

# INSPECTION REPORT

**Collingham, Lady Elizabeth Hastings C of E  
Primary School**

Collingham, Wetherby

LEA area: Leeds

Unique reference number: 108011

Headteacher: Mrs Deborah Kenny

Reporting inspector: Mr C A Wonfor  
OIN: 17546

Dates of inspection: 5<sup>th</sup> - 6<sup>th</sup> November 2002

Inspection number: 246752

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11 Years
Gender of pupils:	Mixed
School address:	Linton Road Collingham Wetherby West Yorkshire
Postcode:	LS22 5BS
Telephone number:	01937 573 117
Fax Number:	01937 574 147
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs V Masterton
Date of previous inspection:	19 January 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Collingham School is situated within the village of Collingham, near the town of Wetherby. Children attend the school from a wide catchment area; indeed some 28 percent of pupils live outside Collingham. The school is very popular and numbers have been steadily increasing over recent years. The school does not have its own nursery provision and children attend a variety of pre-school settings prior to starting at Collingham. Children's attainment on entry to the school varies widely but overall is broadly in line with national levels. Currently there are 211 pupils on roll, including 30 children under the age of 5, who are taught in seven classes. The number of pupils who are entitled to free school meals is below the national average, whilst the percentage of pupils speaking English as an additional language is higher than in most schools. The percentage of pupils with statements of special educational needs and those who are on the school's special needs register is above the national average.

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

This is a highly effective school. Children enter the Reception class with a wide range of skills but very quickly understand that school is a very positive place to be. The ethos of hard work, high standards and enjoyment is further developed throughout the whole school. All pupils quickly appreciate that school is exciting, they want to attend and learn and many show high levels of care for others. This is achieved through outstanding leadership and management, very good teaching and excellent relationships. The school provides very good value for money.

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

- Leadership and management are outstanding and are central to the school's continuing success, as is the quality of relationships and teamwork throughout the school.
- The quality of teaching is very good and as a result pupils have a very positive attitude to their work. This significantly aids their ability to learn and achieve high standards.
- The curriculum is very good, especially information and communication technology (ICT). Extra-curricular activities are excellent.

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

There are no major areas of the school's work that need to be improved.

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made outstanding improvements since the last inspection in January 1998. All the previous key issues have been successfully addressed, including those minor issues raised by the previous report. The headteacher, her staff and the governing body have a very clear vision for the school and its long-term success. Standards have continued to rise year on year, especially for higher attaining pupils. Curriculum planning and the assessment of pupils' progress are now very good. These greatly assist teachers in setting challenging work that ensures pupils of all abilities achieve very well. The school has very successfully raised pupils' awareness of other cultures and established an ethos of knowledge, understanding and acceptance of other cultures and beliefs. This is a real strength and is central to the school's community status. The school has very good capacity to continue developing.

## STANDARDS

The table shows the standards achieved by pupils by the age of 11 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			Similar schools
	2000	2001	2002	2002
English	A	C	A	B
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

The school's results in the table above, show that pupils in 2002 achieved results well above the national average for English, when compared with all schools and above average when compared to similar schools. In mathematics, pupils attained well above average when compared to all schools and similar schools. In science pupils' results were in the top five percent nationally when compared to all schools and well above average when compared with similar schools. Pupils' standards have continued to improve year on year in line with the challenging targets the school has set for themselves. The quality of pupils' work during the inspection certainly reflects these very good standards. All pupils achieve very well, including those pupils with special educational needs of whom the majority attain at least those levels expected nationally by the time they leave school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are excellent. They love coming to school and eagerly participate in activities, including extra-curricular clubs. Pupils work very hard, value their school and are proud of their achievements.
Behaviour, in and out of classrooms	Behaviour in classrooms and around the school is very good. Children of all ages are very polite and considerate to each other, adults and visitors.
Personal development and relationships	Relationships throughout the school are outstanding. All staff show considerable respect, and all pupils are given numerous opportunities to become confident and enthusiastic learners.
Attendance	Attendance is very good overall. Unauthorised absence is below the national average.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good.	Very good.	Very good.

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The quality of teaching and learning throughout the school is of a very high standard. Lessons in Reception are very exciting and stimulating. Teaching in the other years meets the needs of all pupils very well, including gifted and talented pupils and those with special educational needs. The teaching of literacy and numeracy is of a high standard, which results in pupils making very good progress and attaining high standards by the age of 7 and 11. The significant strengths within teaching are the very high expectations teachers have for achievement and behaviour and the very clear learning objectives they set for all pupils. Lessons are stimulating, activities are challenging and support is of a very high quality. Throughout the school there is excellent teamwork between teachers, support staff and many other adults who offer their time and expertise, to enhance pupils' learning. There is a strong emphasis on pupils' independent learning and many teachers effectively encourage all their pupils to think about how best they learn. As a result pupils understand their strengths, have high self-esteem and are very motivated to achieve both for themselves and their teachers.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is very good. The curriculum is exciting, challenging and very well balanced, with a strong emphasis on developing pupils' literacy and numeracy skills. In addition, there has been significant development of pupils' ICT skills. Statutory requirements are met in all subjects. The curriculum is very well planned to successfully meet the needs of all pupils whatever their ability or background.
Provision for pupils with special educational needs	This is very good. Pupils' needs are quickly and efficiently identified soon after children join the school. Individual learning targets are quickly established to support pupils' progress. High quality and thorough record keeping ensures that teachers and support staff are able to plan specifically for pupils' needs. The work is matched very well to their abilities and pupils make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is outstanding. The school plans in detail for all aspects and closely monitors pupils' progress across the curriculum. The headteacher evaluates the impact of spiritual, moral, social and cultural development on pupils' learning. As a result pupils become reflective, confident learners, who are developing a good sense of citizenship. This is exemplary practice.
How well the school cares for its pupils	Very good overall. All staff provide very high levels of care and support for their pupils, ensuring all feel protected, safe and secure within the school. The oldest pupils in the school also have the opportunity to participate in a first aid course at the local hospital.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership provided by the headteacher, deputy headteacher, and subject co-ordinators is excellent. The headteacher has skilfully deployed staff to reflect their expertise to enhance the curriculum and improve pupils' learning. There is an excellent team ethos in the school that involves all staff, not just teachers. All staff are highly motivated, hard working and enthusiastic. They take their responsibilities to improve and develop the school very seriously.
How well the governors fulfil their responsibilities	The governing body is excellent. They offer the headteacher and school outstanding support, yet frequently challenge all staff to achieve the highest possible standards for the school. Governors work very hard, they are enthusiastic, knowledgeable and committed to making the school as good as it possibly can be. Governors regularly meet teachers to discuss and monitor identified areas for development. They understand the importance of managing an efficient budget and new initiatives, such as race equality.
The school's evaluation of its performance	This is outstanding. Every conceivable opportunity is taken to monitor learning, and evaluate all available data in an effort to raise standards. The school regularly sets itself new and challenging priorities for development, for example, improving pupils' writing and ICT skills.
The strategic use of resources	This is excellent. Governors and senior staff carefully analyse the school's priorities and apply the principles of best value extremely well. For example, making funds available for identified aims to be achieved, such as, appointing additional staff to enhance pupils' learning for those with special educational needs and gifted and talented youngsters. Learning resources are high quality and have a very positive impact on pupils' learning.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Parents are overwhelmingly supportive of the headteacher and the quality of her leadership and management.</li> <li>They believe the school provides very high standards and their children make very good progress.</li> <li>Parents feel they can approach the school at any time and all staff are more than happy to talk to them about their child's progress.</li> <li>There is a very clear homework policy that parents fully understand and support.</li> <li>The vast majority of parents believe the school offers an extremely good range of activities outside lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Many parents felt that last summer's end of year report was not written to the same high standard as in previous years. They also wanted to stress that they had been given the opportunity to comment on the report and felt sure that improvements would be made.</li> </ul>

Inspectors fully endorse parents' very positive comments about the school. There is also agreement with parents about the quality of last year's reports to parents. Inspectors did feel these to be too impersonal and contained educational language that was not clear to non-

educationalists. The school has already addressed this and a revised style of report is planned for next summer.

## **PART B: COMMENTARY**

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

**Leadership and management are outstanding and are central to the school's continuing success, as is the quality of relationships and teamwork throughout the school.**

1. The headteacher, ably assisted by the deputy headteacher, provides outstanding leadership of this highly motivated school. Since her appointment she has worked tirelessly, with the support of the governing body, to create a very effective community based school in which all pupils, irrespective of their ability, enjoy their education and achieve the very best standards they can. Throughout the school there is a culture of high attainment and hard work yet enjoyment and celebration of what pupils can do. All key issues from the last inspection have been addressed. One included raising the standards of attainment in writing for pupils by the age of 7. The school has not only achieved this but has extended this priority to all pupils throughout the school. Opportunities for pupils to create imaginative and structured writing permeate. By the age of 11, pupils have explored and experienced a very wide variety of writing genre. For example, in an excellent Year 6 English lesson pupils planned and drafted their work, some using word processing skills, with the audience of Year 5 pupils clearly in mind. These younger pupils read the articles enthusiastically as part of the preparation for their residential visit next year. The teacher made excellent use of the interactive white board to explore pupils' headlines for their article, many of which were very funny.

2. Another key issue surrounded the development of the curriculum, especially schemes of work and the assessment of pupils' standards. Very detailed systems and procedures are now fully developed and implemented to support subject co-ordinators and monitor the curriculum. There is a highly effective management structure that ensures all staff, both teaching and non-teaching, feel supported and valued. The headteacher, deputy headteacher and subject co-ordinators regularly monitor the quality of teaching and its impact on pupils' learning. A strong team approach contributes very well to the overall development of initiatives and the smooth day-to-day running of the school. There is an overwhelming desire amongst all staff to give pupils the very best education that they can. The ethos of the school is not only to strive for high achievement but also to develop well-educated and rounded young people who are well prepared for the next stage of their education. This is why the school places an equally high emphasis on music, numerous sporting activities plus art, dance and ICT. Teachers are rigorous in their teaching and have high expectations that pupils work hard and behave well. They create a relaxed atmosphere where pupils are highly motivated and learn that school can be fun. For example, on many occasions during the inspection pupils were observed laughing and thoroughly enjoying their lessons.

3. Throughout the school, all staff share a sense of unity and belonging. For example, the caretaker not only ensures the school is meticulously clean and inviting for pupils, staff and parents, but regularly gives up his own time to support curriculum activities such as music and swimming. Cleaners, kitchen staff and numerous volunteers and helpers are all made to feel welcome and part of the school. All teachers lead and manage their areas of responsibility very professionally. Staff feel that their efforts are highly valued by the headteacher, governing body and parents and it is no surprise that standards in the school have continued to rise year on year since the last inspection in 1998. This is especially true for those pupils achieving levels above the national average by the age of 7 and 11. Parents

are full of praise not only for the ability and quality of the headteacher but also the impact the school has on the lives of their children. Many parents commented on how the school's Friday assembly, which they attend, boosts their childrens' self-esteem and confidence. Parents, grandparents and even friends are able to share with their children, their delight at being presented with certificates for achievements in all aspects of school life, not just academic improvement but also kindness, courtesy and concern for others. Parents also highly value the commitment of the headteacher and her staff. The weekly newsletter from the headteacher keeps parents fully informed of what is happening in school. Teachers send out half-termly newsletters outlining the curriculum for parents and they are always available for parents to contact with any concerns or suggestions. Parents are also fully informed about the school's homework policy, what is expected of their children and how they can help them to achieve their best.

4. The overall management of the school is outstanding. The school is clearly a highly effective school, where the views of all school partners are considered. The governing body plays an important role in this process, as do parents. Parents are fully consulted on a regular basis about the school and are asked to complete an annual questionnaire. These results help to inform the school's improvement plan before the governing body approve its targets. The process of self-evaluation is closely connected to performance management and this also effectively informs school development and improvement, both in the short and long term. There is no doubt that what the school offers its pupils is very good indeed. From the first contact parents have with the school they feel fully involved and part of their child's learning. One parent commented, "*we cannot believe how lucky we were to find this school*".

5. The school has successfully introduced performance management, alongside the literacy and numeracy strategies, as well as addressing the issues from the last inspection. What were weaknesses in the last inspection have now become strengths. For example, developing pupils' awareness of other cultures. Other areas deemed to be satisfactory in 1998 have now become significant strengths. Information technology was satisfactory in the last inspection, but since then staff have been trained, confidence has greatly improved and the school has established a very modern and up to date ICT suite. The impact this has had on pupils' standards is notable and pupils' work is now above national expectations by the age of 11.

6. The governing body is very supportive of the work of the school. The chair and her colleagues have established a governing body that has the skills and expertise to meet the school's priorities and aspirations. Many governors have taken advantage of the Local Education Authority's training and are knowledgeable about new initiatives, such as the revised code of practice for special educational needs and race equality. This understanding not only enables governors to support the school but also to challenge the headteacher and her staff. For example, as part of the governing body's monitoring and evaluation role, teachers are expected to attend the curriculum committee meetings to discuss subject policies and other developments. Policies are often amended before being signed by all governors present. The governing body has named governors with specific responsibility for special educational needs, race equality, training/mentoring, child protection, literacy, numeracy and performance management. The headteacher's reports for the governing body are very detailed and provide an opportunity for discussion and decisions to be made. For example, one teacher is appointed on an annual part-time contract to support booster and enrichment classes. The impact this appointment has had on helping to raise standards is outstanding. All committees report to the full governing body and decisions are minuted. Close links are also maintained with the school's Parent, Teacher Association which provides excellent financial assistance to the school, raising thousands of pounds every year.

7. School target setting is carried out each year by the governing body who are involved in all decisions about financial planning, the analysis of standards and strategic planning. For example, the school realised the need to develop suitable accommodation for ICT within the school. Part of the school was quickly converted into a new learning suite. This new resource has considerably enhanced pupils' learning. Another example is the creation of a new outdoor play area for children in Reception. The budget is very well managed and appropriate spending takes place. Good use has been made of the school's finances to ensure staff have high quality learning resources whilst still maintaining suitable reserve funds in case of emergencies. The principles of best value are used exceptionally well. The school regularly compares its results with other schools, challenges itself to do better, consults with all who are involved in the school and the wider community, and ensures that it selects the best value when choosing suppliers and contractors. Careful financial planning features highly in the school improvement plan and all targets are carefully monitored and evaluated within the school's financial procedures.

8. Curriculum co-ordinators have clearly identified areas of responsibility for their subjects. They are confident and have the authority to lead new developments throughout the school. They effectively manage their own budgets for learning resources and identifying new training opportunities for themselves and colleagues. Co-ordinators are given additional time away from teaching to enable them to monitor standards in their subjects throughout the school. This has had a very positive impact on improving pupils' standards and the quality of teaching and learning.

**The quality of teaching is very good and as a result pupils have a very positive attitude to their work. This significantly aids their ability to learn and achieve high standards.**

9. The quality of teaching and learning throughout the school is of a very high standard. Overall it is very good and this has a considerable impact on the standards that pupils attain by the ages of 7 and 11. This is an improvement on the previous inspection, especially in Years 1 and 2 where one-fifth of lessons were judged to be unsatisfactory while a few were of poor quality. Teachers throughout the school have a very good understanding and level of expertise in the core subjects of English, mathematics, science, and ICT. In addition, staff expertise in other areas such as music, art, and physical education has also had an impact on the quality of teaching throughout the school.

10. During the inspection, the quality of teaching was very good or excellent in nearly 70 percent of lessons. The standard of teaching meets the needs of all pupils, including those with special educational needs and gifted and talented youngsters. This ensures that all pupils are fully involved in lessons. In Reception, lessons are stimulating, exciting and highly motivating, with children working confidently in small groups, pairs or individually. In a very good dance lesson with Reception children, the teacher motivated the children by giving them all ribbons to accentuate their dance movements. The children responded very well by demonstrating different movements involving twists and turns at different levels. This inspired move by the teacher also provided opportunities to enhance pupils' knowledge and understanding of shape and colour, while developing their co-ordination skills. The other Reception teacher, in addition to supporting the lesson, also assessed and recorded the children's progress. Teachers' lead by example and motivate their pupils to succeed. In an excellent Year 5 dance lesson, the teacher introduced each section of the lesson herself to demonstrate what she wanted the pupils to work on. This included working with a partner based on a judo movement, modified for dance and power lifting to show effort and balance. Finally, pupils performed the entire dance to music. All pupils were completely engrossed in the lesson and worked solidly for almost an hour. Their obvious pleasure at the end of the performance was only matched by that of the teacher.

11. Teachers throughout the school have very high expectations of their pupils to achieve well and behave appropriately. Lesson planning is extremely good and is regularly monitored by the headteacher and subject co-ordinators. Most lessons are planned in great detail with additional support for individual pupils, where required, and for different groups of pupils according to their ability. In some lessons up to four different ability groups are identified by teachers, who then plan work accordingly. Learning objectives are shared with pupils at the beginning of lessons and often end with a plenary session when objectives are evaluated. In Years 5 and 6 and in the ICT suite, the use of recently installed interactive whiteboards enable teachers to fully explain learning objectives to pupils in a logical and clear way, for example angles in mathematics.

12. Many teachers use a wide range of learning resources extremely well to support pupils' learning. In a very good art lesson in Year 1, the teacher brought in an owl and hedgehog to help explain different textures and colours. The pupils were able to touch the feathers and spines, looking carefully at how the colours changed. The teacher then explained how different techniques could portray different textures, such as rubbing and blending. Pupils are also aware of primary and secondary colours and how different colours can be mixed to create new ones. However, learning resources are not always used as effectively as they could be and this affects pupils' learning. For example, in a Year 3 art lesson the teacher had found some good examples of Tudor art to help the pupils' self-portraits, as she particularly wanted them to focus on how the hair line of girls was portrayed. Unfortunately, these small pictures were only shown briefly to the class and at a distance that not all pupils could see. Instead of using this valuable resource to aid pupils' observation and their learning it had little impact on the standard of their work.

13. There is a strong emphasis on pupils' independent learning. This enables pupils to understand their strengths and those areas needing further development. For example, teachers discuss the work they have marked with pupils to ensure they understand where they have gone wrong. In a Year 6 class, the teacher went around the classroom and discussed pupils' work with them to see whether they agreed with his marking – is it fair? Pupils are given increased responsibilities as they move through the school to assess and evaluate their own work. In Reception, teachers are beginning to ask children's opinions for example, in circle time, what would they do if they were unhappy in school? By the age of 11, pupils are expected to take far more responsibility for their learning, for example, using the Internet to research a topic. Pupils throughout the school are confident to ask for help if they do not understand something. Teachers and support staff use very effective techniques to ensure that pupils do not feel isolated or vulnerable. For example, in a small enrichment class, the teacher thoughtfully worked with a pupil who was finding one particular problem difficult, whilst setting an additional question for the rest of the group. Many pupils take time in lessons to support each other, not just by sharing equipment such as protractors but helping each other with suggestions and ideas.

14. All teachers use ICT effectively. This allows pupils to use new technology to gather information, and demonstrate knowledge and understanding in their learning. This process begins in Reception, where children use the computer like any other learning resource, developing keyboard skills and mouse control very quickly. However, some children still have very limited understanding and it is important that teachers reinforce these basics at every opportunity they have. From Reception onwards pupils use the ICT suite in addition to the computers in their classrooms. By the end of the Foundation Stage children use computers with increasing confidence and understanding across other subjects such as English and mathematics. Older pupils use spreadsheets to collate data for many subjects such as science and geography. Pupils in Year 6 give a presentation using different images and sounds.

15. The marking of pupils' work is very good. It contains detailed comments on the quality of pupils' work, including helpful suggestions on what they need to do to improve. Teachers also make very clear to pupils why they are unhappy with a piece of work. This enables pupils to fully understand how well they are doing and what they have to do to improve. Teachers also take a great deal of time to celebrate a special piece of work with pupils and often the rest of the class. Throughout the inspection there were many examples of teachers praising pupils for high quality work, which often resulted in spontaneous applause from the rest of the class. Parents are very happy with the frequency and quality of teacher's marking. Parents felt that their children remained highly motivated to complete homework set for them, because teachers always took time to mark the work and added helpful and encouraging comments. Parents also felt that homework had a significant influence on raising standards and preparing pupils for the next stage of their education.

16. Teachers and support staff work exceptionally well together and the quality of teamwork is excellent. Staff are very good role models for pupils of all ages. Relationships throughout the school are outstanding. In an excellent Year 2 mathematics lesson, the teacher set pupils the task of counting up to 100 and when they called out a multiple of 5 they had to stand up. If they were already standing and called out another multiple of 5 they had to put one hand on their head, then both hands and so on. Pupils found this very exciting and absorbing and did not want to stop at 100 but continued up to 135. There were many examples of teachers and support staff utilising each other's skills to the benefit of pupils' learning. For example, it is accepted practice that support staff use their time in the classroom, especially during whole group activities, to focus on individual pupils, assessing their ability to cope with the work or how they manage socially. This additional information is invaluable as it helps teachers plan work that is even more suited to pupils' needs.

17. Pupils have excellent attitudes to their work. They enjoy school, they are very eager to learn and to take part in a wide range of activities. Pupils are very secure and are able to express their joy and concerns to staff who know them very well. This creates a very stimulating learning environment throughout the entire school. For example, pupils' written work, artwork and photographs are displayed with great care, for all to see and enjoy. During the inspection one pupil with special educational needs, wanted to share his work with the rest of the class for the very first time. So, at the end of a science lesson, he felt confident enough to stand up on a chair next to his teacher and show the rest of his class the work he had completed. Needless to say this was a very special moment for the pupil, his teacher and his friends and the whole class made certain they stayed quite and listened to every word he said. Pupils are polite and courteous and instinctively use *please* and *thank you* to each other and to adults. All classes have their own class rules, which are agreed, at the start of the year. All staff expect high standards of behaviour, which are gained through mutual respect for each other. In order to achieve this, staff listen to pupils, respond to their ideas and concerns, and use activities such as circle time to reinforce positive attitudes. For example, in a Year 4 geography lesson, pupils were asked to compare and contrast the lives of people in *Chembakolli* with their own lives. One pupil said they had to get up very early the next day to celebrate Ramadan. The teacher instinctively took the opportunity to discuss this event with the whole class allowing pupils to ask questions which they found both informative and interesting.

18. Procedures for monitoring and evaluating teaching have had a very positive impact on the quality of teaching and learning, and ultimately on pupils' standards. The school has used many strategies to improve the quality of teaching since the last inspection. There are formal classroom observations carried out by the headteacher, deputy headteacher and subject co-ordinators. Local Education Authority advisers also visit the school to offer support. Teachers are confident with colleagues observing their teaching and observations are followed up by a

verbal and written report to indicate strengths and any areas for improvement. Training, both externally and within the school, visits to other schools to observe good practice and the quality of formal and informal support for staff has given them the confidence to improve their teaching skills across the curriculum.

**The curriculum is very good, especially information and communication technology. Extra-curricular activities are excellent.**

19. Although the previous inspection said that the curriculum was satisfactory and policies existed for most subjects it was felt that the planning of the curriculum was still at a developmental stage and there were no complete schemes of work for any subject, other than mathematics and art. The school agreed with this finding and has worked very hard to improve the curriculum offered to its pupils. It is now very good for pupils of all ages and abilities. Subject co-ordination, staff expertise and high quality support have enabled all teachers to be confident with the quality of their planning, teaching, monitoring and assessment. This has not only improved standards but also ensured that pupils receive a very well balanced curriculum. Careful and creative curriculum management has also ensured that more than one subject can be addressed at any one time. For example, careful planning allows teachers to link subjects together, such as English and ICT, history and art, or art and design and technology. This also allows other subjects to be added where there is staff expertise or a particular interest from pupils, for example, French is currently being taught in Year 5. Music plays an important role within the life of the school. There is a school orchestra, and they regularly perform at events in the local community. Music tuition also takes place, for example, many pupils learn to play the guitar.

20. The quality of pupils' work displayed around the school is very good. Selected work is thoughtfully displayed and often contains a written explanation highlighting a topic or information about the inspiration for the work, such as Year 3's paintings of different rock formations. Pupils study many different artists such as *Monet* and *Mondrian* and in the headteacher's office there are some very good pastel drawings of *Munch's The Scream*. Other displays include the use of digital photography. For example, a display by Year 6 pupils includes examples of the scientific and geographical observations they found during their recent residential trip. Circle time and citizenship are well taught alongside the personal, social and health education curriculum.

21. However, the most significant improvement since the last inspection is in the provision for ICT. Although the subject was deemed to be satisfactory, little direct teaching was observed and subject development was being limited by the lack of a suitable scheme of work and outdated equipment. ICT is now clearly a strength of the school and an area where pupils of all ages are achieving very well. The use of ICT as support for teaching and learning is very good and this makes a positive impact on the standards pupils' achieve. Since the last inspection, the school has embraced national initiatives and created an impressive ICT suite that includes up to date computers and peripherals that also link to the Internet. There is a very good range of CD Roms to aid pupils' research skills and printers that allow them to quickly print copies of their work for displays or their work files. All staff have completed the national in-service training programme for teachers, although the school thought the quality of external training was not very good so they used the materials to train themselves. As a result teachers' skills and those of support staff have greatly improved since the last inspection.

22. This positive approach to the teaching and use of ICT has enabled pupils throughout the school to achieve above those standards expected nationally by the age of 11 pupils. From an early age, children in Reception have the opportunity to experience computers. They know how to use the mouse and what a monitor is, while others are able to open up different

programs. Older pupils use computers for research using CD Roms and the Internet. They use slides and sounds for presentations and many pupils have completed their own books researched from the Internet. For example, one pupil with special educational needs persevered over many months to research his interest in snakes, finally producing a detailed booklet just before he left the school last summer. The ICT suite is always in use, at break times, lunchtimes and during after school activities. Pupils and staff work alongside each other and the co-ordinator has a very detailed and clear vision for future developments.

23. Provision for pupils' spiritual, moral, social and cultural development is exemplary. There is detailed planning and monitoring of all aspects and the headteacher produces a report for staff and governors as an aid to improving pupils' personal development. Pupils' cultural development has improved significantly from the last inspection where it was deemed unsatisfactory. Regular visits to school by parents, dancers, musicians and story tellers from different cultures and faiths have all added to pupils' experiences and understanding. All aspects of spiritual, moral, social and cultural development are planned across all subjects. For example, opportunities for pupils to develop creative thinking and the wonder of the world is included in planning for English, music, art, dance, drama and science. Teachers and other staff are very good role models who remind pupils when necessary about their responsibilities to themselves and each other. Social and moral development underpins much of the work of the school. For example, during lunchtime when a table of Reception children were being rather noisy and the lunchtime supervisor asked for quiet, it was a Year 6 pupil who went over to the table and very gently asked them to be quiet and listen to the adult.

24. The range and quality of extra-curricular activities is outstanding. Numerous clubs including music, orchestra, sports and a gardening club operate for the benefit of pupils at the school. Many activities have a significant impact on pupils' learning and also allow pupils to share their experiences with the local community.

#### **WHAT COULD BE IMPROVED**

25. There are no major areas of the school's work that need to be improved.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	16

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	7	2	4	0	0	0
Percentage	28	39	11	22	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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR - 6
Number of pupils on the school's roll (FTE for part-time pupils)	0	211
Number of full-time pupils known to be eligible for free school meals	0	2

FTE means full-time equivalent.

Special educational needs	Nursery	YR - 6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	23

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

	%
School data	3.4

#### Unauthorised absence

	%
School data	0

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	10	20	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	9	10
	Girls	19	19	20
	Total	27	28	30
Percentage of pupils at NC level 2 or above	School	90 (93)	93 (87)	100 (90)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	9	10
	Girls	19	19	19
	Total	28	28	29
Percentage of pupils at NC level 2 or above	School	93 (90)	93 (93)	97 (87)
	National	85 (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	18	13	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	18	18
	Girls	10	12	12
	Total	28	28	29
Percentage of pupils at NC level 4 or above	School	90 (90)	97 (93)	97 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	16
	Girls	10	10	10
	Total	24	24	26
Percentage of pupils at NC level 4 or above	School	80 (76)	80 (72)	87 (83)
	National	73 (72)	74 (74)	82 (82)

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

**Ethnic background of pupils****Exclusions in the last year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	204	0	0
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Pakistani	2	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	3	0	0
No ethnic group recorded	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: YR – Y6**

Total number of qualified teachers (FTE)	9.8
Number of pupils per qualified teacher	21.5
Average class size	30.1

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

Total number of education support staff	8
Total aggregate hours worked per week	164

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

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

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	3.8

Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.8
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0.2

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001 - 2002
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	£
Total income	447610
Total expenditure	445510
Expenditure per pupil	2229.41
Balance brought forward from previous year	27880
Balance carried forward to next year	29980

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	211
Number of questionnaires returned	84

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	25	1	0	0
My child is making good progress in school.	54	43	2	0	1
Behaviour in the school is good.	68	31	0	0	1
My child gets the right amount of work to do at home.	44	45	7	1	2
The teaching is good.	61	38	0	0	1
I am kept well informed about how my child is getting on.	39	52	6	0	1
I would feel comfortable about approaching the school with questions or a problem.	81	19	0	0	0
The school expects my child to work hard and achieve his or her best.	77	21	0	0	1
The school works closely with parents.	64	35	1	0	0
The school is well led and managed.	87	13	0	0	0
The school is helping my child become mature and responsible.	75	23	1	0	1
The school provides an interesting range of activities outside lessons.	51	33	11	0	5