

# INSPECTION REPORT

## **HAYES PARK PRIMARY SCHOOL**

Hayes, Middlesex

LEA area: Hillingdon

Unique reference number: 102439

Headteacher: Dr N Suggett

Reporting inspector: Kay Charlton  
1718

Dates of inspection: 4 - 5 November 2002

Inspection number: 246206

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: Foundation

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Raynton Drive  
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Middlesex

Postcode: UB4 8BE

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Appropriate authority: The governing body

Name of chair of governors: Mrs L Franklin

Date of previous inspection: 17 November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Hayes Park Primary School is a very large school catering for pupils aged 3 to 11. The school serves an area of mainly owner-occupied housing. The number of pupils on roll has increased significantly since the time of the last inspection. Six hundred and ten pupils now attend. There are nine per cent of pupils eligible for free school meals. This is below the national average. The percentage of pupils identified as having special educational needs, including statements, is also below average. The greatest proportion of identified special educational need is linked to learning difficulties. The school draws from a range of ethnic backgrounds. An above average number of pupils speak English as an additional language although few are in the early stages of acquiring the language.

The pupil's attainment on entry is wide-ranging but, overall, it is average for children of this age. A nursery and two reception classes make up the Foundation Stage. In all other year groups there are three classes with similar numbers of pupils in each. The headteacher was appointed after the last inspection.

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

Hayes Park Primary School is a very good school. Very good teaching results in pupils achieving very well and attaining high standards by Year 6. The headteacher provides visionary leadership, and, actively supported by senior staff and governors, is very successful in driving the school forward. The school provides very good value for money.

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

- Pupils achieve very well in English, mathematics and science and attain standards that are well above the national average by Year 6.
- Pupils' attitudes to school are very good, they behave very well, form very good relationships and their personal development is very effective.
- The quality of teaching is very good. There is a strong team of staff who work together very well.
- The overall leadership and management of the school is very good. The headteacher is extremely successful in ensuring that the school moves forward.
- The school's evaluation of its own performance is excellent and staff development is given a very high profile.

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

- The way in which the school organises its curriculum.

*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 and since that time there has been very good improvement. Standards have improved significantly in the core subjects of English, mathematics and science where the rate of improvement is better than that seen nationally. There have also been significant improvements in standards in design technology, and in information and communication technology (ICT). Standards in both of these subjects were below expectations at the last inspection. There has been particularly good improvement in the quality of teaching and this is now very good. The provision for pupils' spiritual, social and cultural development is much improved, since this is now very good and was judged only to be satisfactory at the last inspection. Assessment procedures are much better as is the provision for pupils with special educational needs. The overall leadership and management of the school has improved significantly.

## 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
	2000	2001	2002	2002
English	A	A	A	A
mathematics	A	A	A	A
science	A	A	A	A

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

In 2002, the school's results in the National Curriculum tests taken by pupils at the end of Year 6 were well above the national average in the core subjects of English, mathematics and science. These results compare very well indeed with similar schools. Standards in all three subjects have been well above average for the past three years, with noticeable improvement even within the well above average band.

In 2002, the results at the end of Year 2 were well above average in reading and mathematics, and above average in writing. Over the past three years, the results in reading and mathematics have tended to be above average whereas in writing they have been average. The school is determined to achieve improvement in pupils' writing and this is already evident in the 2002 results.

On entry to school, children's attainment is in line with that expected. The inspection findings show that in the nursery and reception classes, children achieve very well and by the end of the Foundation Stage, almost all children attain the expected goals in all six areas of learning. Many attain above these.

The inspection findings also show that pupils of all ages, abilities and backgrounds are achieving very well through the school. In English, mathematics and science they are attaining standards in Years 2 and 6 that reflect those gained in the most recent national tests for those age groups. Pupils with special educational needs, those who have been identified as high attainers, and those who speak English as an additional language, are all supported very well so that they achieve of their very best. The school sets challenging targets in English, mathematics and science. Over the past three years it has outstripped the targets set for pupils in Year 6 in all three of these subjects.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic and keen to learn. They concentrate very well and show enjoyment in learning.
Behaviour, in and out of classrooms	Pupils behave very well. They are friendly, polite and they respect the rules. The school is a very harmonious community.
Personal development and relationships	Very good. Pupils show increasing levels of maturity and responsibility as they move through the school. They are very supportive of each other.
Attendance	In line with the national average. The school is working hard to raise the awareness of parents about the importance of taking family holidays outside term-time.

## 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.*

Overall, teaching is very good. High quality teaching leads to very good learning for pupils in all year groups. Throughout the school, teachers are enthusiastic, teamwork is strong and staff work together very well. They set high expectations of children from the nursery upwards. Teachers make particularly good use of assessment. This ensures that pupils with a wide range of different needs are provided for very effectively. There is very good support for pupils with special educational needs and high attainers are targeted effectively for extension work. Pupils who speak English as an additional language also have their needs met. Teachers place a strong emphasis on literacy and numeracy, and pupils develop their skills systematically across the school. All pupils in school are set individual targets and they try hard so that they achieve them. Staff emphasise the importance of constant improvement and they often make reference to the targets that have been set for pupils. Pupils respond very positively to this level of challenge and individual attention.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a good range of learning opportunities, enhanced by visiting specialists, visits and extra-curricular activities. It is looking at ways in which links across subjects can be more systematic and how skills can be developed in greater depth.
Provision for pupils with special educational needs	Very good. Pupils' needs are identified early and they are very well supported. All pupils are included effectively in all aspects of school life.
Provision for pupils with English as an additional language	Pupils are provided for very well so that they have full access to the curriculum.
Provision for pupils' personal, and spiritual, moral, social and cultural development	Very good. Pupils gain very good awareness of their own and others' beliefs and cultures. The school fosters a very clear sense of community.
How well the school cares for its pupils	The procedures for child protection and ensuring pupils' welfare are effective.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good, overall. The headteacher provides very high quality leadership. He is ably supported by senior staff in the continuing drive to improve standards.



How well the governors fulfil their responsibilities	Very good. Governors have 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 view of performance and take action when needed.
The strategic use of resources	Very good. Expenditure is clearly linked to the priorities within the school development plan. Financial management is very strong. The principles of best value are very effectively applied.

The school has a high budget carry forward. This is not unusual in a situation where the school is working through a 'transitional financial plan' taking it from grant maintained status to foundation status.

### **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 and make progress</li> <li>• Teaching is good</li> <li>• Behaviour is good</li> <li>• Parents feel comfortable in approaching the school</li> <li>• The school's high expectations of all children</li> <li>• The school's leadership and management</li> <li>• Children become mature and responsible</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework</li> <li>• The information about their child's progress</li> <li>• The range of activities outside lessons</li> </ul>

Parents hold the school in high regard. They are very pleased with most aspects of the provision and the inspection team agrees with their positive views. The amount of homework set is in line with national recommendations. The school is currently reviewing its arrangements for homework to ensure that what is set links well to work being undertaken in class. The information for parents about the curriculum and their child's progress is good. There are particularly good opportunities for parents to be involved in the process of setting targets for their child. Reports meet requirements. They contain comprehensive information about the child's progress in the core subjects, although there is less detail about other subjects. The range of activities undertaken outside lessons is better than that seen in many schools. The school is currently working with outside agencies to set up breakfast, after-school and holiday care facilities.

## **PART B: COMMENTARY**

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

**Pupils achieve very well in English, mathematics and science, and attain standards that are well above the national average by Year 6.**

1. The standards attained by pupils in Year 6 have been consistently well above average in English, mathematics and science for the last three years. The inspection judgements reflect this picture. Pupils of all ages, abilities and backgrounds work hard, and achieve very well. This is a much improved picture since the last inspection when standards in Year 6 were in line with those expected in English and mathematics. They were above average in science.
2. Pupils' skills in speaking and listening are developed very well throughout the school. In the nursery and reception classes especially, staff pay particularly good attention to ensuring that pupils establish a firm foundation from which they can move forward. Pupils of all ages listen carefully in lessons and contribute ideas with confidence. They show respect for each other's ideas. Older pupils are articulate; for example, when describing what they feel are the most noticeable features of their school. They contribute very effectively to informed debate, as was seen in a Year 6 lesson when they discussed their personal responses to a text about an earthquake in Japan. They are given a wide range of opportunities to perform in front of an audience - this may be in front of the class, a group or the whole school - and they rise to this challenge very well indeed showing high levels of confidence. Many refer to the school's Christmas performances as a testament to this.
3. A strong emphasis is given to reading and, overall, pupils make very good progress. Pupils of all ages develop a good sense of enjoyment in reading. In reception, children handle books carefully, they learn that text is read from left to right, and they use illustrations well to aid their understanding. Children in reception also show good understanding of the use of 'speech bubbles', for example, when they read the story of the Gingerbread Man. By Year 2, they learn to read simple text, with accuracy and understanding. They understand that books are organised in different ways and can explain that information books have many features that are different from those in story-books. This was shown very effectively in a Year 2 class when pupils were asked to explain what they thought a class text would be about just by looking at the front cover. Pupils learn to use a range of strategies to help them make sense of the text including 'building up' letter sounds. The more able pupils read fluently and with expression and are good at predicting what might happen next in the story. Year 6 pupils show good levels of comprehension and are developing clear ideas about their favourite authors. Many show appreciation of the underlying ideas and subtleties in the text. They can explain clearly why they like certain books, giving informed reasons for their choice; for example, because they enjoy fantasy or humour. They can also refer to what they consider to be successful use of writing techniques by the author, with one pupil explaining very clearly why he thought the use of certain vocabulary was particularly effective in describing the thoughts of an evacuee during the Second World War. Pupils use libraries, indexes, glossaries and contents pages successfully to find information from books.
4. Raising of standards of pupils' writing is one of the school's priorities and this is having a very positive impact. The work seen in Year 6 was of a high standard. In Year 2, standards are now above average after a number of years being only average. Throughout the school pupils are benefiting from the systematic teaching using the National Literacy Strategy. By the end of reception, pupils develop enthusiasm for writing, with good understanding about the reasons for writing. In Years 1 and 2, they develop further understanding about the importance of writing in sentences and good understanding about the need to include different characters to make a story interesting; for example, when writing about an enormous tiger. In Years 3 to 6 pupils' writing continues to develop well. They widen their understanding about the need to write in different styles for different purposes and show good understanding of this in their work. This was very evident in Year 4 lessons when pupils were writing instructions to construct an electric circuit. Pupils learn progressively to draft and redraft their work in order to achieve a final copy. Spelling

and punctuation are good, and care is taken with presentation and handwriting. Pupils learn to use vocabulary in imaginative ways to suit the purpose of the task and this is well established by Year 6. For example, one of the Year 6 pupils had clearly appreciated the need for a different style when writing about a recent visit to RAF Hendon as if she were the tour guide. She started by writing 'Our first activity today will be in the Bomber Command Hall where we will see a range of aircraft from World War 2' and then showed a very business-like approach by moving straight to the command 'Off we go!'

5. In mathematics, there is a high emphasis on numeracy throughout the school. By the end of reception, children learn to recognise numbers effectively, they count to ten and well beyond this, match and sequence numbers, undertake simple calculations, make up some of their own, and learn about shapes and measures. By Year 2, pupils use mental recalls well in problem-solving and they show good appreciation of estimation. They recognise number sequences and produce ones of their own, as they were doing in a Year 2 lesson during the inspection. They acquire a good base of skills in using shape, measures and data handling. They develop clear understanding in solving problems with larger numbers, for example, when working with money. In Years 3 and 4, pupils' work shows continued development of their skills in using the four rules of number, with good work on decimals and fractions, and in using symbols to indicate 'more than' and 'less than'. Pupils in Year 6 who were asked say 'We really enjoy mathematics' and this is evident in the way the older pupils approach their work. In a Year 6 lesson about co-ordinates they rose to the challenge of explaining the ways in which they did 'working out' with great enthusiasm. The pupils' work shows that older pupils develop very good understanding of adding, subtracting, multiplying and dividing.
6. In science, pupils undertake a wide range of practical activities that ensure that they are very interested in the subject. This includes exploration of the immediate school environment, which includes a wildlife area. A particularly successful practical activity undertaken in Year 4 around the topic of friction led to pupils having a very clear appreciation of the importance of setting up a 'fair test' and also of the need to communicate scientific results effectively using a range of different charts. A scrutiny of pupils' work and discussions with them about it, along with an analysis of the school's planning, show that a wide range of topics is covered. Pupils demonstrate particularly good understanding of investigative work using increasing scientific skills of observation and prediction, testing their theories and recording in detail what they have found out. As they progress through the school they communicate their findings by drawings, diagrams, bar charts, graphs, short and finally longer well-thought-out reports. Recorded work shows a developing understanding of science. Pupils can identify patterns in data, give reasons for their conclusions and sometimes use information and communication technology to record results. Their developing knowledge of scientific vocabulary is evident, for example, when older pupils explained very clearly what is meant by 'producers' and 'consumers' in a food chain.

**Pupils' attitudes to school are very good, they behave very well, form very good relationships and their personal development is very effective.**

7. Pupils are proud of their school and when asked to give reasons why, older pupils make comments such as 'This is a good school – I'd give it ten out of ten for marks', 'It is a friendly school if you're stuck they help you', 'You're encouraged to do more', 'We're good-mannered here and we have a new blue buddy bench if you're lonely'. In the morning, pupils of all ages come into school eagerly and quickly get involved in the activities. They are enthusiastic about their learning and concentrate very well both in lessons and during more formal occasions such as assemblies. This was particularly noticeable in an assembly for Years 3 to 6 when they considered how their actions can help to shed light on the lives of others. This very good level of concentration was affirmed by the pupils' remarks at the end of the assembly showing how well they had listened.
8. Pupils' behaviour is very good. They learn very effectively what is right and what is wrong, and they are keen to see justice done. The importance of 'taking responsibility for one's own actions' is given a high profile and pupils clearly try hard to put this ideal into practice. Teachers talk

openly about events that happen in and around the school to help pupils understand what is acceptable and what is unacceptable. There are clear procedures to deal with bullying should any occur and these are talked through with pupils. Work in the books of Year 6 pupils shows

that issues associated with racism have been considered very recently. Pupils' accounts show that they appreciate how the person being called names might feel and that they are concerned to try to make sure racism does not happen in their school.

9. Personal development is very good and pupils develop very good levels of maturity. They take initiative and demonstrate responsibility for their learning. They develop confidence in expressing opinions and, especially through the work of the School Council, have a significant influence on school developments. For example, they have had an important input into the provision made at lunch-time and play-time so that there are now many more things to do at these times. Pupils learn effectively the importance of being part of both the school and wider community and learn to consider those who are less fortunate than themselves. Work undertaken in religious education and in personal, social and health education lessons makes an important contribution to pupils' personal development by giving them good understanding of a healthy life style and by helping them explore their feelings and emotions alongside those of others. This is exemplified well in the Year 2 work on special people. One girl wrote about her mum and dad being her special people 'because they are kind and make me laugh'.
10. Very effective relationships are formed and pupils develop very good social skills. Older and younger pupils work together very well with the older ones often looking after younger ones; for example, in the school playground. Pupils of all ages develop friendships and as they enter in a morning they chat happily about events of interest to them. In class, pupils work together successfully giving a good level of support to each other: for example, when using the computers in the ICT suite. Children with special educational needs are valued members of the community and they are integrated well with other children. Pupils who speak English as an additional language are fully included in activities and say that they have 'good friends to play with'. Sensitivity to others is developed well so that pupils are aware of the need to show respect for other's feelings, values and beliefs. Particularly good attention is given to learning about different faiths and cultures. This was very evident during the inspection, which included both the festival of Diwali and also Bonfire Night.

**The quality of teaching is very good. There is a strong team of staff who work together very well.**

11. Overall, teaching is very good and is a strength of the school. High quality teaching leads to very good learning for pupils in all year groups. Throughout the school, teachers are enthusiastic and all staff work together very well ensuring that lessons are carefully planned and organised. They set high expectations of children from the nursery upwards.
12. Lessons have a good structure with a clear beginning, middle and end. In most lessons, the staff use discussion very well, with particularly effective questioning and review and feedback about pupils' learning. There is very good use of key vocabulary to help deepen pupils' understanding. Lessons are very interesting and staff make very good use of resources, particularly ICT. The introductory part of lessons is invariably enhanced by the use of an inter-active whiteboard that helps to engage pupils' attention right from the start.
13. The school provides very well for pupils with a wide range of different needs. Through the particularly good use of assessment, which takes account of the levels of understanding of individual pupils, the school is successful in helping to include everyone in sessions. Pupils with special educational needs receive very good support from teachers and support assistants, with good attention given to the pupils' individual targets. This was seen at its best in a lesson where a group of Year 3 pupils were building up a fact file about the ancient Greeks. High attainers are targeted for extension work and there is a helpful link with Brunel University for those pupils who

have been highlighted as gifted and talented. Pupils who speak English as an additional language are also known very well by staff and have their needs met effectively within the classroom situation, with noticeable improvements being made by pupils. These pupils are proud to speak a language other than English and are keen to demonstrate their skills in both. All pupils in school are set individual targets and try hard to meet these.

14. Teachers place a strong emphasis on the need for pupils to constantly improve their work. There is often reference to the targets that individual pupils have been set and this reminds the pupils concerned about issues such as the need to improve their spelling and presentation. Teachers' marking is used well to highlight aspects of the pupils' work that should be better. In turn, pupils respond very positively to this level of challenge and individual attention.
15. Overall, the teaching of English is very good and occasionally outstanding. Teachers have very good understanding of the most effective ways to teach literacy and they are successful in supporting pupils to develop skills in this area. For example, in an excellent Year 4 lesson when the distinctive features of writing instructions were brought out extremely well since the teacher used a wide range of teaching strategies, including making very good use of an inter-active whiteboard. Also in this lesson there was particularly effective use of different 'marking' techniques to aid the pupils' understanding. Across the school, teachers use the introduction to the lesson very well to initiate work and model learning. Lessons are usually concluded with an effective plenary to assess children's progress, tackle any difficulties encountered and celebrate pupils' successes. Teachers use class and group discussions very well to extend pupils' skills in speaking and listening. Teachers regularly encourage pupils to explain their thinking and this significantly helps to deepen their understanding. Particularly good use is made of the wide range of out-of-school activities to support the work undertaken in English. This is seen in the quality of writing undertaken by Year 6 after a recent visit to RAF Hendon.
16. The quality of teaching in mathematics is also very good. Lessons begin with oral and mental starters that are conducted at a very quick pace, and pupils show a real sense of enthusiasm. For example, in a Year 2 lesson when pupils were rehearsing number patterns at a very brisk speed. Particularly good use is made of technical vocabulary and the constant pursuit of explanations helps significantly to improve pupils' understanding. Pupils respond very well to the tasks set and are keen to complete them. Time limits are set for activities and these help to instil a sense of urgency. In a Year 6 lesson, the teacher probed pupils' understanding of fractions very well indeed as they worked the answers to a maths challenge. Older pupils feel that the teachers encourage them well and give them good ideas. One girl mentioned that 'I try maths experiments at home now – I've tried out my ideas for running the lottery'.
17. Science teaching is very good, overall, with a high focus given to practical work and to the development of pupils' skills in scientific investigation. Teachers plan interesting activities that make pupils enthusiastic about science. Planning is carefully thought out so that questioning and tasks are matched to pupils' different abilities. This ensures that every pupil has the opportunity to make progress at their own rate, building up their knowledge and understanding in science. Learning is also very effective because teachers carefully establish how much pupils have remembered from earlier lessons, often using 'concept maps' and ensure that pupils understand the scientific vocabulary they will be using.

**The overall leadership and management of the school is very good. The headteacher is extremely successful in ensuring that the school moves forward.**

18. The headteacher provides visionary leadership, setting very high expectations, continually striving for improvement and driving the school forward. He has taken very effective action since the previous inspection, giving a strong lead in raising standards of teaching and learning, attainment and achievement. He has been instrumental in creating a supportive environment in which pupils and staff feel valued. The senior staff, the governors, and the hard-working and committed staff have provided active support. Together they have been successful in creating the school's ethos for learning. The school's stated vision of 'being an inclusive community of children and adults committed to: excellence and life-long learning, working in a caring and secure environment, achieving success through support and challenge' is very successfully translated into practice.
19. The delegation of responsibilities to key staff is very effective and efficient. Senior staff ensure that very good systems of internal communication and support are maintained for all staff – one of the key factors which has helped to ensure that new staff fit in quickly. As a result, newer staff

make comments such as 'It's a great place to be'. Subject co-ordinators, in particular for English, mathematics and science, have a thorough overview of the quality of teaching and standards that pupils attain. They are conscientious and rigorous in their approach, monitoring planning regularly, observing classroom practice, scrutinising pupils' work and analysing assessment data. Along with class teachers they set challenging targets for pupils' performance, regularly monitoring progress and resolving any issues that may arise. They produce an annual subject plan and report on their subjects for the governing body. The success of this corporate management style is evident in the improved attainment at the school. Co-ordination of special educational needs and the Foundation Stage is also particularly effective.

20. The governing body, with its valuable range of expertise, is committed to ensuring the highest quality of education for all pupils. Governors work closely with the headteacher to achieve this aim. Governors know and understand their role clearly and are successful in meeting their responsibilities. Individual governors focus on one area of the curriculum and they take an active role in keeping themselves, and fellow governors, well-informed. The proceedings of the governing body are conducted efficiently and committees are well organised.
21. School improvement planning is very thorough and provides clear educational direction for the school's work. Funding is linked to priorities, with actions, time-scales 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 planning. This high level of involvement ensures that the improvement plan is a useful management tool and that all aspects of school life are covered.
22. The quality of financial management is high. Expenditure is clearly linked to priorities within the plan. Financial monitoring and control are very effective and there are no significant weaknesses in the most recent external audit report. Financial documentation is of a high standard. There is a high budget carry forward. This is not unusual in a situation where the school is working through a 'transitional financial plan', taking it from grant maintained status to foundation status. The carry forward will be reduced significantly by the end of the current financial year in line with the planned spending programme. The school employs a well-qualified financial administrator who works well with both the headteacher and the governing body. The school uses the principles of best value very well in order to compare and contrast its major spending decisions with those in similar circumstances and then challenge itself to further improvement. Governors speak openly about the need to ensure 'value for money being directly linked to the outcomes for pupils'.

**The school's evaluation of its own performance is excellent and staff development is given a very high profile.**

23. The school is very analytical in its approach and information is used very well to help improve provision and raise standards. There are clear links between monitoring and evaluation, feedback and support with regard to raising standards. This happens at all levels, so that pupils' performance is assessed, analysed and then support and guidance is provided so that they can achieve their targets. This also happens very well with all staff in the school.
24. The calendar of assessment and analysis set out for pupils is very impressive indeed. Each month of the year there are lists of activities undertaken to feed the improvement process, these include details such as 'expectation sheets completed for each unit of work', 'collection of samples of work for art, history, geography', 'special educational needs co-ordinator and teachers draw up individual plans'. The school was involved in the pilot stage of introducing an individual pupil target-setting process. This focused approach to individual achievement permeates the assessment procedures. There are very good opportunities for both pupils and parents to be involved in both the setting of pupils' targets and the review of how successfully they have been met.
25. The analysis of assessment data is made easy since the school is using ICT very well to assist this process. Consequently, staff are able to note patterns and trends in pupils' progress at the

press of a button. They regularly analyse outcomes by gender, age and ethnic background. Value-added information is used particularly well.

26. In a similar way, the school both challenges and supports its staff. There is an openness in the school and staff acknowledge that everyone, teaching and non-teaching staff alike, wants to do their best for the children. Staff are very positive about the school's performance management arrangements and in a recent review of its Investors in People Award they spoke highly of the level of support they are given. They refer to a culture where everyone is encouraged 'to grow, learn and contribute'. Very good links are established with higher education establishments and the local education authority so that the best possible opportunities are provided for staff to improve their knowledge and understanding. Excellent opportunities exist for staff to learn about the process of teaching and learning in classrooms. For example, at present, both deputy headteachers are working in classrooms with other staff helping to refine and improve practice. This was observed on a number of occasions during the inspection and on each it was evident that the school is truly 'committed to excellence through life-long learning'.

## **WHAT COULD BE IMPROVED**

### **The way in which the school organises its curriculum**

27. Since the last inspection the school has implemented the national strategies for literacy and numeracy very effectively and also adapted national guidance in the other subjects of the curriculum. This has ensured that there is a consistent and progressive approach to teaching all subjects through the school. Now the school is seeking to refine this planning.
28. As a result of recent training about the different ways in which pupils learn staff are more actively matching the work set to pupils' preferred learning styles, for example, by making more use of kinaesthetic, auditory and visual learning techniques. They are also looking at ways of maximising links across the curriculum so that pupils' knowledge, skills and understanding can be developed in ways that are more relevant; for example, by developing more systematically mathematical understanding, for example, in data analysis, in science lessons. Teachers have also noticed that in the morning literacy and numeracy lessons it has been difficult to develop pupils' skills in depth, notably in extended writing, and, as a result, a 'writer's workshop' has been introduced. Generally, there is a determination to try and make better use of curriculum time and, in line with other developments in the school, make more use of ICT in the process of teaching and learning.
29. In this initiative, the school recognises the importance of involving the pupils and building on some of their ideas. Pupils already have some very good points to make notably about 'the length of particular lessons' and about the fact that sometimes 'we could save things on the inter-active whiteboard' to use in other lessons. The school recognises the potential of making the whole planning process more overt to the pupils.

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

30. Whilst ensuring the continuation of its present high standards and the very good quality education offered, the headteacher, senior staff and governors should:
- (1) Improve the way in which the curriculum is organised by:
- involving pupils in the process of curriculum review and more actively matching the work set to their preferred learning styles;
  - maximising links across the curriculum;
  - making better use of curriculum time;
  - making more use of ICT in the process of teaching and learning.
- (paragraphs 27-29)*



The key issue is identified in the school improvement plan.

*The numbers in brackets after each key issue indicate the paragraphs in which the weaknesses are discussed.*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	14

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	17	6	1	0	0	0
Percentage	4	68	24	4	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 four percentage points.

### Information about the school's pupils

<b>Pupils on the school's roll</b>	Nursery	Y1 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	41	569
Number of full-time pupils known to be eligible for free school meals	N/A	55

FTE means full-time equivalent.

<b>Special educational needs</b>	Nursery	Y1 – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	3	86

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	80

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	43
Pupils who left the school other than at the usual time of leaving	46

### Attendance

Authorised absence

	%
School data	6.1
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
	2002	42	47	89

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	41	42	42
	Girls	42	45	45
	Total	83	87	87
Percentage of pupils at NC level 2 or above	School	93 (94)	98 (94)	98 (98)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	41	42	42
	Girls	43	45	44
	Total	84	87	86
Percentage of pupils at NC level 2 or above	School	97 (94)	98 (97)	97 (94)
	National	84 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest 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
	2002	44	46	90

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	38	42	43
	Girls	42	42	45
	Total	80	84	88
Percentage of pupils at NC level 4 or above	School	89 (94)	93 (90)	98 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	41	42	43
	Girls	45	43	45
	Total	86	85	88
Percentage of pupils at NC level 4 or above	School	95 (93)	94 (91)	97 (90)
	National	73 (72)	74 (74)	82 (82)

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

## Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

## Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
429	0	0
0	0	0
10	0	0
0	0	0
0	0	0
0	0	0
0	0	0
48	0	0
11	0	0
0	0	0
0	0	0
13	0	0
9	0	0
2	0	0
1	0	0
8	0	0
0	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

## Teachers and classes

### Qualified teachers and classes: Y1– Y6

Total number of qualified teachers (FTE)	26.4
Number of pupils per qualified teacher	22.3
Average class size	28.4

### Education support staff: Y1 – Y6

Total number of education support staff	17
Total aggregate hours worked per week	478

### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	40
Total number of education support staff	3
Total aggregate hours worked per week	75

## Financial information

Financial year	2001-2002
	£
Total income	1,457,752
Total expenditure	1,420,912
Expenditure per pupil	2,163
Balance brought forward from previous year	173,310
Balance carried forward to next year	210,150

Number of pupils per FTE adult	10
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*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	9
Number of teachers appointed to the school during the last two years	10

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.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	610
Number of questionnaires returned	210

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	37	3	0	0
My child is making good progress in school.	53	41	4	0	1
Behaviour in the school is good.	49	45	4	0	2
My child gets the right amount of work to do at home.	38	43	10	1	9
The teaching is good.	58	39	1	0	1
I am kept well informed about how my child is getting on.	36	49	11	1	3
I would feel comfortable about approaching the school with questions or a problem.	62	34	2	1	0
The school expects my child to work hard and achieve his or her best.	65	30	2	0	2
The school works closely with parents.	43	43	10	1	2
The school is well led and managed.	60	34	1	0	4
The school is helping my child become mature and responsible.	55	38	1	1	5
The school provides an interesting range of activities outside lessons.	22	35	20	1	21