff and governors are firmly committed to the school's aims and values which emphasise personal as well as academic development.
14. The delegation of responsibilities to key staff is very effective and efficient. Senior teachers ensure that the very good systems of internal communication and support are maintained for all staff – one of the key factors which has helped ensure that the high staff turnover has been very well managed. Subject co-ordinators for English and mathematics have a thorough overview of the quality of teaching and the standards attained. They are conscientious and rigorous in their approach, monitoring planning regularly, observing classroom practice and scrutinising pupils' work. From a detailed analysis of assessment data, they set challenging targets for pupils' performance, regularly monitoring progress and resolving any issues that may arise. They produce an annual subject development plan and report on their subjects to the governing body. The success of this corporate management style is evident in the improved attainment at the school. Curricular co-ordination for other subjects, special educational needs and the foundation stage is also very good and results in the production of an annual action plan.
15. The governing body, with its valuable range of expertise, is committed to ensuring the highest quality of education for all pupils. It works closely with the headteacher to achieve this objective. Governors know and understand their role clearly and they successfully meet their statutory

responsibilities. Individual governors focus on one area of the curriculum and they take an active role in keeping themselves, and their fellow governors, well informed. The proceedings of the governing body are conducted efficiently and committees are well organised. Information such as the headteacher's report, financial information and committee reports are shared on-line.

16. School development planning is thorough and provides clear educational direction for the work of the school. Funding is linked to priorities, with actions, timescales and success criteria specified. All teaching and support staff, governors, parents and pupils are included in the rigorous and systematic review of the previous year's plan and in the development planning process. This high level of involvement ensures that the plan is a useful management tool and that all aspects of school life are considered.
17. The quality of financial management is very high. Expenditure is clearly linked to the priorities within the school development plan. Financial monitoring and control are very effective, and there were no major weaknesses in the recent external audit report. Financial documentation is of a high standard and includes the annual financial cycle, the terms of reference for the finance committee, the schedule of delegation for financial matters and income and expenditure reports. The school employs a well-qualified financial administrator and there is a high level of financial expertise on the governing body, which effectively applies the principles of best value to purchases and contracts.
18. There are clear links between monitoring and evaluation, feedback and support with regard to raising standards. The headteacher has analysed all the available performance data thoroughly, including National Curriculum test results at the end of key stages and teacher assessments. These analyses compare the school with the national averages, similar schools, the local education authority figures and nearby schools. They include pupils' performance at the higher levels, the performance of boys and girls and the value added between key stages. The headteacher regularly monitors the quality of teaching, which is validated by the local authority adviser, and both concentrate on the areas of relative weakness in order to improve the overall quality of provision. Inspection evidence shows that this monitoring is rigorous, evaluative and developmental and that teachers value the guidance and support they are given. Monitoring reports are tabled at governing body meetings. An additional factor is the constructive and positive introduction of performance management across the school.

**Pupils' personal development, attitudes, behaviour and attendance are excellent overall.**

19. Pupils' personal development is an outstanding feature of the school. Throughout the school, from nursery to Year 6, teachers plan many opportunities for pupils to exercise independence and become more involved in their own learning. Pupils seize these opportunities with relish and they willingly take a lot of responsibility in lessons and around the school. Organisation in the nursery is designed to encourage independence, for example, during the mini beast hunt, matching those found with the pictures displayed and having to make a choice of activities. By the time pupils are in Year 6, they take the 'hot seat' in a debate, expressing their opinions and explaining their arguments, and they lead plenary sessions very effectively. Teachers give careful and accurate praise and feedback, which is focused on giving all pupils the confidence to work independently and make choices. In Key Stage 2, pupils have increasing opportunities to take responsibility. The School Council representatives are elected by their peers and meet twice a term. They deal with the contents of the suggestions box and the budget to purchase play equipment. Pupils in Year 5 participate in a very good 'red cap buddy system', so younger pupils always have someone to talk to or play with. Year 6 pupils look after new children for a fortnight and they act as ambassadors for the school. They show parents and prospective teachers round the building and carry out a range of duties in assemblies, in the office, in the library and in classrooms. There is a head boy, a head girl and their deputies, with responsibility for duty rotas, organising fund raising for charity and oversight of the nursery children. Pupils are very mature and have a high regard and respect for their teachers.

20. Pupils' attitudes to the school are excellent. They enjoy coming to school and they expect to work hard and do their best, a view supported strongly by parents in their questionnaire returns and at the parents' meeting. Throughout the day, pupils move around the school calmly and purposefully. They are clear about the way they should behave, self-discipline is of a high order and behaviour in lessons was always at least very good. Further than that, pupils are polite, courteous and respectful to adults and to each other and relationships are excellent. The high proportion of very good teaching in the school, incorporating a range of interesting activities, engages pupils in their work and they are keen to achieve highly. Attendance is very high. It is promoted internally through class competitions and assemblies. The school also takes a range of measures to gain the co-operation of parents, such as information in newsletters, organising holiday dates two years in advance and planning training days to coincide with the day before half term.

**The school's values and practice ensure that all groups of pupils are given the same very good quality of education.**

21. Educational inclusion is another outstanding strength of the school. The excellent practice stems from the leadership provided by the headteacher and senior staff, and it is fostered by the way staff and pupils operate in the school. The organisation of the curriculum and the quality of teaching strongly promote the inclusion of all pupils and the way all people in the school treat and support each other is exemplary. Teachers know their pupils very well. This leads to very effective directed and differentiated questioning, which involves all pupils and gives them opportunities to succeed. For example, in the plenary of a reception/Year 1 mathematics lesson where children were reviewing three-dimensional objects, the questions ranged from describing the face of a cube to the faces of a hexagonal prism. In a Year 6 English lesson, the introductory questions encouraged each pupil to express their ideas enthusiastically about the poems read. Oral contributions are handled sensitively and pupils' opinions are valued. In the lessons seen during the inspection there were numerous examples of very good practice, such as teachers preparing a range of well matched activities then providing an appropriate level of support during the lesson. For example, in a Year 3 music lesson, sensitive help was given throughout to less able pupils by providing some one-to-one support, instruments that were easier to play and asking for a simpler rhythm. In a Year 3/4 mathematics lesson, a very able pupil helped another who didn't quite understand the strategy being used. In many lessons there was very good co-operation in the group work involved. Pupils clearly want other pupils to achieve highly, which helps pupils of all abilities to make very good progress. These exemplary attitudes begin in the nursery, where children listen very well when one child speaks to the whole group. They are continued in reception, where plenary sessions are carefully constructed to encourage all children to respond in ways which boost their self-esteem. A major factor in supporting the school's practice in this area is the very good co-ordination of special educational needs and the quality of information and training staff receive. In addition, the small number of pupils with English as an additional language has tailored support that ensures full inclusion.

## **WHAT COULD BE IMPROVED**

### **Standards of extended writing**

22. Standards of writing have appropriately been recognised by the school as an area for further improvement. Within the very high standards of English, analysis of the National Curriculum test results shows that a lower proportion of pupils attains the higher levels in writing than for reading. In addition, the progress pupils make between key stages is less for writing than for reading. During the inspection, classroom observation and scrutiny of pupils' work show that the standards of writing in lessons are good overall. By the age of eleven, pupils of all abilities produce a good quantity of written work. Their writing shows that they have a good understanding of the difference between formal and informal letters, direct and indirect speech. The highest attainers are very competent writers. Their work is technically correct, well presented and they are comfortable in a range of genres. They show that they can see both sides of an argument in persuasive writing

and they can write creatively with great imagination. Pupils are involved in writing biography, autobiography, poetry, playscripts and reports. However, although a wide range of types of writing was seen, there was little evidence of extended writing being produced. Stories and descriptive pieces tended to be short, which limits pupils' ability to develop a theme or plot into chapters. Also, there are not the same links with home to develop extended writing, as there are to support the very high standards in reading.

### **Communications with parents**

23. The school has rightly identified communications as a priority in its development plans for 2001-02 and for 2002-03. A number of initiatives took place during 2001-02, which have enhanced communications with parents and resulted in the vast majority of parents agreeing that the school provides good information and works closely with them. These initiatives have included: a communications survey and follow-up action plan, a development plan questionnaire and a brochure with staff photographs describing roles and responsibilities. There have been more frequent newsletters, curriculum information sheets and evening sessions, summaries of governing body minutes and half-termly staff/governor/parent surgeries. This is an impressive list of achievements, which clearly addresses most of the original concerns. Parents have very high expectations of the school; sometimes these are unrealistic. However, the inspection team feels that communications with parents could be improved further by publicising the many high achievements of the school, reviewing the roles and responsibilities of senior members of staff and ensuring that all parents are comfortable about approaching the school with questions or a problem.

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

24. To improve further the very good quality of education offered, the headteacher, senior staff and governors should
- (1) Improve the standards of extended writing by
    - providing more opportunities for extended writing in English and in other subjects
    - linking effectively with home, as in the very successful reading support scheme. (*Paragraph 22*)
  - (2) Further improve communications with parents by
    - promoting the school's high achievements
    - reviewing the roles and responsibilities of senior staff, utilising their strengths in this area
    - being always approachable when parents have questions or concerns. (*Paragraph 23*)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	12

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	10	10	2	0	0	0
Percentage	15	38.5	38.5	8	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	16	303
Number of full-time pupils known to be eligible for free school meals	-	5

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	27

English as an additional language	No of pupils
Number of pupils with English as an additional language	8

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	8

### Attendance

#### Authorised absence

	%
School data	3.3

#### Unauthorised absence

	%
School data	0

National comparative data	5.6
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	20	28	48

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	18	20
	Girls	27	27	27
	Total	46	45	47
Percentage of pupils at NC level 2 or above	School	96 (93)	94 (93)	98 (93)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	19	19
	Girls	26	27	27
	Total	45	46	46
Percentage of pupils at NC level 2 or above	School	94 (93)	96 (93)	96 (98)
	National	85 (84)	89 (88)	89 (88)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	26	20	46

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	23	26
	Girls	19	17	19
	Total	43	40	45
Percentage of pupils at NC level 4 or above	School	93 (96)	87 (93)	98 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	23	24
	Girls	20	19	20
	Total	43	42	44
Percentage of pupils at NC level 4 or above	School	93 (96)	91 (93)	96 (96)
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	2
Bangladeshi	0
Chinese	2
White	294
Any other minority ethnic group	3

*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)	13.12
Number of pupils per qualified teacher	23.1
Average class size	27.6

#### **Education support staff: YR – Y6**

Total number of education support staff	8
Total aggregate hours worked per week	142

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

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	31
Total number of education support staff	2
Total aggregate hours worked per week	25
Number of pupils per FTE adult	10.3

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	10.8
Number of teachers appointed to the school during the last two years	13.4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3.8

### **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.*

### **Financial information**

Financial year	2000-01
	£
Total income	624,122
Total expenditure	615,555
Expenditure per pupil	1,895
Balance brought forward from previous year	16,583
Balance carried forward to next year	25,150

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

Number of questionnaires sent out

319

Number of questionnaires returned

163

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	32	6	1	0
My child is making good progress in school.	58	34	6	0	2
Behaviour in the school is good.	47	48	3	0	1
My child gets the right amount of work to do at home.	35	49	12	2	2
The teaching is good.	56	39	3	1	1
I am kept well informed about how my child is getting on.	53	38	7	1	1
I would feel comfortable about approaching the school with questions or a problem.	53	34	6	5	1
The school expects my child to work hard and achieve his or her best.	60	34	4	0	2
The school works closely with parents.	35	54	6	4	2
The school is well led and managed.	32	47	10	6	6
The school is helping my child become mature and responsible.	44	50	4	1	1
The school provides an interesting range of activities outside lessons.	43	43	7	2	6