

INSPECTION REPORT

LONGROYDE JUNIOR SCHOOL

Rastrick

LEA area: Calderdale

Unique reference number: 107501

Headteacher: Mr Roy Hepplestone

Reporting inspector: Mr A J Dobell
10373

Dates of inspection: 13 – 14 January 2003

Inspection number: 246679

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:	Foundation
Age range of pupils:	7-11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr John Richardson
Date of previous inspection:	February 1988

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This Foundation school draws pupils from a wide area and is over subscribed. It has 254 pupils on roll between the ages of seven and eleven with the numbers of boys and girls being broadly similar. About one quarter of the pupils originate in a range of non Western-European ethnic groups which is above the national average. Some nine per cent of pupils speak English as an additional language which is also higher than average. Pupils in the school cover the full range of ability, but, overall, attainment is below average when they enter the school and an above average proportion of families are experiencing socio-economic difficulties.

The proportion of the school's pupils known to be eligible for free school meals (21 per cent) is broadly average. There are 48 pupils on the school's register of special educational needs and, at 19 per cent, this, too, is broadly average. Ten pupils have statements of special educational needs and, at four per cent, this is above average. The nature of special educational needs includes moderate and severe learning difficulties, emotional and behavioural difficulties, speech and communication difficulties and specific learning difficulties. In 2001-02, 36 pupils joined the school and eight left during the year. This unusually high proportion included some pupils who speak English as an additional language, but this did not affect attainment adversely.

During this school year, the headteacher spends half of each week leading a neighbouring school and when he is not in school, the school is led and managed by an acting headteacher and deputy headteacher from its own staff.

HOW GOOD THE SCHOOL IS

This is a very effective school with many strengths and few weaknesses. Standards of attainment at the end of Year 6 in 2002 were well above the national average overall and in the top five per cent of schools which draw their pupils from similar backgrounds. A major reason for this is the school's success in including all its pupils in all its activities so that all feel valued.

The school has a clear sense of its identity and purpose and these are summarised in its aims. The quality of teaching is very good overall. The headteacher, very ably supported by his senior colleagues and the governing body, provides clear-sighted and innovative leadership. The school is a lively and caring community in which pupils enjoy their learning. There are very high levels of attainment and pupils make very good progress. Given the very good level of improvement since it was inspected previously and the very good quality of care and learning opportunities that it provides, the school gives very good value for money.

What the school does well

- Very good teaching results in very secure learning in the core subjects of English, mathematics, science and information and communication technology and very high levels of attainment.
- Very effective systems of care, including the systematic monitoring of pupils' progress, result in pupils having high levels of self-esteem which have a positive effect on learning.
- Very good curricular opportunities engage the interest of all pupils and help to create a very good atmosphere for learning.
- Strong links with parents and the local and wider community promote learning very effectively.
- Very good leadership and management give the school a strong sense of purpose emphasising high standards of care and attainment and ensuring that the school is innovative and forward looking.

What could be improved

- The management of teaching and learning in art and design, design and technology, geography, history, music and physical education.

- The ability of subject leaders to manage their subjects effectively.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved very well since it was inspected previously in February 1998. All the key issues for action from that report have been addressed successfully. The quality of teaching has improved and, as a result, standards of attainment have improved significantly. The school's reputation in the local community has improved and the school is now over subscribed. The roles of the governing body and of parents as partners in their children's learning have developed well. An innovative approach to leadership and management, for example, using a business excellence model as a basis for evaluating the school's performance, has underpinned these improvements. However, the balance of teaching time devoted to different subjects has worsened. The school has an excellent capacity to improve 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
	2000	2001	2002	2002
English	E	B	B	A
Mathematics	D	C	A	A
Science	E	A	A	A*

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

Attainment, as measured in the National Curriculum tests at the end of Year 6, has improved significantly since the school's first inspection. Levels of attainment in English, mathematics and science are now markedly higher than they were in 1998 and the improvement in the school's average National Curriculum points score for all subjects has exceeded the national trend. The school has exceeded its agreed targets for the proportion of pupils attaining at least level 4 in English and mathematics in each of the last five years. The school continues to set challenging targets. All pupils, including those who have special educational needs and who those speak English as an additional language, make very good progress in their learning. Good levels of attainment in information and communication technology have been maintained since the school was inspected previously.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school and to learning. They settle quickly to work and are keen to do well.
Behaviour, in and out of classrooms	Behaviour is very good throughout the school and has a positive effect on attainment and progress.
Personal development and relationships	Relationships between pupils, and between pupils and adults, are very good. Pupils have a very clear understanding of the effects of their behaviour on others.

Attendance	In the last full school year, attendance matched the national average.
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Pupils give each other a high level of support both in and out of class. One pupil was excluded for two fixed periods during 2001-02, but is now much improved. Pupils enjoy their time in the school and so make very good progress in their learning.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	N/A	N/A	Very good

The quality of teaching is very good overall and the small amount of unsatisfactory teaching found when the school was inspected previously has been eliminated. During this inspection, all teaching was at least satisfactory with over 80 per cent being good or better and 50 per cent being very good or excellent. The strengths of very good teaching include high levels of challenge, skilful inclusion of all pupils in learning, very effective management of pupils, very good contributions from teachers' assistants and the effective use of assessments of pupils' progress to manage future learning. As a result of very good teaching, pupils work hard and develop the confidence to manage their own learning.

The school has very good strategies for teaching literacy and numeracy and good opportunities exist for pupils to practise these skills in other subjects. All groups of pupils, including those with special educational needs and those who speak English as an additional language, make very good progress in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality of the curriculum is good overall and is supported by an excellent range of activities outside class. The balance of the curriculum is adversely affected because insufficient time is devoted to some subjects.
Provision for pupils with special educational needs	There is very good provision for pupils with special educational needs and they make very good progress in their learning.
Provision for pupils with English as an additional language	Pupils who speak English as an additional language make very good progress because of the very good provision made for them.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very good provision for pupils' personal development which helps them to develop into mature and confident individuals.
How well the school cares for its pupils	The school has very good systems of care and procedures for promoting academic progress are excellent.

The school's curriculum meets legal requirements. It is broad and relevant but the balance of time devoted to art and design, design and technology, geography, history, music and religious education is unsatisfactory. Parents appreciate the high standards of care offered by the school and links with parents are very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, very ably supported by his senior colleagues, provides very good leadership and management. The school's very good improvement since it was inspected previously results from this clear-sighted and innovative leadership and management.
How well the governors fulfil their responsibilities	The governing body shares the school's aims and values and has a very clear understanding of its strengths and weaknesses. Governors fulfil their responsibilities very well.
The school's evaluation of its performance	The school has very effective systems for analysing and evaluating its work. It then uses this information very well to identify priorities for future developments.
The strategic use of resources	The school uses its human and physical resources very well. It has very effective systems for ensuring that it obtains best value from its expenditure.

The headteacher has a very secure grasp of the school's strengths and capacity for further development. He is very ably supported by all his colleagues and the school's management systems are robust enough for the school to continue to flourish even though the headteacher is managing a neighbouring school for half of each week. Learning is managed well, but there is scope for subject leaders to be more effective in managing teaching and learning in their subjects.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Teaching is good and children make good progress. • Behaviour is good and children become mature and responsible. • Parents feel comfortable when approaching the school with concerns and feel fully involved and informed. • Children work hard and enjoy learning and the very good range of activities which the school provides. • The school is well led and managed and has improved very well since it was inspected previously. • Children like school. 	<ul style="list-style-type: none"> • Parents expressed no significant concerns in the meeting before the inspection or in their responses to the questionnaire.

The school distributed 254 questionnaires and 89 were returned (34.3 per cent). The meeting held before the inspection was attended by eight parents. The local community, including parents, holds the school in high regard. As a result, the school's roll has increased and it is now over subscribed. Inspectors support parents' very positive views.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Very good teaching results in very secure learning in the core subjects of English, mathematics, science and information and communication technology and very high levels of attainment.

1. The quality of teaching has improved well since the school was inspected previously. Then, the quality of teaching was very good or better in one quarter of the lessons observed and, good in about one third of lessons and satisfactory in almost all the rest. During this inspection, 26 lessons or parts of lessons were observed and the quality of teaching was at least satisfactory in all of them: in just under one third of lessons teaching was good, and in half the lessons, teaching was very good or excellent.
2. Very good and excellent teaching is rooted in thorough and careful planning. What is to be learned in the lesson is clearly identified and different work is planned for pupils at different stages of learning so that they all have appropriate levels of challenge. The setting of pupils in English, mathematics and science facilitates the planning of suitable work for pupils at different levels of attainment and promotes effective learning. Teachers are careful to ensure that pupils with special educational needs and those who speak English as an additional language are sensitively included and have full access to teaching and learning. Teaching assistants are very effective in supporting these pupils and ensuring that they understand what they are being asked to do and have the skills to do it. Homework is used well to support learning.
3. The basic skills of literacy and numeracy are taught very well overall. Teachers take useful opportunities for pupils to practise these skills in other subjects of the curriculum such as history, science and information and communication technology (ICT). Pupils develop impressive levels of knowledge, skills and understanding in English, mathematics, science and ICT. As a result, standards of attainment in the National Curriculum tests have improved markedly since the school's previous inspection. Since 1998, the rate of improvement in the school's average National Curriculum points score in these tests has exceeded the national trend. In 2002, the average points score in English, mathematics and science for pupils from this school was well above the national average and in the top five per cent of schools nationally which draw their pupils from similar backgrounds. In recognition of this improvement, the school received a School Achievement Award in 2002.
4. A major reason for this improvement in attainment is teachers' skills in managing their pupils' attitudes and learning. Ways are sought to make learning interesting and to involve pupils in managing and organising their work so that staff and pupils are united in ensuring that learning is successful. For example, in an excellent science lesson in Year 4, pupils were challenged to increase their progress through well-chosen learning methods and effective lesson organisation. Very good relationships with pupils resulted in a positive learning atmosphere in which they had the confidence to answer searching questions. Pupils were praised for good work and effective thinking and so were motivated to continue to work hard. As a result, they made excellent progress in their learning. Similarly, in an excellent ICT lesson in Year 6, the teacher's very good subject knowledge and understanding enabled him to respond confidently to pupils' questions. It also enabled him to question pupils vigorously and rigorously and they responded enthusiastically to these high expectations. Time, learning resources and support staff were very well managed so that pupils made excellent progress in their learning.

5. An analysis of pupils' books shows that work is marked regularly and thoroughly and that information from this marking is used effectively to plan future learning. The school now has excellent procedures in place for monitoring and supporting pupils' academic progress and this is a significant improvement on the previous inspection. This very thorough monitoring and promoting of the progress of individual pupils is a further significant reason for the very good improvement in attainment since the school was inspected previously.
6. The school sees equality of access and opportunity as a key entitlement. To this end, pupils with special educational needs are identified early and supported sensitively and systematically. As a result they make very good progress in their learning. For example, a recently introduced reading strategy has proved to be very successful so that pupils on the register of special educational needs are making impressive progress in their literacy skills. Teachers' assistants are regularly consulted so that these pupils can be given effective support in line with the targets identified in their individual education plans. Pupils with statements of special educational needs are carefully monitored and their progress is reviewed annually. The requirements of the newly introduced special educational needs Code of Practice are fully met. Pupils who speak English as an additional language are also supported effectively so that they make very good progress. Pupils who are particularly gifted or talented are challenged effectively, for example, by being offered challenging lessons in mathematics in the local secondary school. The system of setting for English, mathematics and science supports this challenge for higher attaining pupils and they are presented with learning tasks which motivate them and enable them to attain the levels of attainment of which they are capable. The school is very successful in ensuring that all pupils are fully included in learning and this underpins the very good progress that they make.
7. The school's careful management of the learning of all its pupils and the stimulating and positive learning environment that is created means that pupils enjoy learning and wish to be fully involved. They grow in confidence and become articulate and independent in managing their work. They have a very good understanding of what they are learning and why and, as a result, make very good efforts in their learning and work at a good pace. They rarely need reminding to get on with their tasks, but settle quickly and purposefully to individual, group or class work. These mature and positive attitudes are another major factor in the very good improvements in attainment made since the school was inspected previously.

Very effective systems of care, including the systematic monitoring of pupils' progress, result in pupils having high levels of self-esteem which have a positive effect on learning.

8. The school has very good procedures for promoting pupils' personal development and excellent procedures for monitoring their academic progress. Pupils are well known to all adults in the school and this is the basis of the very good care that they receive.
9. Procedures for assessing pupils' attainment and progress were the basis of a key issue for action in the report from the school's first inspection. The school has responded positively to this issue and has established thorough and rigorous systems of assessment. The information from these assessments is used to plan future learning. The results of the National Curriculum tests at the end of Year 6 and the optional tests at the end of Years 3, 4 and 5 are analysed so that any areas of relative weakness can be identified and addressed. Pupils' attainment is analysed when they enter the school and their progress is then tracked systematically. In addition, nationally recognised reading and mathematics test are used to monitor attainment.

Information from all these is then used to set targets for individual pupils. They and their parents are aware of these targets which are discussed at consultation evenings three times per year. This careful and systematic monitoring of pupils' progress successfully underpins the very good progress that they make.

10. A key aspect of the academic and personal support provided for pupils is the very good relationships which exist throughout the school. Parents appreciate the fact that all pupils are valued and praised for what they can do. As a result, pupils rapidly gain confidence and learn to appreciate each other and what adults in the schools are providing for them. The confidence and self-esteem that pupils develop enable them to discuss any difficulties openly so that they can be addressed quickly and do not develop into major issues. Parents acknowledge that staff support pupils who have difficulties, including those with special educational needs. Parents describe the provision for these pupils as very good.
11. The personal development of pupils is promoted in a range of ways. Personal, health and social education includes sex education at an appropriate level rooted in the importance of relationships. Pupils are also aware of the dangers of drugs and other substances. The school council is active in the school and serves as a working example of democracy. All pupils have some responsible role in their class or the school, but these roles are not circulated regularly so that pupils can experience a range of responsibilities.
12. The provision for spiritual, moral, social and cultural education supports pupils' personal development very effectively overall. Spirituality is promoted in assemblies through prayers and opportunities for reflection, and through subjects such as religious education and art and design when pupils have opportunities to reflect on issues which will develop their self awareness and self knowledge. Moral attitudes are strongly promoted and pupils and parents are fully aware of the school's high expectations for behaviour. Parents acknowledge that pupils regard the school as 'fair', and that any problems, such as rare examples of bullying, will be sorted out quickly and effectively. There are good examples of social development being effective. These include the school council supporting an elderly resident who had been harassed by local youths, and raising funds for charities. Social development is also promoted by effective community links. Cultural development is very good and is supported by a range of visits and visitors. For example, pupils have experienced a Victorian day and a 'day in the life of a Roman soldier'. Pupils come from a range of different ethnic backgrounds and the school uses this rich diversity skilfully to improve cultural awareness.
13. Pupils' welfare is promoted very effectively. Health and safety have improved significantly since the school was first inspected, for example, through the creation of a separate car park and major improvements in fire safety. The security of the building has been improved and there is now full access for disabled pupils. Play equipment has been improved and an adventure playground been created. Play areas have been extended. There is a 'healthy eating' tuck shop at play times and a breakfast club before school. Pupils are aware of each other's needs and integrate new pupils sensitively into the school's activities. A 'friendship stop' has been created in the playground, and if a pupil stands there having no one to play with, members of the school council will help that pupil to take part in play.
14. Child protection procedures are thorough and widely understood, and this is further support for pupils' welfare. Outside agencies are available where necessary to support pupils with particular needs. These include the school psychology service, education

welfare officer, speech and language support and physiotherapy. All these help to ensure that all pupils develop the confidence to participate fully in learning.

15. The success of the school's strategies for promoting good behaviour was confirmed in discussions with lunchtime supervisors during the inspection. They confirmed that they meet very polite and well-behaved pupils who respond well to adults. They have noticed that new pupils integrate well into the school, and are helped to do so by other pupils. Children play well together and appreciate the improved provision since the previous inspection. Bullying is most unusual and pupils are confident in how to deal with it should it occur. One supervisor described behaviour as 'brilliant' and said that she 'loves working here'.
16. Pupils develop impressive levels of confidence and self-esteem because of the sensitive care that they receive. This confidence has a positive effect on learning and progress because pupils feel that they are valued as individuals and that the school appreciates their efforts and achievements.

Very good curricular opportunities engage the interest of all pupils and help to create a very good atmosphere for learning.

17. The school's curriculum meets the requirement to teach the National Curriculum and religious education well. The quality and range of learning opportunities is very good and many initiatives enrich pupils' learning. However, the relatively low proportion of time devoted to the foundation subjects of art and design, design and technology, geography, history, music and physical education is a weakness. It is a consequence of the school's understandable priority to raise attainment in English, mathematics and science.
18. The very good quality of curricular experiences is rooted in effective planning. Subject leaders prepare long and medium-term plans for their subjects to ensure that the requirements of the National Curriculum and the locally agreed syllabus for religious education are met. Year group teams then plan lessons in accordance with the medium and long-term plans. Care is taken to plan learning activities which will engage pupils' interest and provide suitable challenge for pupils at different levels of attainment. In the most successful lessons, the teacher's enthusiasm for the subject communicates itself to the pupils who become enthusiastic in turn. They understand clearly what the purpose of the lesson is and their understanding is tested and extended by rigorous but sensitive questioning.
19. Since the school's first inspection, a number of improvements have been introduced which have improved curricular opportunities and provision. The library has been developed and is now a very good resource for learning. The computer suite has also been refurbished and, together with computers in classrooms, provides pupils with good opportunities to use ICT to support learning in subjects across the curriculum. Pupils are sufficiently skilled in ICT to be able to take advantage of these opportunities. Work on display around the school is evidence of the use of ICT to support learning.
20. The school building is clean and welcoming and provides an attractive learning environment. The site manager and her team work hard to ensure that it is clean and safe for its pupils. Their efforts are supported by the school's maxim that 'a tidy school is a safe school'. Pupils' work is celebrated in the many attractive displays around the school which enhance and reinforce the atmosphere for learning. Good work and effort are celebrated further in the school's weekly 'awards assembly'.

21. Pupils' learning experiences are also enhanced by the excellent and wide-ranging activities provided outside lessons. These are open to all and include boys' and girls' soccer supported by local professional clubs, choir, dance club, European club, cheerleaders, ICT club and homework club. Other activities include an annual book week, which gives literacy a high profile, and 'Showing racism the red card'. A large number of pupils participate in these activities which develop their skills and self-esteem and broaden their learning experiences.
22. Visits and visitors into the school extend pupils' learning experiences further. Religious leaders from different denominations and faiths visit the school. For example, during the inspection, a priest from the Ukrainian Orthodox Church visited a Year 5 class. His ceremonial robes and precious objects, including a large, gold-bound bible, created considerable interest and excitement in the class and enriched pupils' learning. Theatre and other cultural groups have worked with the school. Visits have included the Year 6 residential weekend, a Year 5 visit to an industrial museum, a Year 4 visit to the Museum of Film and Photography, and Year 3 visits to York and Shibden. All these visits have supported learning in different subjects.
23. An unusual and imaginative aspect of the breadth of the curriculum is the school's European links via the 'Comenius' project. An initial project created links with schools in Italy and Spain and was concerned with methods of teaching reading. A new project is being planned with schools in Eire and Norway to investigate differences and similarities in timetables for primary aged pupils in the three countries. A development of these links is the European club which meets weekly in the school on one lunch time per week. During the inspection, it was attended by 11 pupils who were learning numbers from one to twenty in Italian.
24. This interesting and stimulating curriculum motivates pupils very effectively. As a result, they enjoy their work and are eager to learn and make progress.

Strong links with parents and the local and wider community promote learning very effectively.

25. Parents hold the school in exceptionally high regard. Over one third of the questionnaires issued were returned and were unusually positive. For example, 100 per cent of parents who returned the forms believe that the school is led and managed well and that teaching is good. All parents believe that the school expects children to work hard and that they make good progress. All parents feel confident when approaching the school with concerns. Written comments on questionnaires were also very positive and one parent referred to 'a superb school'.
26. The meeting held for parents before the inspection was also very positive. Parents are very happy with their children's levels of attainment and with the caring attitudes that they develop. They believe that behaviour is good and that their children are aware that the school treats them fairly. They are well informed about the school's activities and about their children's progress. The amount of work that children are expected to do at home is about right. The school responds well to any concerns that they have. Parents believe that there has been very good improvement since the school was inspected previously and appreciate the good links with the main infant and secondary schools.
27. Discussions with parents during the inspection confirmed these positive views. One parent described the school as 'brilliant' and parents were generally very pleased with standards of behaviour and pupils' caring attitudes. They appreciate the way in which

teachers care for their children, and the school's effective management. One parent stated that 'when they say they'll do something, they do it'. Information from newsletters is appreciated as is information on what their children are learning. Other aspects of the school that parents like include the 'healthy eating' policy, communication with teachers via the link book, and the regular homework which children enjoy.

28. The school works hard to gain the support of parents. Information about what is to be taught during the term is made available and weekly newsletters keep parents well informed about the school's activities. The home-school link books are an effective means of communication between parents and class teachers. The school runs curriculum workshops for parents at least once per year. Topics have included reading, ICT, homework, the literacy and numeracy hours and 'how best to support your child's learning'. The school seeks parents' views by means of a questionnaire and takes the results of these surveys seriously, incorporating them into the next school development plan where possible.
29. Parents are invited to enjoy their children's learning by visiting a range of events such as Harvest Festivals, Nativity celebrations and sports days. They are also invited to the weekly awards assemblies. During the inspection, some 20 parents and grandparents attended such an assembly and shared in their children's pleasure at receiving awards. For example, awards were given for 'helping hands', for being pleasant and well mannered, for having the tidiest classroom of the week, for being the 'star of the week' and for achieving 20 and 40 star awards.
30. Parents appreciate that teachers are approachable and that senior staff are frequently outside the school at the start and end of the day. They also appreciate the opportunities to come into the school for coffee mornings each half term to exchange views. A very active parent-friends association organises events and raises valuable funds which the school much appreciates.
31. The high regard in which the school is held by parents and the local community means that a significant number of parents who live outside the school's official catchment area opt to have their children educated in this school. This includes a number of parents whose children have special educational needs. The school has an above average proportion of pupils with statements of special educational needs. The parents of these pupils are involved appropriately in their learning and all legal requirements with regard to these pupils are met. Very effective links with parents mean that they are all well informed about their children's progress and aware of their targets for further progress. As a result, parents are well involved in the work of the school.
32. There are also very good links with the local community. The school participates in local music festivals and the choir joins in massed choir events for this age group. Nativity performances are held in the local parish church and harvest baskets have been distributed to senior citizens who have been the victims of crime. The school has adopted an owl and parents are invited to the annual 'adopt an owl' afternoon. Pupils made two millennium tapestries. One of these is in the local library and the other was chosen for display in the Millennium Dome and is still on display in London. Pupils also raise money for charities and support a range of multicultural initiatives. They have raised funds for a new wheelchair for a disabled pupil and were so successful that there were enough funds to buy a bicycle for her as well. Business links support learning very well. For example, a local firm provided equipment to enable pupils to design a new chocolate bar. Other projects have included a recycling programme and the school council receives income from the programme to spend for the benefit of

pupils. The quality of pupils' education has been improved by initiatives including transport for the soccer teams, and designing a Formula 1 car which involved the use of ICT.

33. There are very good links with partner institutions. Close links with the main infant school ensure that transfer into this school at the age of seven is smooth and has a minimum of difficulty. Junior school pupils use some facilities at the local high school, for example, the soccer team trains on the all-weather pitch. There are some joint curricular activities, for example, in mathematics, where a bridging scheme eases transition at 11+ and gifted mathematics pupils are given extra challenge. There has been co-operation in science with a local secondary school and pupils from the two schools have created a science garden. Longroyde School provides work experience opportunities for secondary school pupils.
34. The school's strong links with parents and the community have a positive impact on attainment and progress. Parental support for pupils' learning has increased since the previous inspection, and the wide range of community links enriches pupils' learning experiences.

Very good leadership and management give the school a strong sense of purpose emphasising high standards of care and attainment and ensure that the school is innovative and forward looking.

35. The very good leadership of the headteacher and his senior colleagues is central to the school's very good improvement. The headteacher has a very clear view of the school's strengths and areas for development. Supported by the governing body, he has developed the school's facilities impressively since the previous inspection. As a result, pupils now learn in a much more attractive, safe and secure learning environment. This, coupled with the school's high expectations for attainment and progress, has raised attainment to very good levels.
36. The school's vision for its pupils is summarised in its aims. Essentially, these are to enable all pupils to reach their potential academically while developing into confident, caring and independent citizens. These aims are evident throughout the school's work and are impressively realised. Pupils benefit from high standards of care which underpin high expectations for their effort and behaviour. All pupils are valued for what they can offer and, as a result, they value each other and the community both inside and outside the school.
37. The school's management structure provides for a headteacher supported by two improvement officers. This illustrates the school's commitment to improvement. Senior management is supported by a unified and effective staff-team with an excellent capacity to continue to improve. The headteacher recognises that this will be achieved if staff are developed professionally and enabled to give of their best. The school has excellent procedures for performance management and staff development. This is recognised in its success in attaining 'Investors in People' status and having this confirmed a second time. All subjects have a manager. Subject leaders control their own budgets and monitor teachers' planning. However, they do not have systematic opportunities to evaluate teaching and learning in their subjects, and this is a weakness in their ability to manage their subjects effectively. The progress that the school has made has resulted from a carefully managed sequence of developments, and this has not yet been a priority.

38. The school's very good improvement since its previous inspection has resulted from its success in identifying priorities for development, creating strategies for moving the school forward and monitoring and evaluating the success of these strategies in order to determine if further action is necessary. Wide-ranging discussions take place before priorities are identified. Once they are agreed, they are incorporated in the school development plan. This runs for a year but has projections for the next three years. Objectives within the school development plan are given orders of priority – must be completed, ought to be completed, and will be completed as time and resources allow. They are fully costed and monies are identified in the budget to finance them. These developments are marked improvements since the school's previous inspection. The school development plan is now an ongoing working document and is linked to professional development needs.
39. The school is innovative in the ways in which it manages its development. For example, the headteacher uses a business excellence model as a basis for whole-school evaluation. The model has nine criteria against which developments can be evaluated and each criterion is sub-divided into a number of areas. For example, the leadership criterion has four sub-groups: mission, vision and values; leaders' personal involvement in developing and improving management; leaders' personal involvement with customers, partners and stakeholders; and the leaders' motivation, support and recognition of the organisation's personnel. This model gives school self-evaluation a structure for monitoring and evaluating progress from year to year. It is effective in supporting school improvement.
40. A second innovation is the creation of the 'School-House Partnership' which occupies spare accommodation within the school. This private partnership provides ICT services to a range of organisations within and beyond the local education authority. As well as benefiting from the partnership's expertise in developing its own information and communication technology provision, the school receives income from the partnership, which it can use to improve its educational provision. This is an excellent example of the principles of best value being put into practice.
41. The headteacher and his senior colleagues have been very effectively supported by the governing body in moving the school forward since its previous inspection. Led by its experienced and astute chair, the governing body has an impressive grasp of the school's strengths and needs. Governors value training and joint 'brain-storming' sessions with staff. A sensible committee structure supports the governors' work and committees are effectively linked to the full governing body. Governors are well informed about the school's activities. Each governor has a curriculum responsibility and works closely with subject leaders. This enhances governors' understanding of the school's needs. The governing body is effective in acting as a 'critical friend' to the school and discussions at meetings can be challenging. Governors are effective in managing the school's finances and have a very good understanding of the principles of best value.
42. The school's accommodation is adequate for delivering the National Curriculum and religious education. However, the hall is small and is cramped for full assemblies, particularly if parents attend, and for physical education. It is inadequate for large-scale music and drama, especially if an audience is involved. Resources for learning are good overall and are very good in some areas, for example, ICT, library provision. Resources, both human and physical, are deployed effectively.
43. The school runs efficiently on a day-to-day basis. Its routines are straightforward and readily understood so that little time is wasted. Pupils move smoothly from one activity

to the next and expect to be busy and occupied. As a result, their interests are engaged in all areas of school life. This means that they enjoy school and want to be there. This commitment to learning, which results from the leadership provided by the headteacher and all his colleagues, underpins the very good progress that pupils make.

44. The headteacher's purposeful and rigorous leadership is central to the school's success. There is an impressive unity of purpose in the school, and all adults work hard for the benefit of their pupils. The headteacher sets high standards for himself, his colleagues and for pupils and high levels of challenge have resulted in impressive improvement. The fact that the headteacher spends half the week supporting a neighbouring school has not slowed the school's rate of progress. This demonstrates that the headteacher is supported by highly competent colleagues who are equally committed to the school's success. The school's management systems are sufficiently robust to withstand this disruption and to continue to develop the school. There is an excellent capacity for further improvement.

WHAT COULD BE IMPROVED

45. While this is a very good school with an impressive culture of self-review and improvement, there are weaknesses in two areas.

The management of teaching and learning in art and design, design and technology, geography, history, music and physical education.

46. The school devotes 16.6 per cent of its teaching time to these subjects in Years 3 and 4 and, in Years 5 and 6, this proportion is reduced to 14.5 per cent. Nationally, the proportion of time intended to be allocated to these subjects is 26 per cent. As a result of this allocation of time, in three out of eight of the school's classes, pupils spend two days per week just studying the core subjects of English, mathematics, science and ICT. In a fourth class, one day per week is spent entirely on these subjects and, in the other four classes, at least one day is entirely devoted to these subjects apart from 30 minutes on another subject such as religious education.
47. This division of teaching and learning time has an adverse effect on the balance of the curriculum. No classes regularly have all these subjects as part of their curriculum each week and, on alternate weeks all classes only have games or swimming and no other physical education. This adversely affects pupils' ability to develop the knowledge, skills and understanding required for these subjects systematically.

The ability of subject leaders to manage their subject effectively.

48. Teachers leading the different subjects of the curriculum are responsible for long and medium-term planning for their subjects. They monitor teachers' short-term planning and have the opportunity to analyse pupils' work. However, subject leaders do not have the opportunity to observe teaching and learning in their subjects systematically and regularly. This inhibits their ability to manage their subjects effectively and to support their colleagues because they are unaware of strengths and weaknesses in teaching and learning. This adversely affects their ability to plan improvements in their subjects.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

49. In order to improve attainment and the quality of education further, the governing body, headteacher and staff should:

- (1) reorganise the way in which time is allocated to the foundation subjects so that pupils can develop their knowledge, skills and understanding systematically;
(please refer to paragraphs 17, 46 and 47)

- (2) improve subject leaders' ability to manage their subjects by providing systematic and regular opportunities for them to observe teaching and learning in their subjects.
(please refer to paragraphs 37 and 48)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	11	9	5	0	0	0
Percentage	7	41	33	19	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	254
Number of full-time pupils known to be eligible for free school meals	N/A	53

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	N/A	10
Number of pupils on the school's special educational needs register	N/A	48

English as an additional language	No of pupils
Number of pupils with English as an additional language	23

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	36
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	5.9

Unauthorised absence

	%
School data	0.0

National comparative data	5.4
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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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	38	28	66

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	31	37
	Girls	25	25	28
	Total	56	56	65
Percentage of pupils at NC level 4 or above	School	88 (81)	85 (75)	98 (94)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	33	30	36
	Girls	25	25	28
	Total	58	55	64
Percentage of pupils at NC level 4 or above	School	85 (76)	83 (76)	97 (79)
	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
188	2	0
0	0	0
2	0	0
0	0	0
0	0	0
0	0	0
0	0	0
2	0	0
19	0	0
1	0	0
0	0	0
14	0	0
2	0	0
0	0	0
0	0	0
26	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: Y3 – Y6

Total number of qualified teachers (FTE)	10.5
Number of pupils per qualified teacher	24
Average class size	32

Education support staff: Y3 – Y6

Total number of education support staff	10
Total aggregate hours worked per week	245

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

Financial information

Financial year	2001-2002
	£
Total income	527,814
Total expenditure	532,368
Expenditure per pupil	2,047
Balance brought forward from previous year	9,707
Balance carried forward to next year	5,156

Number of pupils per FTE adult	N/A
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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)	1
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	254
Number of questionnaires returned	87

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	32	1	1	0
My child is making good progress in school.	64	36	0	0	0
Behaviour in the school is good.	61	38	0	1	0
My child gets the right amount of work to do at home.	44	47	6	1	2
The teaching is good.	64	36	0	0	0
I am kept well informed about how my child is getting on.	38	55	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	71	29	0	0	0
The school expects my child to work hard and achieve his or her best.	78	22	0	0	0
The school works closely with parents.	44	51	5	0	0
The school is well led and managed.	70	30	0	0	0
The school is helping my child become mature and responsible.	60	37	2	1	0
The school provides an interesting range of activities outside lessons.	69	30	1	0	0