

INSPECTION REPORT

HART PRIMARY SCHOOL

Hart, Hartlepool

LEA area: Hartlepool

Unique reference number: 111522

Headteacher: Mrs J C Watt

Reporting inspector: Ms B Matusiak-Varley
19938

Dates of inspection: 16th – 17th April 2002

Inspection number: 242433

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

School category: Community

Age range of pupils: 3 – 11 years

Gender of pupils: Mixed

School address: Magdalene Drive
Hart
Hartlepool

Postcode: TS27 3AP

Telephone number: 01429 273283

Appropriate authority: The governing body

Name of chair of governors: The Reverend J Lund

Date of previous inspection: 16th September 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hart Primary School is a small village school with 85 pupils on roll in the school and nursery, 36 boys and 40 girls in the school and 7 boys and 2 girls in the, 5 full-time equivalent, place nursery. The school is situated in the rural outskirts to the west of Hartlepool. Pupils are taught in mixed age classes with the exception of the nursery and reception class. No pupils are eligible for free school meals; this is well below average. Eight per cent of pupils are on the special educational needs register which is below average. One pupil has a statement of special educational needs. The school has very few pupils from ethnic minorities; these are fluent in English. The school has recently received the Basic Skills Quality Mark. Many pupils travel from outside the catchment area. Pupils' attainment on entry is average.

HOW GOOD THE SCHOOL IS

This is a very good school which provides its pupils with a very good quality of education. It ensures that the needs of all of its pupils are well addressed and all pupils are included in all aspects of school life, resulting in their being well prepared for the next stage of their education. Standards are above the national average at the end of Year 2 and Year 6 in English, mathematics, science, information and communication technology and religious education and pupils have very good attitudes to learning. The quality of teaching is consistently good, with many very good aspects. Pupils experience rich and exciting learning opportunities because the curriculum is enriched with many trips and visitors. The leadership and management of the headteacher is very good, she leads by example and is a very effective classroom practitioner. All staff work hard as a committed team, totally dedicated to the pupils in their care. The school is very well thought of in the wider community and richly deserves its good reputation. In view of the very favourable outcomes of the pupils, both academically and pastorally, the school provides good value for money.

What the school does well

- By the end of Year 2 and Year 6 standards are above the national averages in English, mathematics, science and information and communication technology. In religious education pupils' exceed the expectations of the locally agreed syllabus. Pupils are well prepared for their next stage in learning.
- The quality of teaching is good, with several examples of very good practice, enabling all groups of pupils to learn effectively.
- Teachers ensure that the majority of learning opportunities are related to real life experiences. As a result, pupils are keen to learn and develop their thinking skills effectively. Provision for spiritual, moral, social and cultural development is good overall and pupils develop very good attitudes to learning.
- Pupils with special educational needs make good progress as all staff are aware of their needs and support them effectively.
- The school is very well led and managed by a hardworking and conscientious headteacher who ensures that all members of the school community are seen as valuable contributors to pupils' personal development. All staff are appropriately trained.

What could be improved

- Pupils' recording skills in the Reception class and Year 1 could be better and higher-attaining pupils in the reception class could be challenged further.
- Opportunities for pupils to develop their writing skills in other subjects are not always identified in medium-term planning.
- The quality of teachers' marking, whilst satisfactory overall, could be improved to have an even greater impact on pupils' learning.
- Support staff could be more effectively involved in developing pupils' learning during the introductory sessions to lessons.
- Although governors are fulfilling their statutory duties effectively they could be more involved in evaluating the cost effectiveness of their spending decisions.

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 1997. Improvements since then have been good. Standards have risen year-on-year, but this is not fully reflected in the 2001 national tests for 11 year olds. For example, in English the cohort was very small and this skewed percentage points. Provision for pupils with special educational needs has improved, resulting in these pupils making good progress. The leadership and management of the school has improved, from being satisfactory to very good, and the quality of teaching remains good, but with a much higher percentage of teaching being judged as very good, there is now no unsatisfactory teaching, largely due to improved curriculum planning. Pupils' attitudes, behaviour and personal development and independent learning are now judged higher than previously. The good improvement has been brought about by effective school self-evaluation, performance management and the high emphasis placed on staff's continuous professional development. Very good improvement has been made in standards in information and communication technology, which are now above national expectation at the end of Year 2 and Year 6 when previously they were judged as unsatisfactory.

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	B	B	C	E
mathematics	B	A	A	A
science	C	A	A	A

Key

well above average A

above average B

average C

below average D

well below average E

Pupils' attainment on entry to the school is average. By the age of eleven standards in English were in line with the national average, in mathematics and science standards were well above the national average in comparison with all schools. In comparison with similar schools standards were well below average in English, but well above in mathematics and science. By the age of seven pupils attained exceptionally high standards in reading (top 5 per cent nationally) both in comparison with all schools and similar schools. In comparison with all schools in writing and mathematics standards were well above the national average. In science pupils achieved standards that were well above national averages. In comparison with similar schools standards in mathematics were well above average.

The school's explanation for the low standards attained in English at the end of Key Stage 2 due to the very small group of pupils taking the test in which a pupil missed getting a Level 5 by two marks. is plausible and convincing. All results must be treated with caution due to the very small number of pupils who took the test. The school has consistently exceeded its targets in literacy and numeracy over the past two years. Inspection findings show that, by the end of the Foundation Stage, children exceed the early learning goals in all areas of learning and their achievements are good. By the end of Year 2 and Year 6 standards in English, mathematics, science and information and communication technology are above the national averages and in religious education pupils exceed the expectations of the locally agreed syllabus. Due to the short nature of the inspection not all subjects were observed. Therefore judgements on standards cannot be made.

All groups of pupils achieve well in relation to their prior attainment with the exception of higher-attaining pupils in the reception class who could be further challenged. Overall standards are high enough.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils work hard and show very good attitudes in all they do.
Behaviour, in and out of classrooms	Very good. Pupils are very well behaved and have a genuine concern for one another's feelings.
Personal development and relationships	Very good. Pupils relate very well to one another and the good provision for their spiritual, moral, social and cultural development contributes positively to their self-esteem.
Attendance	Good. Pupils love coming to school and the school ensures that if pupils are absent they are given every opportunity to catch up on their work.

Pupils' attitudes to learning are very good and these have a positive effect on both the quality of education and the standards achieved. The pupils' very good behaviour, relationships and personal development all contribute to a very orderly and committed learning community in which effective learning can take place. Pupils listen carefully to their teachers and co-operate well with each other. Pupils are proud of their efforts and are keen to share their work with adults.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	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 consistently good overall, with approximately two in ten lessons judged as very good; there is no unsatisfactory teaching. Teaching in the Foundation Stage (Nursery and Reception) is consistently good. Teachers are enthusiastic and are clear about what they expect pupils to learn. Marking is satisfactory but could be improved to enable pupils to learn from their mistakes and give them further guidance on how to improve their work. Literacy and numeracy are well taught and teachers use information and communication technology well to support pupils’ learning. Pupils learn well because their responses are valued by the teachers. The teaching of pupils with special educational needs is good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is rich, vibrant and relevant.
Provision for pupils with special educational needs	Good. Pupils with special educational needs are well supported. The school has effectively implemented the New Code of Practice and pupils’ needs are well catered for.
Provision for pupils’ personal, including spiritual, moral, social and cultural development	Good. Provision for pupils’ spiritual and social development is very good; this contributes positively to pupils’ personal development and increases learning.
How well the school cares for its pupils	There are very good procedures for child protection which are understood by all the staff. Pupils benefit from a very good curriculum which gives good in-depth coverage of the National Curriculum subjects and religious education and provides well for pupils’ spiritual, moral, social and cultural development, due to the interesting range of visits and visitors. Assessment information is used well to support planning.

Parents are very supportive of the school and are well involved in all aspects of school life.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led by a highly competent and industrious headteacher who, in spite of her heavy teaching commitment, has managed to keep the school up-to-date with all the latest education initiatives. The headteacher is well supported by a small but highly effective team of teachers who willingly share curriculum responsibilities. Their complementary roles and skills fully support school improvement.
How well the governors fulfil their responsibilities	The governing body has good knowledge of the school and fulfils its statutory duties effectively. They are well involved in planning the development of the school, but judging the cost effectiveness of spending on the standards that pupils attain is in the early stages of development.
The school's evaluation of its performance	Very good. All staff are involved in evaluating the school's performance and, as a result, produce highly effective action plans.
The strategic use of resources	Good. The large carryover in the budget is to be used to further extend the accommodation. There is good financial management within the school. The school is successfully seeking best value for money, but further improvements could be made in judging the cost effectiveness of spending.

All staff are approachable and appropriately trained. The accommodation is good and resources are plentiful. Principles of best value are appropriately applied.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils love coming to school. • Staff are approachable. • The school sets high standards in all it does. • The teaching is good. 	<ul style="list-style-type: none"> • The range of extra-curricular activities could be improved. • Pupils should get more homework.

Parents overwhelmingly support the school. Inspectors agree with parents' positive views, but disagree with their views on the range of extra-curricular activities and homework.

The school works very hard to provide an interesting range of extra-curricular activities especially in sport. Homework is satisfactory and supports learning.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the end of Year 2 and Year 6 standards are above the national averages in English, mathematics, science and information and communication technology. In religious education pupils exceed the expectations of the locally agreed syllabus. Pupils are well prepared for their next stage of learning.

1. The 2001 national tests and teacher assessments show that, by the end of Year 2, pupils have consistently attained exceptionally high standards in reading and writing since 1998 and in comparison with all schools and similar schools standards in reading are in the top 5 per cent nationally. In writing, in comparison with similar schools, pupils attain standards that are in the top 5 per cent nationally and they are well above average in comparison with all schools. In mathematics, standards are well above average in comparison with all schools and similar schools. This has been a good improvement on the past three years where standards were consistently in line with national averages.
2. By the end of Key Stage 2, standards in English have been above national average in comparison with all schools for the past three years. Last year due to the very small cohort of pupils, who took the test, one of whom had special educational needs, standards were in line with the national average in comparison with all schools, but were well below in comparison with similar schools. Nevertheless, pupils achieved well in relation to their prior attainment and the school's explanation of these results is well founded and convincing. In mathematics and science both in comparison with all schools and similar schools, standards were well above the national average. Inspection findings show that overall, standards are high, all groups of pupils are doing well with the exception of higher-attaining pupils in the reception class who make satisfactory progress overall, but their rates of progress could be better if they were challenged even further. The high standards pupils attain in both key stages are attributed to the good improvement in establishing schemes of work which are regularly reviewed in relation to pupils' needs and learning styles, the good use of assessment data, good teaching, very good leadership of the headteacher, good provision for pupils with special educational needs and very good school self-evaluation of performance data. Pupils do well because they can access the curriculum due to their high competence in literacy and numeracy. In information and communication technology, pupils have made good progress since the last inspection when standards were judged to be below expectations. The school has bought in a consultant who has expertly worked with both staff and pupils, raising their confidence and ensuring that information and communication technology is seen as an integral tool for learning. Older pupils have designed a wonderfully interactive website which younger pupils use to develop their knowledge of local history and religious education. Using control mechanisms pupils have designed a ski village with operational parts. This has been an integral part of their learning in design and technology and science and has resulted in pupils very effectively developing their skills of planning, evaluating, constructing, problem solving, understanding the use of electricity and programming commands. Pupils in both key stages have access to the World Wide Web and have been introduced to the skills necessary for accessing the Internet. This is having a direct effect on the standards that pupils are able to achieve and all groups of pupils are making good progress.
3. Pupils by the end of both key stages have good speaking and listening skills and good reading and writing skills. They love debating, and are very keen to write. By the end of Year 6 they know the difference between instructions and explanations and they know how to make

sentences interesting by using connectives. They write letters to visitors thanking them for coming into school and their book reviews are concise, descriptive and show a deep understanding of audience. Pupils use a wide range of adjectives in their writing and they understand the concepts of ambiguity, metaphor and symbolism. For example in a Year 6 religious education account of Jesus riding into Jerusalem on a donkey, one pupil wrote “in the first person as Jesus”, “As a King I choose to ride a donkey because the donkey is humble and so am I”. In Year 2 when pupils were discussing the work of Martin Waddell one pupil gave clear and detailed explanations of how blurb can help predict the content of a story. Above average attainers quickly grasped the concept of turning statements into questions and writing questions using correct punctuation.

4. In mathematics, by the end of Year 2 the majority of pupils are familiar with number bonds and patterns, they can use the 1000 number square adequately and can count on and back in steps of 2, 5 and 10. They know the properties of shape, use simple graphs and enjoy problem solving. By the end of Year 6 pupils problem solve very effectively, they apply the four rules of number, have very good knowledge of estimation and approximation, multiply and divide decimals and can round integers to the nearest 1000. They have good calculation skills and persevere in problem solving. By the end of Year 2 and Year 6 standards in science are above the national average. Younger pupils are very keen to talk about balanced diets and know that exercise is good for you. They can name different properties of materials and their uses and carry out a series of detailed investigations to demonstrate how colour paddles can change the colour of light. Higher-attaining pupils construct circuits, make predictions and know that the light in two bulbs is dimmer than in one because the current is shared. Pupils write up their experiments correctly and have a good understanding of how to set up experiments.
5. In religious education, pupils in Year 2 have very good knowledge of stories Jesus told and know that different religions worship in a variety of places. Using information and communication technology and the school’s website, pupils can identify and write a variety of Baptismal prayers. By the end of Year 6 they know that the Bible and Torah are holy books and both play an important part in the life of Christians and Jews. They know about symbols found in different religions and have a very clear understanding of the concept of betrayal at the last supper. They write about Jesus’ crucifixion crisis and understand the meaning of suffering. They know that Mother Teresa rejected worldly possessions to help those less fortunate than herself and that her whole life was dedicated to helping the needy, the homeless and the abandoned.
6. Throughout the school examples of higher standards in both key stages are seen in history, design and technology, art and geography. In music, pupils sing well and the instrumentalists achieve higher standards. Overall, standards are high and pupils’ achievements are good in both key stages. In the Foundation stage pupils exceed the early learning goals in communication, language and literacy, mathematical development, knowledge and understanding of the world, creative development, physical development and personal and social development is generally good with the exception of higher attainers who make satisfactory progress. Pupils are well prepared for their next stage of learning.

The quality of teaching is good with several examples of very good practice, enabling all groups of pupils to learn effectively.

7. The quality of teaching is consistently good throughout the school. During the week of inspection very good teaching was seen in religious education in Years 1 and 2, mathematics

in Years 1 and 2, science in Years 5 and 6, and literacy in Years 5 and 6. In these lessons, pupils made very good progress. Teachers have secure subject knowledge; they plan their lessons well and inform pupils what is expected of them. As a result, pupils know what to do and are confident that if they get stuck, they will receive all the help that they need. For example, in a Year 5 and Year 6 lesson pupils struggled with understanding the difference between instructions and explanations in their writing. The headteacher patiently used lots of examples, and gave pupils individual attention to help them gain a better understanding. In the following lessons, all groups of pupils had grasped the concept.

8. Teachers' good explanations fire the imagination of pupils. For example in Key Stage 2 when dealing with weight, pupils were asked to estimate the weight of a whale. This good use of humour encouraged pupils to apply their mathematical skills to a practical conclusion.
9. In mental mathematics, teachers use time effectively. They use quick, firing questions, but ensure that all groups of pupils are effectively supported. They give pupils clear guidance, helping them to explain their thinking and encouraging them to keep things in the back of their mind, which they might need later. By the end of the lessons, most pupils have a very good understanding of all aspects of learning objectives set for them. Teachers are very good at linking new learning to what pupils already know. This was seen in a Year 5/6 history lesson where pupils were looking at photos of their own village and examining the changes which had taken place. The teacher had very good knowledge of local history and was able to set pupils a series of very challenging questions on interpreting evidence. The teacher's clear focus on seeking reasons for pupils' opinions and observations helps them to justify and express their views well. This is a very good way of reinforcing both the literacy and historical skills of enquiry and this sort of emphasis is seen in many lessons across the school.
10. As a result of exciting, interesting and challenging learning, especially when it comes to solving problems, such as the problem of operating a ski village on the land of a nearby fictitious farm, pupils are geared up to learn. Teachers value their pupils' responses and do everything they can to ensure that pupils develop positive self-esteem.
11. Teachers manage behaviour very well. The headteacher expects high standards, this is set in the youngest classes and pupils know how to work well in groups. Teachers are professional, hard working, dedicated to their craft and are keen to improve their own practice. They attend many courses and their new found knowledge is quickly transmitted into classrooms. This is especially the case in training received in information and communication technology. Since the previous inspection the good quality of teaching has improved with more examples of very good teaching seen.

Teachers ensure that the majority of learning opportunities are related to real life experiences. As a result pupils are keen to learn and develop their thinking skills effectively. Provision for spiritual, moral, social and cultural development is good overall and pupils develop very good attitudes to learning.

12. Teachers ensure that the learning is very closely linked to real life problems and, as a result, pupils develop their thinking skills effectively. For example, pupils in Key Stage 2 are asked to lead acts of collective worship. This ensures that they have to research their presentations, think about what they are going to say and engage their peers. This was seen in Key Stage 2 when a group of boys made a presentation about guinea pigs. They were passionate in their explanations, clearly identifying how the animals needed to be handled and gave their presentation a lot of thought.

13. In design and technology, pupils are given real life problems to solve, for example, packaging presents and identifying the attractiveness of packaging to consumers. In religious education, pupils are asked to write accounts of Jesus' life from different perspectives, for example interviews, diaries, newspaper reports. Provision for spiritual, moral, social and cultural development is good overall, but it is very good for pupils' spiritual and social development. An excellent act of collective worship was taken by the headteacher who helped the pupils to understand that sometimes logic is overtaken by faith and many questions are left unanswered, such as why is there gravity?, why do seasons change? and what force lies behind centrifugal force? In lessons, pupils discuss the wonders of God's creation, the value systems that underpin human action such as the life of Mother Teresa, Florence Nightingale, Grace Darling and the need to put other's needs before our own. The curriculum is enriched by a good range of visits and visitors and pupils in Key Stage 2 go on a residential visit.
14. Pupils are amazed by the contribution to world culture of Egyptians and Romans and their religious rites and burials. Because the learning opportunities are so interesting pupils are keen to learn and from the nursery onwards develop very positive attitudes to learning. They are eager, curious, and keen to research and have a go at trying things out. They are taught how to work in groups and, as a result, they collaborate well with one another, taking turns, asking questions and learning from each other. As a result, they have very good social skills. There is a very strong sense of community throughout the school. At lunchtimes, older pupils play with the younger ones, they look after their well being appropriately and the school is free from any form of oppressive behaviour. The very good learning opportunities provided ensure that pupils are curious about learning and consistently want to find out more. As a result, they are well behaved in lessons and mature in all of their undertakings.
15. Pupils display very good levels of personal development and maturity and are able to reflect on their own work, help each other, and evaluate what they have achieved. Very good relationships abound and the school operates as a very harmonious community in which pupils of different ages, gender and ability work and play happily together. Pupils show openness, warmth and mutual respect, which promotes a purposeful climate in which learning can take place. Visitors to the school are made to feel very welcome.

Pupils with special educational needs make good progress as all staff are aware of their needs and support them effectively.

16. The school has good assessment procedures and pupils with special educational needs are quickly identified. They are given good support, individual education plans are very clear and targets are appropriately identified. The reason pupils make good progress is that their needs are well known to the staff, progress towards targets identified in individual education plans is regularly monitored; teachers are very clear about what they need to do, expertise of outside agencies is effectively used and teachers are very skilled in matching tasks to pupils' needs. Support staff provide a good level of help in group work and pupils are confident to join in all activities. Regular reviews take place. Parents are seen as partners in learning and, as a result of the good provision, pupils make good progress.

The school is very well led and managed by a very hard working and conscientious headteacher who ensures that all members of the school community are seen as valuable contributors to pupils' personal development. All staff are appropriately trained.

17. The very good leadership of the headteacher provides a clear sense of purpose for the school. The effects of her leadership and management are evident in the maintenance of high standards since the last inspection, the improvements in the quality of teaching and progress against the key issues from the previous inspection.
18. The headteacher has introduced appropriate curriculum schemes of work based on a two-year cycle of work incorporating all the recommendations of Curriculum 2000. This is helping teachers to plan appropriately for different age groups within mixed-aged classes. Topics are carefully identified within the cycles, so that although pupils may visit a particular topic more than once, they will re-visit it at a higher level than previously. This results in pupils continuing to make good progress as they move through the school.
19. Planning for school improvement is good, and reflects the aims of the school. There is a clear framework for development planning linked to the budget cycle. The headteacher has introduced comprehensive procedures to analyse the overall strengths and weaknesses of the school and to use this data to decide the priorities for the school improvement plan. The current plan is very good. It is detailed and identifies strengths, and areas for improvement. It makes clear the tasks and key personnel involved in carrying them out; it sets deadlines for completion and criteria for judging success.
20. There is an effective system for monitoring progress towards the development targets, culminating in the annual review which is used to refine the plan and set fresh targets. Governors now have a clear understanding of the quality of teaching and the standards attained by pupils of differing abilities and ages.
21. Self-evaluation is now well established and embedded within the culture of the school. A very good example of this is the way staff have worked together to introduce new arrangements for planning work and assessing pupils' achievement. The headteacher and local educational authority consultants regularly visit classrooms to monitor progress in achieving this aim, and provide feedback on the quality of teaching and learning. The school now has a policy for identifying higher-attaining pupils and generally in the older classes they are effectively challenged. The headteacher places a high emphasis on staff being appropriately trained for the job. Staff attend many courses and share their expertise with one another. At present, the newly appointed support staff are being trained. The training of staff in additional literacy support, booster classes for English and mathematics and imminent training of early literacy support is having a positive effect on raising standards. The headteacher has substantial teaching duties, but she effectively combines policy with practice saying 'I wouldn't ask the staff to do anything I wouldn't do'. She leads by example and is a very effective classroom practitioner.
22. Governors take a keen interest in the work of the school, and are organised into an effective committee structure. The headteacher provides informative and detailed reports, which enables the governing body to have a sound oversight of the progress and implementation of the school improvement plan. They have a clear understanding of the strengths and weaknesses of the school.
23. Day-to-day financial control is good. Information and communication technology is used well for administrative purposes. Information given to governors contains good detail and enables them to understand areas for improvement and have an oversight of the school's financial position, but their involvement in judging cost effectiveness of spending and its impact in raising standards of attainment is limited.

24. A wide range of indicators, including the quality of teaching, the improvement since the last inspection, the quality of leadership, and the very good standards achieved, show that the school is effective. Although unit costs are high, they are typical of most small schools and therefore the school gives good value for money.

WHAT COULD BE IMPROVED

Pupils' recording skills in the Reception class and in Year 1 could be better and higher-attaining pupils in the reception class could be challenged further.

25. Provision for the Foundation Stage of learning is good overall, but this year the school has several higher-attaining pupils who are on occasions not sufficiently stretched and challenged. These pupils finish their work quickly and would benefit from rigorously structured extension activities to challenge them even further.
26. Pupils are very keen to record their work, but in the reception class and in Year 1 pupils do not always form their letters and numbers correctly and, as a result, their recorded work is not always well presented. Scrutiny of work revealed that there were many letter and number reversals.

Opportunities for pupils to develop their writing skills in other subjects are not always identified in medium-term planning.

27. The school has identified raising standards in writing as a priority in its school's development plan. At present, valuable opportunities are missed for pupils to develop a range of writing skills across the curriculum. In some year groups this is more effectively developed than in others. A more rigorously structured and planned approach in teachers' medium-term plans would help raise standards even further so that pupils could have further opportunities to both consolidate and extend what they have learnt in the literacy hour in other curriculum areas.

The quality of teachers' marking, whilst satisfactory overall, could be improved to have an even greater impact on pupils' learning.

28. Teachers mark work regularly but, on occasions, work that is clearly not the pupils' best is given glowing comments. This unrealistic use of praise does not tell pupils how they can improve the quality of their work. Teachers do not always use pupils' mistakes as teaching points and valuable opportunities for learning are missed. The school has identified this as an area for improvement on the school development plan.

Support staff could be more effectively involved in developing pupils' learning during the introductory sessions to lessons.

29. Support staff make a valuable contribution to pupils' learning, but during the introductory sessions they could be more purposefully involved in monitoring pupils' responses to learning, helping pupils engage in learning and offer further explanations to pupils who might be quietly not fully engaging in learning (although this is very rare). The school has already identified this as an area for improvement, but several support staff have only been recently employed and are not as yet well versed in the 'Hart Way' of doing things.

Although governors are fulfilling their statutory duties effectively they could be more involved in evaluating the cost effectiveness of their spending decisions.

30. As the staff have many responsibilities due to the small nature of the school, governors could help out further by undertaking to visit the school with a special focus on evaluating how well pupils are reacting to various purchases of equipment for example, books, number games, information and communication technology software and how their learning is improving due to the increased levels of support. This would provide valuable data for the school in judging its cost effectiveness of spending.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

This is a very good school, which is capable of improving even further. In addition to pursuing its own well structured and appropriate development plan the headteacher and governing body, with the help of the local education authority should:-

1. Improve pupils' skills of recording in Year R and Year 1 by:
 - providing regular handwriting practice in addition to the weekly lesson so that pupils receive regular intensive input;
 - model correct letters and number formation at all times;
 - intervene more regularly in children's learning;
 - purchase information and communication technology software for correct letter and number formation.Paragraphs 25 and 26
2. Challenge higher-attaining pupils in Year R by:
 - providing more extension activities when pupils finish their work;
 - use the early stages of the National Curriculum programmes of study to plan suitable learning activities.Paragraphs 25 and 26
3. Provide further opportunities for pupils to develop their writing skills across the curriculum by:
 - identifying opportunities for writing in medium-term planning;
 - ensuring that pupils have the opportunities to both extend and consolidate what they have learnt in literacy in other curriculum areas.Paragraph 27
4. Improve teachers' marking by:
 - consistently applying the school's marking policy;
 - ensuring that praise is used realistically;
 - use pupils' mistakes as teaching points;
 - provide opportunities for pupils to carry out corrections of their work.Paragraph 28
5. Ensure support staff are more effectively involved in the introductory sessions to lessons by:
 - assessing pupils' responses to lessons;
 - being more actively involved in planning.Paragraph 29
6. Ensure the governing body is more actively involved in judging the cost effectiveness of spending by:

- visiting the school and talking to staff and pupils about recent purchases of equipment;
- evaluating how spending impacts on the standards that pupils attain.

Paragraph 30

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	2

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	15	0	0	0	0
Percentage	0	21	79	0	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 five 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)	5	76
Number of full-time pupils known to be eligible for free school meals	0	0

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	5

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	6	6	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	6	6	6
	Total	12	12	12
Percentage of pupils at NC level 2 or above	School	100 (92)	100 (92)	100 (92)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	6	6	6
	Total	12	12	12
Percentage of pupils at NC level 2 or above	School	100 (92)	100 (92)	100 (92)
	National	85 (84)	89 (88)	91 (90)

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

The Key Stage 2 attainment table is omitted as there were fewer than 11 pupils in Year 6 when the tests were administered.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	71
Any other minority ethnic group	0

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)	5
Number of pupils per qualified teacher	18.2:1
Average class size	21

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	60

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	10:1
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	10:1

FTE means full-time equivalent.

Recruitment of teachers

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

FTE means full-time equivalent.

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
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	£
Total income	265 176
Total expenditure	255 261
Expenditure per pupil	2 568
Balance brought forward from previous year	51 644
Balance carried forward to next year	55 785*

*Money is earmarked for further building work

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	85
Number of questionnaires returned	68

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	46	0	0	1
My child is making good progress in school.	38	57	3	0	1
Behaviour in the school is good.	46	47	3	0	4
My child gets the right amount of work to do at home.	31	47	9	1	12
The teaching is good.	37	59	3	0	1
I am kept well informed about how my child is getting on.	28	54	10	0	7
I would feel comfortable about approaching the school with questions or a problem.	53	43	1	3	0
The school expects my child to work hard and achieve his or her best.	53	43	0	0	4
The school works closely with parents.	19	69	10	0	1
The school is well led and managed.	43	50	6	0	1
The school is helping my child become mature and responsible.	44	47	4	0	4
The school provides an interesting range of activities outside lessons.	3	29	32	19	16