

INSPECTION REPORT

HARTSBOURNE SCHOOL

Bushey Heath, Hertfordshire

LEA area: Hertfordshire

Unique reference number: 117300

Headteacher: Mr Euan Nicholson

Reporting inspector: Mr Dennis Maxwell
8798

Dates of inspection: 09 – 10 December 2002

Inspection number: 247760

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 to 11 years
Gender of pupils:	Mixed
School address:	Hartsbourne Road Bushey Heath Hertfordshire
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Appropriate authority:	The governing body
Name of chair of governors:	Rosemary Page
Date of previous inspection:	12 January 1998

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hartsbourne Primary is a community school for pupils aged four to 11 years. It is of similar size to other primary schools, with 192 pupils on roll. It is situated on the edge of Bushey Heath, and serves the local and wider community, including the nearby HM armed forces married quarters. It is a popular school and around a fifth of the pupils come from outside the immediate area through parental choice. The social and economic background of the community serving the school is more favourable than that found nationally. The children's attainment on entry to the school is average. The proportion of pupils known to be eligible for free school meals is below the national average. About 14 per cent of pupils speak English as an additional language, but few are at an early stage of English acquisition. Around 12 per cent of pupils enter or leave other than at the usual time, which is above average. The percentage of pupils identified as having special educational needs is well below the national average, with most of them having moderate learning needs. Four pupils have a formal Statement of Special Educational Need. The school mission and aims are to pursue excellence with enthusiasm. The school gained an 'Investors in People' award in 1998 and again in 2001. It also gained a government achievement award in 2002 as well as a 'Healthy Schools' award.

HOW GOOD THE SCHOOL IS

This is a highly successful school that provides a very good standard of education. The school offers a stimulating and very well structured education that reflects its aims and challenges the children. A combination of good, lively teaching, well-chosen tasks and a hardworking atmosphere lead to standards in English, mathematics and science that are well above average by Year 6. The leadership qualities of the headteacher are highly effective in motivating and supporting staff so that there is continual self-evaluation. As a result, the school has improved well since the last inspection, gaining recognition through several awards. The headteacher and senior staff provide very good management so that there is a strong sense of purpose, effort and enjoyment as pupils learn. The school is fully inclusive and values all forms of pupils' achievement, the staff taking genuine pleasure at the children's success. The governors provide good direction and oversight for school improvements. The school gives very good value for money.

What the school does well

- Children get a very good start to their schooling in the reception class through imaginative teaching that leads to very good learning.
- Standards in English, mathematics and science are well above average by Year 6. The improvement in national test results since 1998 has been above the national trend.
- Pupils take a very good interest in their work. Their usual good behaviour promotes good learning. Provision for pupils' personal education is very good.
- Teaching and learning throughout the school are good.
- Pupils benefit from relevant and stimulating activities, designed to make productive and creative links across subjects: for example extended writing about the Indian monsoon.
- The school provides very good pastoral care, with systematic procedures to support personal development.
- There are very effective links with parents, who in turn have a very good opinion of the school.
- The very good leadership style of the headteacher and senior staff has brought about an excellent commitment amongst the whole staff to provide high quality experience for pupils, supported fully by the governing body.

What could be improved

- The school has made a start in setting up systems to assess and record pupils' progress in subjects other than English, mathematics and science, but procedures do not cover all these subjects sufficiently at present.
- The listing of improvement targets by date order in the school improvement plan does not give a sufficiently clear overview of intended developments and that they are balanced over time.

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 made good improvements since the last inspection in January 1998, through the drive and vision of the headteacher, supported by all staff and the governing body. Standards in design and technology, ICT and music have improved and reach the expected standard. Arrangements to check and improve the quality of teaching are very good and have helped to raise the staff's expectations so that they are uniformly high. The governing body is much more active in its role of giving direction, for example by taking part in joint training sessions with the staff. The regular questionnaire to parents is used constructively to respond to parents' interests and concerns. In addition the school has established a programme of refurbishment so that, for example, the Year 5 classroom is a very attractive learning environment. Computer facilities are much improved and are used extensively to enhance pupils' learning. There is now a particular coherence to the school's vision and way of working.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A	A*	A*	A
Mathematics	A	A*	A	A
Science	A	A*	A	B

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

Standards in the work seen during the inspection are well above average in English, mathematics and science by Year 6, and pupils achieve well. They write extensively, for example about the nature of journalism, as well as learning how to write in standard English. Most pupils have very good numeracy skills, calculating quickly in their heads or on paper. They use their skills well, for example to investigate whether mental questions get harder through a test, and for drawing a line of best fit to investigate any relationship. A good practical basis in science promotes pupils' understanding of scientific methods and the need to control variables, for example when adding layers of materials to see how sound may be muffled. There are many examples of good quality work across the subjects, indicating a good depth to pupils' knowledge and understanding and showing that they achieve well. Standards by Year 2 are above average in English and mathematics and in science, where pupils are encouraged to think for themselves. Pupils with special educational needs achieve well, as do those with English as an additional language.

Pupils on average attain standards that are around one year beyond those expected by the end of Year 6. The table above shows that standards in English in the 2002 tests were very high, A* showing performance in the top five per cent nationally. Standards in mathematics and science were well above average. Over half the pupils exceeded the national expectation in each subject. Pupils made very good progress from their prior attainment in Year 2, showing the impact of consistently good teaching on their achievement. Improvements in results since 1998 are above the national trend. The school exceeded its target in English but did not reach it for mathematics in the 2002 tests. The school is on course to meet the suitably challenging targets for 2003. In the 2002 national tests for Year 2, standards in reading were well above the national average and above the average for similar schools. Standards in writing and mathematics were above the national average and in line with the average for similar schools.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils respond very well to the teachers' clear expectations and

	to their personal targets. They concentrate very well, have high standards of presentation and are interested in their work, all of which contributes to their learning.
Behaviour, in and out of classrooms	Good. Pupils have good personal discipline, which helps their concentration and learning. They are considerate to their friends. They understand the school's clear system for rewards and sanctions.
Personal development and relationships	Relationships are very good amongst the pupils and staff. Pupils are responding very well to the ideas and expectations of the new curriculum for personal, social and health education.
Attendance	Pupils want to be at school with their friends and to learn, so that attendance is very good. There are very good procedures to support regular attendance.

TEACHING AND LEARNING

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

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

The quality of teaching and learning through the school is good overall. A significant proportion of teaching is very good or excellent, particularly in the reception year. All the lessons observed were at least satisfactory, indicating a good improvement since the last inspection. The teaching of English and mathematics is good, with thorough attention to literacy and numeracy skills. As a result, pupils grow in confidence and extend their use of expressive language. A few younger pupils do not always listen well to others and a few are not confident in speaking in front of a class, but these skills get better as pupils move through the school. Good teaching helps pupils to use their numeracy skills when solving problems. The teaching of information and communications technology (ICT) is good overall, resolving the weaknesses in pupils' learning noted during the last inspection. The teachers establish high expectations, with tasks that provide well for the needs of all groups of pupils. Most lessons provide good learning experiences, but in a few the teachers do not explain the significance of the ideas sufficiently. Teachers plan carefully and often make notes on pupils' strengths and weaknesses to help future teaching. Classroom teaching assistants contribute well to pupils' learning, particularly to those with special educational needs, through sensitive and thoughtful support.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a rich, relevant and well-planned curriculum. It meets statutory requirements. Regular visits and visitors enhance pupils' learning. Work is planned to provide a depth of experience. Subjects are linked appropriately and sensible account is taken of national guidance.
Provision for pupils with special educational needs	Provision is good. The school offers well-planned opportunities to meet pupils' needs. The pupils make good progress as a result of sensitive support.
Provision for pupils with English as an additional language	The school takes good advice about this area, but not all teachers have sufficient training to deal effectively with these pupils in their classes. Classroom assistants are very well used to support these pupils' learning.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. There is a clear code for pupils' moral and social development. The school gives very good attention to pupils' personal education so that by Year 6 most pupils are mature and responsible. Their spiritual awareness is enhanced through celebration of festivals and within aspects of some lessons, although a few assemblies are lacking in spirituality. There is good provision for pupils' cultural development with opportunities to prepare them for life in today's diverse cultural society. This is in line with the school's good action to prevent racism.
How well the school cares for its pupils	The school provides very good pastoral care for the children. Assessment procedures are good for English, mathematics and science but are under-developed for the other subjects.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior staff provide very good leadership and management. There is an ethos of shared commitment to achieving high standards. All staff carry out their responsibilities well. Staff have a very clear view of strengths and weaknesses informed by thorough checking of quality and standards.
How well the governors fulfil their responsibilities	The governors understand their responsibilities and provide good leadership and direction for school improvements.
The school's evaluation of its performance	The school uses very effective procedures to check standards and provision. Regular lesson observations, for example, have had a positive impact on teaching. They help to make clear the school's expectations about teaching and learning. The analysis of test information is very good and is used to raise standards. The governors monitor the effects of spending decisions carefully and well.
The strategic use of resources	Good. Governors evaluate the effectiveness of improvements with standards and high quality in mind. They have good arrangement to obtain good value in their decisions. The headteacher and governors deploy all staff carefully, according to need.

The school has an excellent shared commitment to improvement. The level of staffing is good and of accommodation is satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents think their children like school, work hard and make good progress. The behaviour is good and teaching is good. Parents are made welcome and are provided with helpful information. They feel the school is led and managed well. 	<ul style="list-style-type: none"> A minority of parents would like their children to have more homework. Several would like more personal and detailed reports with less jargon; and closer working with parents. A minority do not think there is a suitable range of activities outside lessons.

The inspectors agree with parents' positive views since there are many good features. There is an appropriate policy for homework, which is given consistently most of the time. The annual reports include much detail of the work covered and on pupils' standards, but they tend to be impersonal. There is a similar range of activities outside lessons to other schools - the school has arranged for some clubs which have not had the support of parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Children get a very good start to their schooling in the reception class through imaginative teaching that leads to very good learning.

1. The reception class is stimulating and very well organised so that the children experience all areas of early learning fully. The teacher and support assistants provide a very rich curriculum - planned very well to provide children with interesting experiences and worthwhile tasks. Activities are managed very well, and a very high priority is given to maintaining a good balance of experiences. The teacher has been particularly successful in this. As a result, children make good progress in their learning and produce work of depth and quality.
2. There is a very good emphasis on purposeful play and learning through doing, where children observe, discuss and reason. Practical experience is central to the teaching and learning approach. This helps to fill out the children's previous experiences and ensure their broad development. For example, the class post office brings outside experiences to the classroom, is very well thought-out and provides opportunities for imaginative play, as well as a range of language and mathematical skills, such as how to weigh different parcels. A clear framework for moral and social consideration encourages good personal development. The classroom also has a clear spiritual dimension. For example, there is a display labelled 'We thought about special times in our lives and those of people we know'. The children have made frames for their pictures from pasta shapes and painted them with metallic paint. They are going to give them to someone special as a seasonal present, so they have made pictures of weddings, the birth of a baby and blowing out birthday candles.
3. Planning for the day is very good and provides a clear structure for the children. There are very good organisational and support systems, so that the children know the routines and become confident. The tasks promote a lot of thinking and talking, about language or number for example, and enable the teacher and other adults to assess the children during focused activity. There are very good assessment procedures that identify and record all aspects of the children's development. These are used actively by the teacher as she responds to children and when planning work that addresses areas where children lack experience or understanding.
4. When they start school, most children have a good vocabulary, and speak confidently. Many can read a few words but not all are able to recall details of a story. Children's pre-school experience varies. Some children lack experience of cutting and sticking, for example. Not all children share readily and a few rely on adult help too much. Many children have learnt to write their name, but this may be in capital letters. The careful assessments of children's attainments are used very well to respond to the wide range of identified needs.
5. Early reading and writing skills are well taught. The teacher helped the children to enjoy the story of 'The Snow Lambs' by bringing out significant words. She helped them to express ideas and to learn new words, ensuring giving good attention to both the interpretation of the story and early knowledge of phrases and standard English. Most pupils understand the difference between text and illustrations. There is a very good build-up of how words and letters make up the text to prepare the children to use a range of reading strategies. Most children know several letters and sounds. The teacher provides a good sequence of activities, and includes all children well. She is very responsive, which keeps their interest and attention and promotes learning.
6. Early mathematical teaching focuses very well on number problems that are relevant to the children's lives. The teacher presented problem sums related to shopping. The tasks and methods develop children's understanding of numbers to 20 and beyond. Their excellent attitudes and behaviour have a direct impact on their learning. The children respond very well to each other and the teacher. There is a good focus on learning mathematical vocabulary such as 'more than' and 'less than'. In a delightful activity planned for the outside area, children put water in syringes to fire towards the names they had written on the ground. They estimated the distance, first from where they were to stand to where the water would reach, and then wrote their names. They took turns very well and used previous knowledge of how far it had gone to estimate where their turn would

land. The choice of activity challenges the children to think and reason, and promotes very good learning. During a mathematics activity based on counting smarties, for example, pupils were quickly interested.

7. A very well planned and resourced lesson in music enabled all children to make very good progress in composition and playing. The teacher valued children's ideas, for example by asking a child to draw a symbol to represent a banging sound for the class to use as their symbol. She provided high levels of challenge in understanding and using a grid. The children were very keen to work in pairs, experimenting together. They concentrate very well and work very effectively in groups. Their very good behaviour and self-discipline are also telling factors in their co-operation and willingness to carry out the task. The teacher demonstrated excellent rapport and relationships. The teacher has an excellent knack of praising children's ideas and correcting them without their realising. She makes them feel good about their work and excited by their learning. She modified the task for lower attaining children sensibly. The children responded well to directions by the conductor and some could create symbols. They all played instruments sensibly, followed a score and played to the symbols.
8. As a result of the very good teaching and provision in the reception class, most children are likely to exceed the national targets set for their age by the end of the year. They are very well prepared for the next stage of learning.

Standards in English, mathematics and science are well above average by Year 6. The improvement in national test results since 1998 has been above the national trend.

9. Standards in the work seen during the inspection are well above average in English, mathematics and science by Year 6. These very good standards are the result of effective teaching, with a significant proportion of very good and excellent teaching through the school, so that pupils achieve well and are encouraged to think for themselves.
10. In English, teachers give a strong emphasis to understanding and interpreting text, and as a result, pupils gain a strong sense of how language conveys meaning and character. The principles of the literacy strategy are followed well but the teachers also bring their own interests and enthusiasm to make the text come alive. Pupils write extensively and well, for example about the nature of journalism, as well as learning how to write in standard English. In an English lesson in Year 6 on developing the skills of biographical and autobiographical writing, the teacher encouraged pupils to contribute ideas which he recorded, thus enabling all pupils to have many possible starting points for their own writing. The written task, of preparing a curriculum vitae for Ghandi provoked a high level of concentration and exchange of ideas. Other pupils referred to a biography of Ghandi which they had already read and gained background information. The task was highly challenging, made powerful links across subjects such as English, history and personal education and enabled pupils to reach a high standard. Their previous work indicates that the standard of handwriting and presentation of these Year 6 pupils is outstanding.
11. Most pupils have very good numeracy skills for mental and written calculations, using them to investigate whether mental questions get harder through the tests, for example, and drawing a line of best fit to investigate any relationship. In a mathematics lesson for Year 6, pupils were firstly challenged to offer any units of time - and produced collectively some 30 terms, including light years which, after some debate, was thought to be a measure of distance. Pupils' basic numeracy skills are mostly quick and accurate, helping them to solve problems, but few pupils take a more objective or creative approach to see alternative patterns of solution. Overall, the pupils reach high standards as a result of the good teaching strategies.
12. A good practical basis in science promotes understanding of scientific methods and the older pupils understand the need to control variables, for example adding layers of materials to see how sound may be muffled. Pupils' previous work in Years 5 and 6 indicates good development of knowledge and of investigation Year 4 pupils understood the effects of sugar and vinegar on teeth, as a result of a very clear discussion led by the teacher. The lesson built well on the visit by a dentist and the pupils

applied their knowledge well.

13. There are many examples of good quality work across the subjects, including work where pupils have applied their skills of literacy, numeracy and ICT to good effect. This indicates a good depth of knowledge and understanding. In the national tests of 2002, standards in English were very high. Standards in mathematics and science were well above average, and over half the pupils gained Level 5 in each subject. Using the results of the pupils' tests when they were in Year 2, they made very good progress between then and Year 6. This shows the direct impact of teaching on high standards, since on average pupils are performing around one year ahead of the national expectation by Year 6.

Pupils take a very good interest in their work. Their usual good behaviour promotes good learning. Provision for pupils' personal education is very good.

14. Pupils' interest and enthusiasm are considerable strengths of the school. They behave well and have very good attitudes to their work and school. This judgement shows an improvement in pupils' attitudes since the last inspection. It follows from the great care and attention the teachers take in providing tasks with a high level of challenge and setting high expectations for their quality of work. Pupils are noticeably keen to come to school and expect tasks to be interesting. They are polite and considerate to each other, their teachers and learning support assistants. Teachers arrange for pupils to collaborate during tasks in lessons to promote both learning and social development. This was observed, for example, in the reception class for music where children experimented in pairs, and in Year 6 where pupils' excellent behaviour and self-discipline supported their exchange of ideas for their biographies. There is a very good sense of the older pupils sharing their ideas and working co-operatively.
15. In all years, the well-chosen activities encourage pupils to stay on task with good concentration and enjoy their learning. Relationships are very good amongst pupils, including between boys and girls, which encourages a shared sense of learning. These relationships form a very effective basis for teachers' management of pupils since pupils recognise and respond to teachers' expectations for all pupils. The supportive relationships amongst the pupils and with the teachers promote their very good attitudes towards their work. The pupils know that their ideas and contributions are valued and they respond well to the inclusive nature of teachers' questions, which are usually adapted carefully for pupils of differing attainment. This has a good impact on pupils' learning. Pupils are thoughtful about their own and others' behaviour and have a good understanding of other people. The school has good procedures to enable pupils in Years 5 and 6 to take responsibility for a good range of duties, such as sorting out sports equipment in the store. There are on-going discussions about enabling children in all year groups to contribute their voice to school developments and decisions by forming a school council, but this is not yet in place.
16. Behaviour is good. By Year 6 pupils have good self-discipline and are able to concentrate for long periods on their work. They show increasing maturity through the school from the reception year. The good climate of care and consideration that all members of staff promote encourages this good behaviour. The few pupils who find self-control difficult receive firm handling in the context of sensitive support, which is effective in modifying their behaviour. Instances of oppressive behaviour are very rare and are dealt with very effectively.
17. Teachers set consistently high expectations and act as good role models. This contributes positively to the quality of life in the school. Teachers generally speak quietly to the children to hold their attention and set a good, calm working atmosphere. Pupils move around the school quietly when going to assembly or playtimes. Most pupils listen attentively and sustain concentration well during lessons, helped by the thoughtful interactions with the teachers. They are keen to answer questions and are eager to learn. They enjoy their work and try hard to achieve well. They treat resources responsibly. Pupils' ideas and answers are usually listened to carefully by their peers; this improves as the pupils become older and more mature.

Teaching and learning throughout the school are good.

18. The quality of teaching and learning through the school is good overall. A significant proportion of teaching is very good or excellent, particularly in the reception year. There are many strengths to the teaching which promote a good quality of learning through relevant and well prepared tasks. The teaching has a significant impact on standards so that pupils achieve better than would be expected

by Year 6. The teaching of English and mathematics is good. Thorough attention is paid to a wide range of literacy and numeracy skills, so that pupils grow in confidence. Pupils study a broad range of well-chosen texts that stimulate interest and promote a love of literature, as well as providing a good basis for working on language structures. In mathematics a broad and substantial range of number work is provided and older pupils are sometimes given challenging mathematical investigations. The practical approach to learning science is good overall and provides pupils with good knowledge from which teachers help pupils to draw conclusions.

19. The teaching of ICT is good overall, resolving the weaknesses in pupils' learning noted during the last inspection. Teachers' confidence and subject knowledge have improved. Teachers have high expectations and provide well for the needs of all groups of pupils. Teachers plan carefully and often make notes on pupils' strengths and weaknesses to help the planning of future lessons. Classroom teaching assistants contribute well to pupils' learning, particularly those with special needs, through sensitive and thoughtful support.
20. Teachers give lively and well-presented introductions that are based on good subject knowledge. Their clear explanations and discussion about texts, ideas or information help to capture the pupils' interests and promote good learning. This was evident in a very good lesson in PSHE, where pupils were learning very well about health-related matters. They were thinking through and writing letters in response to problems very well because the teacher had high expectations, maintained pupils' interests through motivating questions and provided a worthwhile activity from the well-structured PSHE programme. In general, teachers provide good levels of challenge for all groups of pupils. Most lessons are thoughtfully prepared and several encourage pupils to build or use their independent learning skills. Teachers manage pupils well, with a firm but fair discipline so that the pupils' learning is usually good. Many questions encourage pupils to use expressive language or to explain their ideas.
21. The teachers give careful attention to the learning of a wide range of basic skills, which include letter sounds and blends for early reading in the reception class or entering data into the cells of a spreadsheet in Year 6. Marking is regular, and praise is usually used sensibly. Much marking, for example in Year 6, provides clear and focused guidance on how pupils may improve. All teachers value pupils' ideas and answers so that there is usually a good sense of interest, purpose and effort.
22. The range of good teaching across subjects shows that curriculum planning, monitoring and management by the senior staff and subject leaders are effective.

Pupils benefit from relevant and stimulating activities, designed to make productive and creative links across subjects: for example, extended writing about the Indian monsoon.

23. Teachers make creative and purposeful links between subjects, such as English, history and personal education, which promote coherence in pupils' learning. Individual lesson plans for English and mathematics are clear about what the different groups of children are expected to learn and how the lesson will be organised. The school provides a broad and balanced curriculum, maintaining the position at the time of the last inspection. The school implements the nationally agreed frameworks for literacy and numeracy well, which have a marked effect on pupils' learning. The national guidance adopted for other subjects provides a good basis for planning. The teachers choose a range of stimulating activities, which help pupils to gain new skills and experience.
24. The policy for personal, social and health education and citizenship (PSHE&C), and for sex and relationships and drug education, has been a recent priority for development and ensures very good provision. The themes are taught as part of a well-planned and effective programme for PSHE&C throughout the school. Links with the community enrich the curriculum. A dentist has visited to talk to pupils, for example, and others have visited a local recently-opened super-market. Provision for pupils with special educational needs is good. They have full access to the curriculum and are included fully in activities.

The school provides very good pastoral care, with systematic procedures to support personal development.

25. The school provides a very good level of support, care and guidance for the pupils. The provision for their welfare and personal development is very effective and makes a positive contribution to standards by helping pupils to enjoy school life and be secure. This is a good improvement since the last inspection. The pupils develop a strong moral and social framework through assemblies and the school's clear expectations for behaviour. The class discussions as a part of the PSHE&C programme help pupils to act responsibly and to take account of others. Procedures for child protection and for health and safety are very good. All children are included fully in the caring atmosphere, which helps modify the behaviour of those who are immature for their age.
26. The school has a welcoming and friendly atmosphere where pupils make good friends and want to learn. Teachers have very good oversight of the personal development of pupils, through observation and frequent informal discussions. They know the pupils' strengths and characters very well and use this to good effect in motivating pupils to work hard. An appropriate range of records is kept so that teachers are able to set sensible targets for pupils' personal development in addition to those for English and mathematics. Teachers keep a close watch over personal development, especially that of pupils with learning needs.
27. Procedures for monitoring and promoting discipline and good behaviour and for eliminating bullying are good. The teachers are firm in handling the children so that they are clear about expectations; this helps to maintain their attention well and to create a calm working atmosphere. Pupils respond well to the school's code of conduct.
28. The school has good liaison arrangements with external agencies. Regular safety tests are carried out on equipment as required and risks are assessed as they arise. Provision for medical care and first-aid are good. The support staff provides a good level of supervision during breaks and lunchtimes.
29. Teachers promote very good relationships with their pupils skilfully. This makes them at ease with one another and contributes to their well-being. Their strategies for including all pupils within the activities are effective in ensuring that pupils are usually fully engaged. Teachers make good use of other adults in lessons by ensuring that learning support assistance is well directed according to pupils' identified social or learning needs. Specific provision for pupils with special educational need is aimed at those who are identified as having problems, enabling these pupils to make good progress in relation to their targets.

There are very effective links with parents, who in turn have a very good opinion of the school.

30. The school has very effective links with the parents that are shown through the high levels of support for school initiatives and the strong agreement to most statements in the questionnaire. A large majority of parents feel they have good relationships with the school. Most parents find that the school expects their children to work hard; they are satisfied by the progress their children make and the standards they achieve.
31. Communication between parents and the school is very good, as is the quality of information provided for parents. There is a fortnightly newsletter as well as frequent letters sent home so that parents are kept well informed of any action they may need to take and of forthcoming events. Parents mostly find it straightforward to have a word with their child's class teacher at the end of school and there are good arrangements to make an appointment if parents wish, for example when parents are working. The prospectus and governors' annual report are well presented, providing the essential information clearly and setting out the aims of the school. Annual reports on pupils' progress are good and meet statutory requirements, although parents tend not to like the computer-derived text. Teachers make clear observations about pupils' strengths and weaknesses for parents to consider and about their personal development through the year. Carefully considered targets are set for all pupils. The school sends a questionnaire to parents regularly to survey their views. This provides a good consultation process and the school takes good account of the findings in its decision-making.
32. The contribution by parents to their children's learning is very good, since parents are highly committed to their children's education. They provide support, for example, by listening to them read at home or helping to locate information for researching homework. Several parents help in school

regularly. On occasions parents and other visitors provide direct contributions and experiences for lessons. Parents also give a high level of support for the school through the Friends of Hartsbourne School, which also provides significant funds to support school developments and resources.

The very good leadership style of the headteacher and senior staff has brought about an excellent commitment amongst the whole staff to provide high quality experience for pupils, supported fully by the governing body.

33. The headteacher and senior staff give the school very good leadership and direction based on a commitment to high quality experience and continuing improvement. This indicates good improvement since the last inspection. There is an excellent cohesion and common purpose amongst the staff so that self-evaluation is a positive force for development. The headteacher has very good monitoring procedures to evaluate the work of the school. He uses his observations to promote discussion about further improvements and to form clear, agreed views of priorities. All members of staff have agreed time to help fulfil their responsibilities which they take on with a high level of commitment. The school ensures that the views of all members of staff are included and supported when planning improvements.
34. The strategy for reviewing staff performance is very good. The targets set clear expectations for all teachers and are effective in their impact on teaching and hence on standards. The procedures and support arrangements established by the headteacher encourage all members of staff to co-operate and to share a common vision for the school. The role of subject leaders has been strengthened, as required by the last inspection, through the governors making funds available for regular planned class release time. This time has been used successfully for observing lessons and developing the curriculum. It is giving subject leaders an improved view of their subjects throughout the school. The overall effect is to encourage and set a shared standard in the quality of provision. All of these procedures are having a strong impact on learning.
35. Since the last inspection, the headteacher has worked closely with the governing body to help improve its effectiveness. Shared training sessions between the staff and members of the governing body have led to improvements that are having a clear, positive impact on the quality of work and standards. The high quality refurbishment in the Year 5 class provides an excellent and well thought-out learning environment, and results from good collaboration between the staff, Friends of Hartsbourne School and governors. The current school improvement plan sets out priorities over a three-year period. There are good arrangements for governors to visit the school with links to a subject or to a specific area of development, so that relationships between members of the governing body and the teachers are productive.

WHAT COULD BE IMPROVED

The school has made a start in setting up systems to assess and record pupils' progress in subjects other than English, mathematics and science, but procedures do not cover all these subjects sufficiently at present.

36. The school's procedures for assessing pupils' academic attainment and progress in subjects other than English, mathematics and science are under-developed, as is the way that assessment information is used to guide curricular planning. During the last year the school has discussed procedures for assessment and members of staff have prepared examples of record sheets for a few subjects, such as ICT. Teachers are beginning to trial assessment methods for geography, history and ICT to evaluate which are effective for the needs of the school. These are not yet established in common use through the school and it is too early to see their impact on raising standards.
37. Monitoring of the school's routines by senior staff identified assessment as an area needing consistent procedures in order to help raise standards to a uniformly high level in all subjects. A review of the assessment policy is one target within the school improvement plan but the development of assessment and recording procedures for the full range of subjects is not included. Helpful information is not available in an organised school system, therefore, to help ensure consistency of standards and progression through the school. The use of assessment information to inform lesson planning varies. The weekly planning sheets are often used to note work which requires reinforcement by the pupils, although the relevant sections are not always completed. The assessment and record keeping of pupils' progress and standards in subjects other than English, mathematics and science are being addressed in line with the school's policy of managed change.

The procedures for, and use of, assessment to guide curricular planning is an area that is beginning to be implemented in the other subjects, drawing on some good practice in the core subjects.

The listing of improvement targets by date order in the school improvement plan does not give a sufficiently clear overview of intended developments and that they are balanced over time.

38. The headteacher and governing body have prepared a school improvement plan which takes full account of weaknesses identified at the last inspection, and consolidates and builds upon recent evaluations. In order to prepare the management plan, the headteacher has established appropriate procedures to audit and monitor strengths and weaknesses, for example in teaching and lesson planning. The headteacher gains a detailed understanding of all aspects of the school through his monitoring. Subject leaders also have suitable procedures to monitor planning and to make lesson observations, having strengthened their roles in accordance with the recommendation of the last inspection. The current priorities are clearly set out, with targets and success criteria. However, the targets in the development plan are set out in date order which does not provide a clear outline or structure to ensure that all aspects of the school's work have been considered and are included in a balanced programme of improvement. There are, for example, no separate sections on management or to develop governors in their role.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

39. In order to continue to improve standards and the quality of provision, the headteacher, staff and governors should give attention to the following:
- (1) Establish procedures for assessment in the foundation subjects by: (Paragraphs 36, 37)
 - Having regard to National Curriculum level descriptors in the several subjects;
 - Agreeing manageable procedures to record observations;
 - Reviewing the proposed formats to ensure they produce reliable information;
 - Trialling the assessment sheets and procedures, and evaluating them;
 - Setting realistic dates for completing the process.
 - (2) Conduct a review of the processes for preparing the improvement plan, and produce a simple overview statement by: (Paragraph 38)
 - Balancing targets for all areas of the school's life and work appropriately;
 - Organising and classifying the targets;
 - Understanding the need for long-term development;
 - Reviewing the priorities and making modifications as necessary;
 - Noting the time-scales and staff commitments;
 - Evaluating the progress made against agreed success criteria.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

22

Number of discussions with staff, governors, other adults and pupils

15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	4	12	5	0	0	0
Percentage	5	18	55	23	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	192
Number of full-time pupils known to be eligible for free school meals	12

FTE means full-time equivalent.

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	17

English as an additional language

No of pupils

Number of pupils with English as an additional language	26
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	30
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence

	%
School data	4.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	14	16	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	12	14
	Girls	15	14	15
	Total	28	26	29
Percentage of pupils at NC level 2 or above	School	93 (90)	97 (90)	97 (90)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	14	14
	Girls	15	15	15
	Total	28	29	29
Percentage of pupils at NC level 2 or above	School	93 (90)	97 (90)	97 (93)
	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	13	16	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	12	13
	Girls	16	13	16
	Total	29	25	29
Percentage of pupils at NC level 4 or above	School	100 (100)	86 (86)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	12
	Girls	16	14	14
	Total	28	26	26
Percentage of pupils at NC level 4 or above	School	93 (100)	87 (100)	87 (100)
	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 school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	157	0	0
White – Irish	0	0	0
White – any other White background	14	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	14	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	2	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	1	0	0
No ethnic group recorded	4	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)	8.4
Number of pupils per qualified teacher	22.86
Average class size	29.3

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	122

FTE means full-time equivalent.

Financial information

Financial year	2001-02
	£
Total income	487,729
Total expenditure	486,186
Expenditure per pupil	2532
Balance brought forward from previous year	18081
Balance carried forward to next year	19623

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	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	192
Number of questionnaires returned	114

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	35	3	0	1
My child is making good progress in school.	46	52	2	0	1
Behaviour in the school is good.	43	54	4	0	1
My child gets the right amount of work to do at home.	30	50	15	1	4
The teaching is good.	49	47	0	0	4
I am kept well informed about how my child is getting on.	66	50	15	2	0
I would feel comfortable about approaching the school with questions or a problem.	43	47	4	2	4
The school expects my child to work hard and achieve his or her best.	58	40	1	0	1
The school works closely with parents.	32	50	12	2	4
The school is well led and managed.	35	58	2	0	5
The school is helping my child become mature and responsible.	46	48	1	0	4
The school provides an interesting range of activities outside lessons.	28	42	19	1	10