

INSPECTION REPORT

SIGNHILLS JUNIOR SCHOOL

Cleethorpes

LEA area: North East Lincolnshire

Unique reference number: 117783

Headteacher: Mr K Thompson

Reporting inspector: Terry Elston
20704

Dates of inspection: 1 – 2 July 2002

Inspection number: 230511

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Voluntary Controlled
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Hardy's Road Cleethorpes North East Lincolnshire
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Kaye
Date of previous inspection:	November 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a large school for 337 pupils aged seven to 11 years. There are 51 more boys than girls. The school lies in a residential area not far from the sea, with nearly all of the housing owner-occupied. The school is over-subscribed, and around 60 per cent of pupils travel from outside the immediate area. There are 21 per cent of pupils who have special educational needs, and under two per cent with statements of their special educational needs; these figures are broadly in line with national figures. Under eight per cent of pupils are eligible for free school meals, which is lower than the national average. Very few pupils are from ethnic minority backgrounds, or have English as an additional language. During the last school year, 15 pupils joined the school other than at the usual time of first admission and 10 left it at times which were not those of the normal leaving or transfer. This degree of mobility is not unusual. The attainment of pupils on entry is above average. This is a 'Beacon' school that offers support to other schools in the area, notably to develop their provision for information and communication technology.

HOW GOOD THE SCHOOL IS

Signhills is a very good school, where the very good quality of teaching, leadership and management ensures that pupils attain excellent standards in the national tests. Pupils' behaviour is exemplary, and parents are delighted with the school. Financial management is good, and the school provides very good value for money.

What the school does well

- Pupils in Year 6 attain excellent standards in English, mathematics and science.
- The headteacher's continual search for improvement and his commitment to high standards are key reasons for the school's success.
- The quality of teaching is very good, and this is why pupils learn quickly.
- Pupils' attitudes to work and behaviour are very good, and enable them to get the most out of lessons.
- The partnership with parents is very good, and means that pupils are supported very well at school and home.

What could be improved

- Higher attaining pupils underachieve in history and geography because assessment procedures are not good enough to show pupils and teachers how to attain higher levels. *
- There are too few multicultural displays around the school to show pupils that they live in a culturally diverse society.

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

* This has already been identified by the school as an area for development.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since it was last inspected in 1997, and has addressed most of the key issues well. The length of lessons is now appropriate, and the mathematics curriculum is now very good. The accommodation in the huts remains very basic, but they are to be replaced this year. Some improvements have been made in assessment procedures in foundation subjects, but the systems are still not good enough. Standards now are higher than in 1997 in English, mathematics, science, art and design, design and technology and information and communication technology, and

similar in music, physical education and religious education. In history and geography, standards are lower. In view of the school's commitment to high standards, it is set fair to improve still further.

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*	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
very low	E*

This table shows how well the school achieves and maintains high standards. In mathematics and science, these results were among the top five per cent nationally, and all subjects were in the top five per cent when compared with similar schools. The trend is steadily upwards, and the school consistently exceeds its challenging targets for English and mathematics. This inspection finds that the school has maintained these high standards. Standards are above average in all other subjects except history and geography, where they are in line with other schools. Pupils make very good progress to achieve these levels because the school works hard to build on their strengths and address their weaknesses. Pupils with special educational needs do well, and most attain national levels in all subjects by Year 6. Higher attaining pupils achieve exceptional standards in the national tests, and the proportion of pupils attaining the higher levels in last year's national tests was in the top five per cent of all schools. Gifted and talented pupils excel in many areas, especially in mathematics, music, sport and public speaking.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are very good. Pupils love coming to school and delight in their many successes.
Behaviour, in and out of classrooms	Very good, both in class and outside in the playground. Pupils know the rules and listen very carefully to their teacher; this behaviour ensures a very good rate of learning.
Personal development and relationships	Pupils' personal development is very good. They are keen to take responsibility, work independently when given the opportunity and are quick to show initiative. Relationships are very good between all members of the school community.
Attendance	Very good, and has a very positive impact on pupils' standards.

Pupils' very good attitudes to learning are important reasons for their very good progress and the sense of harmony in the school. Parents see the development of pupils' attitudes and values as a great strength of the school.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	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 learning is very good, and meets the needs of all pupils well. In particular, the standards attained in the national tests show how well pupils learn important basic skills in mathematics, English and science. The teaching of literacy skills is very good, and pupils' reading flourishes as they move through the school. The teaching in numeracy lessons is just as good, and develops pupils' number skills very well. A great strength in the quality of teaching is the excellent way that teachers manage their classes with very high expectations of pupils' work and behaviour, and this results in them acquiring new knowledge and skills quickly. It also motivates them to put considerable effort in their work, and to strive for even higher standards. Other strengths are the high quality of planning, skilful questioning directed appropriately at pupils of all abilities and teachers' very good subject knowledge. Teaching assistants make an important contribution to the quality of teaching. Good support for pupils with special educational needs and with English as an additional language means that they make good progress, and very good provision for gifted and talented pupils ensures that they make the most of their abilities. Strong features of pupils' learning include their initiative in problem solving, the breadth of their knowledge and their keenness to learn from mistakes. As a result, they make significant headway in a short time.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good. It gives pupils a rich variety of experiences, and has a very good focus on literacy and numeracy. There is a good range of extra-curricular activities. The good quality of the provision for personal, social and health education gives pupils clear ideas of how to live healthily, express their feelings and value the opinions of others.
Provision for pupils with special educational needs	This is good. Pupils are supported well, have clear targets set for them and their very good progress is monitored systematically.
Provision for pupils with English as an additional language	Good. The few pupils with English as an additional language are integrated well into all school activities and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision for pupils' personal development contributes significantly to the school's caring, friendly and inclusive ethos. Good spiritual provision across the curriculum includes many opportunities to appreciate the beauty of art, music and nature. Very good provision for social and moral development but, while the cultural provision is good, but there is little evidence in the displays around the school that pupils live in a multicultural society.
How well the school cares for its pupils	The school cares for its pupils well. Their academic progress and personal development are monitored carefully and this helps teachers provide good support for pupils. The assessment of pupils' skills in some foundation subjects, however, is of limited use, and does not enable higher attaining pupils to attain the standards of which they are capable.

The well-balanced curriculum ensures that pupils develop a broad range of skills. All subjects meet the requirements of the National Curriculum. There is a very strong link between the provision for pupils' personal development, their very good behaviour and the very good relationships between all members of the school community.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher leads the school very well with a clear sense of purpose. His high expectations are crucial to the school's success. The deputy headteacher and senior staff support the headteacher and staff well, and there is a strong team spirit with all pupils and aiming for high standards in their work.
How well the governors fulfil their responsibilities	They do this well. Governors take a keen interest in the school, and have a good understanding of its strengths and weaknesses. All statutory requirements are met. Governors work well with staff on the targets for the school improvement plan, but they are not sufficiently involved in putting forward their own priorities.
The school's evaluation of its performance	Very good, particularly in the way pupils' results in the national tests are examined to see where improvements can be made. Very good performance management procedures provide clear direction for the development of all staff.
The strategic use of resources	Good. The school makes efficient use of all its resources to promote pupils' progress. The forward planning has appropriate targets that are helping to raise pupils' standards. The high amount of under-spend in last year's budget is being used well this year to improve the accommodation.

There are significant strengths in the leadership and management that explain why this is a happy school where teachers teach well and pupils learn quickly. The school has satisfactory procedures for securing the best value from its spending and monitoring the impact this has on pupils' standards.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The very good leadership by the headteacher. • High standards attained by their children. • The very good behaviour. • The school's high expectations of their children. • The very good teaching. 	<ul style="list-style-type: none"> • Some would like more information on the curriculum.

Parents speak very highly of this school, and very few criticisms were made. The inspection team agrees with parents' positive views, and finds that, although excellent information is posted on the school's web site about the curriculum, not enough is sent home on paper.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils in Year 6 attain excellent standards in English, mathematics and science.

1. Pupils enter the school with above average attainment in most areas, and their very good progress is evident in their results in the 2001 national tests, which were in the top five per cent of all pupils nationally in English, mathematics and science. Higher attaining pupils perform very well, and in the 2001 national tests the proportion of pupils who attained higher levels was in the top five per cent of all schools; nearly two thirds of pupils attained the higher levels in English and mathematics, and nearly three quarters did so in science. This shows the success of the school's initiatives to extend higher attaining pupils by providing extra work to deepen their knowledge of English, mathematics and science.
2. In the 1997 inspection, standards in the three subjects were above average, and pupils' performance has risen significantly because the teachers' expectations of all them, whatever their level of ability, are challenging and very focused. More rigorous assessment procedures and thorough analysis of pupils' performance in national and internal tests have enabled the school to identify weaknesses and address them through carefully planned programmes of work. The successful implementation of the strategies for literacy and numeracy, setting by ability at certain times of the year, dynamic and imaginative subject leadership, and the commitment of teachers to seek ways of improving their practice have had a significant impact on the standards attained by all pupils.
3. This inspection finds that the school has maintained these high standards. In English, Year 6 pupils are competent and creative users of language. They are also careful and reflective listeners who explore and develop new ideas eagerly. They have an extensive vocabulary that they use in a considered and balanced way. This is seen as early as Year 3 when pupils speak of, *a silver dragonfly fluttering*, and, *a gruesome grasshopper galloping*. Throughout the school, pupils' obvious enthusiasm for books is a strength of their learning. They take books home each day, and write very good notes on the parts they enjoy most. This explains why their reading is fluent, and their comprehension of what they have read is so good. Pupils read with excellent expression, and are well aware of how the voice can be used to create suspense and tension. Pupils skim texts quickly to extract important information, and this helps them research topics in all subjects.
4. An outstanding feature of Year 6 pupils' work in English is the quality of their writing. Teachers give pupils many opportunities to experiment with language and content, and to use bold and innovative vocabulary in their written work. As a result, they write with great depth of feeling and originality. One higher attaining pupil, for example, when asked to write about a colour, wrote:

*White is a strange colour,
Not really a colour at all.
It has thoughts,
Yet it leaves me....
Thinking.....*

5. When teachers link subjects such as history and geography to their English work, pupils write vivid accounts of, for example, life in Victorian times. This enables pupils to enrich their work with illustrations such as, when writing about the Workhouses, *the Heavens had opened, and Hell had been unleashed!* . This is not always done well enough, though, and teachers miss some opportunities to develop pupils' writing further when they give them mundane copying tasks, with all doing the same work.
6. The very good quality of the teaching of mental calculation accounts for pupils' very high standards in numeracy. They have a very quick recall of multiplication tables, and work out complex sums confidently. Pupils set out their work neatly, and this enables them to work accurately with large numbers, and divide and multiply by 1000 easily. Year 6 pupils use their mathematical knowledge and understanding very well in a wide variety of contexts to solve problems. In this way, they develop an excellent range of strategies which they can apply to other challenges. When asked, for example, to find 99 per cent of 248, Year 6 pupils came up with a variety of different approaches, including finding one per cent and subtracting that from the total. They are very skilled at converting fractions into percentages and decimals, and enjoy the challenge that this complex work provides. Pupils have an extensive knowledge of shape and space, and produce excellent work on area and perimeter. All are clear about axes of symmetry, and use this knowledge very well to draw reflections of shapes. One group did this particularly well, marking complex quadrilaterals accurately on an overhead transparency sheet. Pupils' work on data is of a high quality, and the line graphs they produce to convert litres into gallons are excellent.
7. In science, Year 6 pupils' very good skills, knowledge and understanding result from the rigorous development of investigative science, and the way that they are provided with relevant practical work for applying and learning new knowledge. Pupils have a very clear understanding of fair testing, as was illustrated in their excellent work on friction. Here, they placed a shoe on a slope, and attached weights until it slid down. In their very good written work that followed, pupils showed a very good awareness of the need to replicate the experiment exactly to ensure that their results were reliable. Pupils have a very good knowledge of the human body, and the harmful effects of cigarettes and poor diet. When taught about the dangers of smoking, for example, pupils were very clear about the functions of the heart and lungs, and how these were affected by excesses of carbon monoxide. Pupils' line graphs of the relationship between exercise and heart rate are of a very high standard, and provide a good link with their work in mathematics.
8. Importantly, pupils are beginning to think like scientists; they see a challenge, work out how to test a hypothesis, predict the result and then put their theories to the test. They also record their work very efficiently, and this enables them to evaluate their experiments and come to an informed and correct conclusion.

The headteacher's continual search for improvement and his commitment to high standards are key reasons for the school's success.

9. At the heart of the school's vision is the aim for 'pupils to reach the highest standards that they are capable of', and the leadership never loses sight of that goal. Parents see the headteacher's leadership as a significant strength of the school, and an important reason why so many send their children here from outside the catchment

area. Every parent who expressed an opinion in the pre-inspection questionnaire agreed that the school was well led and managed. There is a shared commitment by the headteacher, deputy headteacher, key staff and governors to excellence, and the successful management of well-paced change.

10. The staff are full of ideas and confidence. All work as a highly successful team whose positive response to change has made a significant contribution to the school's development. In the 1997 inspection, leadership was reported to be very good and, since that time, there has been no complacency; the school is outward looking, and the headteacher never stops searching for new and more effective ways to raise standards of teaching and learning, while continually evaluating his own performance to see how he can be more effective.
11. The headteacher has embraced the demands of the school's achievement of 'Beacon' status with customary rigor, working with local schools to share teachers' expertise and develop their information and communication technology provision. The school built well on this by putting the literacy and numeracy planning on its web site so that other schools can share Signhills' ideas.
12. The headteacher provides very clear direction for the daily work of the school and ensures that appropriate priorities are identified and addressed through effective action. The headteacher believes strongly in a collegiate management structure, and he is keen always to, in his words, *go to the person who can do the job best*'. This has resulted in a committed team of teachers whose skills complement each other, and where all feel part of the school's forward direction. A drawback of this structure lies in the role of the deputy headteacher, whose whole-school responsibilities are under-developed.
13. A significant strength in the management of the school is the rigorous analysis of pupils' performance. This is done on a regular basis by analysing pupils' books and looking for patterns of underachievement. This works very well, and identified, for example, weaknesses in writing that the school then addressed by more focused teaching of skills. On another level, the headteacher works closely with Year 6 teachers to analyse pupils' results in the national tests. This uncovered some weaknesses in pupils' strategies for working out sums quickly in their head, and so each class practised this work every day until pupils' speed and accuracy had improved significantly. In both writing and mathematics, pupils' results in the subsequent national tests showed how successful these initiatives had been.
14. This headteacher's vision is shared by the governors who make a good contribution to shaping the direction of the school through their well organised and efficient committee structure. Most governors visit the school regularly, and learn much from their observation of lessons. They attend appropriate training, and receive regular reports from the headteacher and subject co-ordinators. The school has, as an immediate target, the greater involvement of the governing body in the formation of the school's improvement plan. At present, the headteacher consults the staff about their priorities, and then writes the plan himself before offering it to governors. While this does a good job in setting clear and appropriate targets, it denies governors the opportunity to put forward their priorities.

The quality of teaching is very good, and this is why pupils learn quickly.

15. The very good quality of teaching and learning reported in the last inspection has been maintained, and profits from good training opportunities and regular monitoring by senior staff. The school has looked at the length of lessons, criticised in the last report, and these are now all planned so that pupils have an appropriate amount of time at any given task. There are no weak links in the teaching, and the very good standards attained by pupils in the national tests in Year 6 reflect the consistency of teachers' expectations and commitment across the school. All teachers share a common purpose, and are reflective about what they can do to improve the way they teach and pupils learn.
16. The key to the successful teaching is in the teachers' planning, which shows clearly what pupils will know by the end, and how their progress will be measured. The purpose of each lesson is shared with pupils at the beginning of lessons, and teachers ensure that all groups of pupils are clear about what is expected of them. This works very well; it helps pupils to develop very good knowledge of their own learning, and enables teachers to assess their progress during the summing-up session at the end. Teachers place considerable emphasis on pupils being very specific in their answers, explaining their reasoning and supporting their ideas with evidence. This is particularly effective in mathematics, and helps pupils develop their very good strategies for solving problems. In one lesson, for example, Year 6 pupils were working out quick ways to find percentages of numbers, and when one pupil arrived at the correct answer, the teacher said, *excellent, but tell us how you did it!* The pupil explained his methods clearly, all pupils benefited from his expertise and, when the teacher asked the next question, all could provide the right answer.
17. The teaching of literacy and numeracy skills is very effective, and gives pupils the knowledge and confidence to read fluently and calculate numbers accurately. Literacy lessons have a very good structure, and provide very challenging work for all groups of pupils. They improve pupils' reading by the teachers giving them very good strategies for working out new words, and by teachers' high expectations of the way pupils use expression to bring their reading to life. The recent initiatives to improve pupils' writing are paying dividends, and much of their work is of a high quality. In one Year 5 lesson, the teacher required pupils to write about being victimised. This required a great deal of careful thought but, because the teacher took pupils methodically through the best way to catch the reader's attention, they wrote with vivid imagination. One pupil relished the challenge and wrote sensitively about being excluded from 'the gang' and them behaving *like lions separating a zebra from the pack*.
18. Pupils' numeracy skills develop very well because the teachers provide lots of regular practice in working out sums quickly in their head. Mental mathematics sessions proceed at a breathless pace, and this makes learning fun. Teachers build on this by quick-fire questions carefully directed at pupils of different ability. This has the effect of extending higher attaining pupils, while ensuring that those with special educational needs relish the success of being able to answer their share of the questions. In one lesson, for example, while a gifted mathematician beamed as he worked out 12.5 per cent of a number, a less talented pupil enjoyed the moment just as much as he tackled 10 per cent.

19. Teachers' management of pupils is excellent. All have similarly high expectations of the way pupils will behave, and this helps them remember the rules about, for example, raising their hands rather than calling out. Lessons, therefore, are packed with learning, with no time lost reminding pupils how to behave.
20. The school make very good use of specialist teaching to enhance pupils' learning. This enables, for example, subject leaders for science, religious education and physical education to use their expertise with all classes in the year group. Specialist teachers employed for instrumental music and information and communication technology have a very good impact on pupils' learning, and account for pupils' well-developed skills in these subjects.
21. Teachers are very skilled at marking pupils' work so they know what they have done well, and how to improve. This ranges from a celebration that a pupil's work was *well structured and persuasive*, to advice such as, *try and balance your ending – this story doesn't really have an ending*.

Pupils' attitudes to work and behaviour are very good, and enable them to get the most out of lessons.

22. The pupils have maintained their very good attitudes found at the time of the last inspection. The parents say that their children love coming to school, and this inspection finds them very enthusiastic about all aspects of school life. Indeed, before school, many pupils go into classrooms and just get on with their work without being told. When interviewed, pupils spoke of *feeling safe at school, eating healthy food* and stimulated by the *wide range of activities after school*. Overwhelmingly, pupils' highest praise was for their teachers, who one pupil described as, *our friends as well as our teachers*.
23. In lessons, pupils always work with interest and enjoyment; they have a thirst for knowledge and a pride in their success. This was seen in a Year 5 mathematics lesson when pupils were working out a difficult challenge. They relished the opportunity to use their excellent skills, and then applauded spontaneously when one pupil stepped to the front and provided the correct answer.
24. The pupils' behaviour is very good, and an important reason why many parents choose this school. The school operates as a happy and harmonious community and this has a positive impact on the pupils' learning. The pupils know that all adults who work in school expect good behaviour, and this makes the boundaries clear between what they should and should not do. Pupils behave very sensibly during lunch, and play happily together in the playground. Parents and pupils say that incidents of anti-social behaviour are rare; there is no bullying, and there were no exclusions last year.
25. The pupils' personal development, and their relationships with teachers and each other, are very good. The pupils work well together in groups, and support each other very well in lessons. Older pupils take a pride in keeping their school free from litter, and enjoy reading with younger ones. They are polite and courteous to visitors, and talk to them with confidence. They are keen to raise money for worthwhile causes, including the Salvation Army, and work hard for their own school by raising funds to buy football kit.

26. Pupils are very mature, and soon develop an understanding of other people's needs as well as their own. One contribution in the 'Prayer for the World' book illustrates this well, as one pupil wrote to God:

*I have a good life,
But can you help the people who haven't?*

The partnership with parents is very good, and means that pupils are supported very well at school and home.

27. The parents and carers have very positive views of the school. As one parent remarked, *this is a very caring, sharing school*. They recognise the school's many strengths and have absolute confidence in the headteacher's leadership and management of the school. They are pleased that their children love coming to school. They are very impressed by the standards of behaviour and feel that the school encourages their children to become mature and responsible. The parents value the way in which the school works closely with them; they find that the staff are very approachable, and appreciate the hour that teachers make themselves available after school to meet them. They are especially impressed with the quality of teaching, and see teachers' high expectations as key reasons for their child's success.
28. Parents value the 'open door' policy, and are always made to feel welcome. They find the headteacher very helpful and all are confident that, if they come to the school with a problem, he will respond quickly and sensitively. New parents find the induction meeting for Year 3 pupils very useful, and the 'Welcome Pack' of information provides all they need to know prior to their children starting school.
29. The school is always striving to improve its links with parents. Their views are sought about important issues, such as the provision of hot school meals and the viability of the five-term year, and this creates a very strong link between parents' needs and the school's provision.
30. The information the school provides to parents is very good. The prospectus and governors' annual report are informative documents, and very good and regular newsletters inform parents of future events and celebrate the school's successes. The school publishes clear details of teachers' planning and homework tasks on its excellent web site; this works very well for parents who have access to the Internet, but is of no help for others. Parents appreciate the beneficial open days and information evenings, for example on literacy and numeracy. Termly consultations with teachers provide parents with good opportunities to discuss their children's progress. The pupils' annual reports are very good, and provide a clear picture of their strengths, weaknesses and targets for the future.
31. The parents' involvement with the work of the school is very good. The active Home-School Association raises considerable funds for school equipment, and benefits from being a joint Infant/Junior school organisation. All parents have signed the home-school agreement and attendance at events such as concerts is very good. The school greatly values the help offered by parents; more than 20 parents

provide support in the classrooms and help with visits. Parents are keen to help their children with work at home and listen to them read. The reading diary provides a good record of how well their children read, and is also used very well to communicate day-to-day matters between home and school.

WHAT COULD BE IMPROVED

Higher attaining pupils underachieve in history and geography because assessment procedures are not good enough to show pupils and teachers how to attain higher levels.

32. Pupils' standards in history and geography by Year 6 are in line with those found nationally but, given their attainment on entry to the school and their high standards in other subjects, these standards are not high enough. While much of their work is very well presented, and often extensive, few pupils move on to attain the higher levels of which they are capable. Compare this with literacy, where standards are very high and many pupils attain the higher levels; in one literacy lesson, the teacher asked Year 6 pupils, *what makes your writing Level 5?* They knew instantly that to attain this standard they had to use paragraphs and interesting connecting words, and this helped them to achieve appropriately high standards in the lesson.
33. In history, nearly all Year 6 pupils have a sound factual knowledge of life in Victorian times, and use their very good research skills to find out important facts about the Industrial Revolution. What they fail to do is extend this historical awareness to, for example, question the validity of their sources, or try to explain why there are different accounts of the same events.
34. Similarly, in geography, while pupils write extensively about the evolution of river systems, and the main human and physical features of India, their knowledge is often superficial; few develop the more advanced skills to be able to express their own views of localities, or use evidence to investigate geographical themes and draw their own conclusions.
35. In both subjects, assessment is very basic, and shows merely whether pupils have achieved what is expected by Year 6 or not. These systems give no indication of what pupils need to do to attain the higher levels, and provide no opportunities for pupils to develop a deeper understanding of 'why' or 'how' events occurred. In addition, pupils are given the same work, irrespective of their abilities and, while this helps all to attain average standards, it does little to enable those who are capable to press on.

There are too few multicultural displays around the school to show pupils that they live in a culturally diverse society.

36. There are very few pupils from different cultures in the school, or in the local area. The school is mindful of this, and makes a point of including some work on different religions in religious education and studies of Asian and African peoples in geography. In addition, there is an exciting 'pen-pal' arrangement to enable pupils here to communicate with children in Russia. Such opportunities are few, however, and, walking around the school, there is little to remind pupils of the rich cultural diversity of Britain.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To build on the school's many strengths, the governing body, headteacher and staff should:

- (1) develop useful assessment procedures in history and geography so that teachers are clear about pupils' levels of attainment, and know what is needed to extend them to higher levels; (Paragraphs 5, 32-35) and**
- (2) build more into the curriculum, and use displays around the school more effectively, to show pupils the richness of cultural diversity in Britain and the world. (Paragraph 36)**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	15	2	0	0	0
Percentage	0	29	63	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 four percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	337
Number of full-time pupils known to be eligible for free school meals	N/a	25

FTE means full-time equivalent.

Special educational needs

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	N/a	6
Number of pupils on the school's special educational needs register	N/a	70

English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

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	10

Attendance

Authorised absence

	%
School data	4.7

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 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	52	39	91

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	50	49	51
	Girls	37	37	39
	Total	87	86	90
Percentage of pupils at NC level 4 or above	School	96 (93)	95 (95)	99 (99)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	49	52	52
	Girls	37	37	37
	Total	86	89	89
Percentage of pupils at NC level 4 or above	School	95 (92)	98 (92)	99 (94)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	332
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	14.3
Number of pupils per qualified teacher	23.6
Average class size	28

Education support staff: Y3 – Y6

Total number of education support staff	13
Total aggregate hours worked per week	215.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a
Total number of education support staff	N/a
Total aggregate hours worked per week	N/a
Number of pupils per FTE adult	N/a

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	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	2000/2001
	£
Total income	710,234
Total expenditure	642,927
Expenditure per pupil	1,908
Balance brought forward from previous year	78,791
Balance carried forward to next year	146,098

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	337
Number of questionnaires returned	278

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	31	2	0	0
My child is making good progress in school.	69	29	2	0	0
Behaviour in the school is good.	63	35	1	0	0
My child gets the right amount of work to do at home.	47	41	10	0	2
The teaching is good.	78	21	0	0	0
I am kept well informed about how my child is getting on.	51	43	4	1	1
I would feel comfortable about approaching the school with questions or a problem.	73	23	2	1	0
The school expects my child to work hard and achieve his or her best.	90	10	0	0	0
The school works closely with parents.	52	42	3	0	2
The school is well led and managed.	76	22	0	0	1
The school is helping my child become mature and responsible.	64	32	1	0	3
The school provides an interesting range of activities outside lessons.	53	34	8	1	4