

INSPECTION REPORT

**NORTH HEATH COMMUNITY PRIMARY
SCHOOL**

Horsham

LEA area: West Sussex

Unique reference number: 125949

Headteacher: Mrs Carol Ann Hydes

Reporting inspector: David Welsh
10992

Dates of inspection: 13 - 15 January 2003

Inspection number: 248724

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:	Erica Way Horsham West Sussex
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Telephone number:	01403 254790
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Appropriate authority:	Governing body
Name of chair of governors:	Miss Shirley Breeden
Date of previous inspection:	9 - 12 February 1998

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	16
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	17
PART C: SCHOOL DATA AND INDICATORS	18

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Since the school opened in 1976 it has increased significantly in size with five consequent extensions to the original building. The number of pupils on roll is 371. There are 186 boys and 185 girls. Fifty-eight children attend full-time in the reception class. The school is bigger than most when compared with primary schools nationally. Most pupils live close-by in a community with high employment. One per cent of pupils are known to be entitled to free school meals, well below the national average. This is not a true indication of need because cooked meals are not available. Attainment on entry reflects a wide range of ability but, overall, is close to the national average. The mother tongue of ten pupils is believed not to be English and of these none is in the early stages of learning English, a smaller proportion than in most schools. The main languages spoken, other than English, are French, German and Bengali. Sixteen per cent of pupils are on the register for special educational needs, below the national average. Less than one per cent have a statement of special educational need, also below the national average. The main categories of special educational need are moderate learning difficulties and emotional and behavioural disorders. Last year, 11 pupils joined the school other than at the usual time of year and 19 left other than at the usual time of transfer, less than in most schools. The school has obtained Beacon status and this requires it to offer support to teachers in other schools. In this inspection, the school requested that the inspectors comment particularly on physical education.

HOW GOOD THE SCHOOL IS

North Heath Community Primary School is a very good school with several excellent features. It gives very good value for money. Very good leadership and management ensure that the school is inclusive, that teaching is very good overall and that the curriculum caters very well for a wide range of pupils' interests and abilities. As a result, pupils' behaviour is very good, they achieve very well and overall, standards are well above the national average.

What the school does well

- Standards in English, mathematics and science are consistently well above the national average.
- Pupils develop skills in art and design and design and technology well above those expected of pupils in Year 6.
- The pupils enjoy school, are eager to learn and behave very well. Their personal development is very good.
- The very good provision for pupils with special educational needs ensures that they make very good progress.
- Overall, teaching is very good, with a significant proportion of lessons excellent.
- The headteacher provides excellent leadership. She is strongly supported by staff, governors and parents.
- The quality of information provided by the school for parents is excellent.

What could be improved

- Pupils need more opportunities to practise the skills learnt in information and communication technology (ICT) lessons in other subjects. (identified in the school development plan)
- Pupils' attainment in physical education by improving teachers' subject expertise and reviewing when and where activities take place, including the provision for pupils to learn to swim. (identified in the school development plan)

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 very good progress since the last inspection in February 1998. All the key issues from the last inspection have been addressed effectively and the standards in English, mathematics and science have been maintained. The capacity to sustain high standards is very good.

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*	B	A*	A*

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

- In 2002 in the National Curriculum tests for pupils in Year 6, the school's results in mathematics and science were in the top five per cent (A*) when compared to all schools and to schools with similar intakes. They were well above average in English. The work pupils were doing during the inspection confirmed these standards. Pupils achieve very well in Years 3 to 6.
- Pupils in Year 2 are on track to attain standards that are at least well above the national average in reading, writing and mathematics. Pupils make good progress in Year 1 and very good progress in Year 2.
- Many of the children in the current reception classes are on track to achieve beyond what is normally expected for their age in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development. They are making good progress.
- The overall trend in the school's results for the past four years in English, mathematics and science is broadly in line with the national trend. This is particularly commendable as other schools try to catch up.
- The school sets itself ambitious targets at the end of Year 2 and Year 6 based upon pupils' previous learning. Since 2000, it has met all but one of its targets.
- There are no marked differences between the performance of boys and girls or pupils from different backgrounds.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to attend lessons and extra-curricular activities. They listen carefully to their teachers and concentrate well on their tasks. They complete their work at home well.
Behaviour, in and out of classrooms	Behaviour is very good. There have been no exclusions.
Personal development and relationships	Relationships are very good throughout the school. Pupils are kind to one another and they work well together. They develop mature attitudes and are keen to take responsibility.
Attendance	Very good. Pupils arrive punctually and often begin work before school starts.

TEACHING AND LEARNING

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

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

- Overall, teaching is very good, which is an improvement upon the findings of the previous inspection. It is one of the main reasons for pupils achieving so well. Pupils of all abilities, including those with special educational needs and those who are talented and gifted, make very good progress in their learning as a result of the manner in which teachers meet their individual needs. Pupils from minority ethnic backgrounds make good progress because teachers value all pupils and welcome their contributions in class.
- In one in eight of the lessons observed, teaching was excellent. It was very good in almost half the lessons and good in about one third. There was no unsatisfactory teaching.
- Particular strengths in teaching are the detailed planning of lessons based on teachers' very good knowledge of pupils, the effective use of questioning to make pupils think, the high expectations of pupils in behaviour and the quality and quantity of work, and the brisk pace of lessons.
- Overall, the teaching of English, mathematics and science is very good.
- Literacy skills are taught very well in English and in other subjects. Numeracy skills are taught very well in mathematics and in some other lessons, such as design and technology.
- Pupils are not given sufficient time to practise ICT skills in other subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and relevant and caters very well for the wide range of pupils' interests and abilities. Residential and day visits, visitors and extra-curricular activities provide practical experiences to extend pupils' understanding of the wider world. The longer than average taught day and well-planned homework contribute to pupils' very good progress.
Provision for pupils with special educational needs	Pupils are very well supported and this enables them to make very good progress.
Provision for pupils with English as an additional language	These pupils make very good progress as a result of the very good support they receive. They are encouraged to contribute to class discussions and to answer teachers' questions. Their contributions are valued.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good, overall. Spiritual development is promoted particularly well in assemblies and during 'thought for the day'. Pupils are clearly involved in discussing moral issues and they are encouraged to work and play together very well. Pupils learn about British and other world cultures.
How well the school cares for its pupils	The headteacher and staff know the pupils well and take a very strong interest in their welfare. They give very effective academic and pastoral support.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides outstanding leadership. She has a clear vision of what works and this is effectively shared with all members of staff, not least through her personal example. Overall, management by the headteacher, senior teacher, leaders of year groups and subject managers is very good and ensures that the headteacher's vision is put into practice very well.
How well the governors fulfil their responsibilities	Governors have a clear understanding of the strengths of the school and of those areas in which there is room for improvement. They understand their role and meet their statutory responsibilities effectively.
The school's evaluation of its performance	Excellent. The headteacher and other key staff are clearly aware of the school's strengths and of those areas that can still be improved. The school development plan is a very effective tool in helping to ensure that identified improvements are implemented.
The strategic use of resources	Very good use is made of the staff, of time, of material resources and of the building. Grants made for specific purposes are used most effectively. The principle of 'best value' is applied effectively when making decisions related to the use of resources. The large carry forward figure in the budget was the result of moneys in the 'standards fund', which was spent before July 2002.

There have been extensions to the building but the hall is too small for the number of pupils in the school. Assemblies in which the whole school is involved are very crowded. In physical education lessons, pupils, particularly in Years 5 and 6, are restricted in what they can achieve as a result of the cramped space. The limited space on the playground is further reduced by clay washed down from the field and which sticks to pupils' shoes, causing nuisance in school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The teaching is good. • The school expects their children to work hard. • The school is well led and managed. • The school is helping their children to become mature and responsible. • They feel comfortable about approaching the school with questions or a problem. 	<ul style="list-style-type: none"> • The amount of work to do at home. • The range of activities outside lessons.

The inspectors endorse parents' positive comments. The amount of homework required is slightly more than in some schools but it is consistent with government guidelines and is a factor in the high standards achieved. It is judged to be appropriate. The range of activities provided after school is much the same as that of many schools of a similar size. In addition, pupils have many opportunities to learn from visits and visitors. The provision is judged to be good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science are consistently well above the national average.

1. In 2002 in the National Curriculum tests, the pupils in Year 6 achieved standards that were well above the national average in English and high in mathematics and science. Significant factors are the very good teaching and the very positive attitudes of the pupils.
2. Teachers provide pupils with stimulating experiences in all subjects to develop the pupils' literacy skills. In the reception classes, teachers introduce the children to interesting literature, such as 'Handa's Surprise', and follow this by providing a pineapple, kiwi fruit and passion fruit for children to see and touch. The children are challenged to suggest suitable words to describe how the different fruits feel, and later, how they taste. They respond with words such as 'prickly', 'spiky', 'furry', 'slippery' and 'sweet'. They are also asked to describe how they feel about the fruits and the children respond with thoughts, such as 'I don't like the black bits' and 'I didn't like the beans'. This emphasis on vocabulary is common in all year groups and in all subjects. It is a major factor in the high standards achieved. By Year 2, pupils write in a variety of ways. They compose interesting stories and poems and write instructions; for example, when they describe clearly how to make a puppet. In geography, they write with feeling about what it is like to live in Mexico and, in history, they give vivid descriptions of their visit to Singleton Open Air Museum. By Year 6, pupils develop a rich vocabulary. They have many opportunities to write for a wide range of purposes, including poetry, play scripts, sixty-word summaries, dialogues, which are sometimes recorded on tape, etymology work and biographies. Pupils write expressively, such as 'I was curious to learn ...' and 'I was appalled when she recited ...'. Punctuation, grammar and handwriting are consistently very good. Pupils demonstrate very good levels of speaking and listening; for example, when they participate in dramatic readings in assemblies, such as in the story of Simeon. Pupils who learn English as an additional language have no difficulty participating because of their level of fluency. They enjoy reading and can talk knowledgeably about the books they have read.
3. Pupils enjoy mathematics because teachers provide interesting activities and this is a significant factor in helping the pupils to achieve such high standards. In the reception classes, the children are engaged regularly in activities that catch their imagination and develop their learning; for example, children are asked to guess the numeral that is hidden behind a screen and which is gradually uncovered by the teacher. They are enthusiastic to have a guess and compete to volunteer the answer. They are so pleased when they guess the correct answer. They also play games; for example, skittles. They are asked to count the number of beanbags that knocked down skittles and the number that did not. The teacher asks, 'How many altogether?' Such activities give the children a very strong foundation in mathematics and ensure their interest. By Year 2, pupils benefit from regular sessions in mathematics based on the numeracy hour. Teachers set pupils challenging tasks in all aspects of mathematics with the result that by the end of Year 2 pupils are likely to attain standards well above the national average. Over half the pupils are on track to attain the higher level in National Curriculum tests. From Year 3 to Year 6, pupils are put in groups according to ability, which helps teachers match tasks to pupils' prior learning very well. Pupils quickly get used to the routine of having mathematics puzzles to solve at the beginning of lessons and they participate enthusiastically. Pupils enjoy the regular mental arithmetic sessions. By Year 6, pupils correctly calculate sums, such as 8^2+2 , double 58.8, what is the $\sqrt{81}$ and how much will 7 bars @ 19 pence each cost? They find such questions challenging and enjoy sharing their answers and their method of calculation with others in the class. In this way, pupils learn a variety of strategies for solving problems. Pupils generally have a good understanding of mathematics; for example, they know how to interpret simple algebraic expressions such as $2(4+d)$, they know about ratio and proportion, probability and how to calculate areas of compound shapes. Pupils' attitudes to the subject are very good and at the end of lessons they confidently offer what they have learnt to the class. These strategies are

significant factors in the very good progress that pupils make. In addition, the school organises work for some pupils to do in small groups, to help them to

achieve even more. These small group sessions frequently start at half past eight, 20 minutes before the start of the normal school day and they make a significant contribution to pupils' learning.

4. In science, there is strong emphasis on investigative work throughout the school. Children in the reception classes are taught to look at things carefully and to describe in detail what they see. Pupils in Years 1 and 2 are expected to make predictions about their investigations. By Year 6, pupils are able to hypothesise, analyse, evaluate and record their findings when carrying out experiments. They have a good understanding of scientific concepts.

Pupils develop skills in art and design and design and technology well above those expected of pupils in Year 6.

5. Pupils' attainment in art and design and design and technology is well above average because of the rich curricula the school has planned for these subjects, the very good quality of the teaching and the pupils' very good attitudes in the subjects. This is a considerable improvement on the findings of the previous inspection when attainment in design and technology was a key issue for improvement. In design and technology, nearly all pupils are able to plan, make and evaluate to a very high standard. Teachers set stimulating challenges for pupils, with the result that pupils are very well motivated to produce interesting products. This was seen when pupils in Year 5 tested vehicles they had made from metal tubes and cardboard. Also, they painted the models to give a high quality finish. Pupils' written evaluations identified effectively the strengths and weaknesses in the design of their models. Teachers had very high expectations of pupils when they asked them to produce detailed plans for making different types of slippers; the work included investigating ways of forming the toe section. Paper prototypes were made and evaluations effectively completed. Also, pupils investigated which materials were most suitable. As a result of pupils designing, making and evaluating the slippers effectively, the plans produced by pupils in Year 6 included very good labelled diagrams of slippers and step-by-step methods of how to make them. Pupils in Year 6 were also excited by the need to make a shelter out of wood whilst on a school journey. They evaluated it by its use. Skills have been developed through the school. For example, in Year 2, pupils designed and made to very good effect, a variety of puppets using gloves, rods and string. In Year 3, pupils were successful in designing new logos for a local nature reserve. When they created moving toys by using balloons, card and tape, they learnt some basic principles of how pneumatic instruments can be used.
6. In art and design, teachers use very effective methods when they discuss famous paintings and explore the techniques used by significant artists, such as Paul Klee. Pupils are encouraged to use a wide range of materials; for example, when they use acrylic paint on canvas to paint an abstract picture. They produce carefully created collages which are imaginative and in the style of Picasso. Teachers ensure that pupils learn the basic skills of sketching and shading and that skills of observation are acutely developed; for example, when pupils in Year 6 produce very good drawings of Roman artefacts and owls. Teachers plan effectively for pupils to evaluate their own work. This combination of experiences has resulted in pupils producing work of high quality in a range of media. In art and design and design and technology lessons, pupils use their literacy skills very well to record their successes and the ways in which they could improve their final products.

The pupils enjoy school, are eager to learn and behave very well. Their personal development is very good.

7. Nearly all the parents stated that their children like school. Pupils arrive punctually and many arrive at half past eight in order to complete tasks or participate in additional activities. Attendance is well above the national average. Pupils particularly appreciate the manner in which 'teachers try to make lessons fun and exciting' so that they can enjoy them. As a consequence,

pupils show a strong interest in their lessons and they work diligently. They are conscientious in completing their homework. Each term, a wide range of extra-curricular activities is provided after school and many pupils volunteer to attend them. They have a

positive effect in motivating pupils and contributing effectively to their learning. Pupils are very well behaved in lessons, in assemblies, when moving around the school and in the playground. They are polite to adults, including visitors.

8. Pupils appreciate the many opportunities that they are given to take responsibility and they respond most positively. The school council offers all pupils opportunities to be involved in the decision making process at the school. For example, following a discussion, pupils voted to use money donated by the parent teacher association to extend the physical education trail. Older pupils care and look after the younger pupils when they go to the hall for lunch. The prefects and other pupils with responsibilities carry out their duties efficiently and effectively; for example, they welcome visitors on their arrival at school, show them where to park their cars and take them to the school office. The adults are very good role models.
9. Pupils' spiritual development is fostered very well. Opportunities to reflect are regularly provided through school assemblies and 'thought for the day', a short period of time in class in which pupils are encouraged to have positive thoughts. For example, in an assembly, pupils watched a dramatic reading of the story of Simeon. Towards the end, a painting was shown of Christ in the arms of Mary with Simeon looking on. Pupils were asked what they thought was in Simeon's mind. One pupil responded, 'Simeon is now at peace because he has waited such a long time to see Jesus'. He was praised for his thoughtful answer. This encouraged other pupils to answer questions. In 'thought for the day' for a Year 6 class, pupils were asked to close their eyes and listen to a calm piece of music. This was followed by a short discussion. Pupils were asked what they understood by the saying, 'Open the Door'. The teacher explained that she was looking for more than the obvious. One pupil offered the view, 'If you've got the chance, take it'. The teacher responded, 'I like that very much', which encouraged more pupils to voice their views. Moral values are strongly promoted and, as a result, pupils are quite clear about what is right and what is wrong. One pupil in Year 6 said, 'It's best to tell the truth. You wouldn't want to lie to the headteacher because she would be disappointed with you and it's one of the Golden Rules to always tell the truth'. Teachers lead regular discussions with pupils; for example, a teacher in Year 4 discussed the need for pupils to behave well even when others around them were not. In religious education, pupils learn that the Ten Commandments give a set of rules by which to live. Social development is promoted very well; for example, when pupils work very well together in pairs or in larger groups in practical work in science. Pupils also work together to complete pictures in art and design. The result is a real sense of community in the school, with pupils of all ages acknowledging each other, being prepared to help each other, and working together wherever possible. By Year 6, pupils have a very good understanding of British culture. They gain a deeper understanding of a range of world faiths and cultures when they study Hinduism and Islam. Their understanding and appreciation are further developed in geography and history lessons and events such as 'Africa Week'. They talk about composers and artists from other countries; for example, Mozart, Picasso and Paul Klee.

The very good provision for pupils with special educational needs ensures that they make very good progress.

10. There are 61 pupils identified as having special educational needs, of whom eight are on 'school action plus', a level at which the pupils require more help than can be provided by the class teacher. One pupil has a statement of special educational need. The main categories are moderate learning difficulties, emotional and behavioural disorders, physical disability and multi-sensory disability. The school has a policy of early intervention in order to meet the needs of the pupils and, where possible, to work towards moving pupils off the register. In this, the school has been very successful. In a recent analysis, the proportion of pupils still on the register in Year 6 was a little under three per cent, whereas, when the same group of pupils were in Year 1, the

proportion was 13 per cent. This is a significant improvement. The factors that contribute to pupils' very good progress are:

- Very good organisation and management by the special educational needs co-ordinator.
- Very good induction of new members of staff.
- Encouragement to teachers to report their initial concerns to the special educational needs co-ordinator so that an early diagnosis can be made.
- Very good planning by class teachers. Tasks are planned according to pupils' individual education plans and their previous learning.
- Monitoring the progress of pupils with special educational needs by the special educational needs co-ordinator observing them in class. Support is offered to individual teachers and, where appropriate, in-service training is provided for all staff; for example, to help them deal with autism and dyslexia.
- Reviews of individual pupils' education plans each term. Parents are invited to review pupils' individual targets, which helps to ensure they continue to support their children.
- A detailed tracking system, organised by the special educational needs co-ordinator, for all pupils on the register. This is most effective in identifying whether pupils are continuing to make progress. Where there are concerns at the lack of progress, immediate action is taken to address this.
- Appropriate in-service training for classroom assistants so they can offer effective support to individual pupils.
- Appropriate levels of support are available to help the pupils learn; for example, through 'daily talk circles'. The 'daily talk circle' involves an adult leading an intensive speaking and listening programme for a small number of pupils with a speech impediment and those who are underdeveloped socially. A speech therapist and an occupational therapist regularly provide support.
- The review of practice by the special needs committee that involves representatives of the governing body, teachers, classroom assistants and parents.

Overall, teaching is very good, with a significant proportion of lessons excellent.

11. Teaching is very good overall. It ranges from satisfactory to excellent with well over half the teaching seen during the inspection being graded as very good or excellent. This is an improvement on the findings of the previous inspection and is the main reason why pupils make very good progress in their learning.
12. The main strength is the consistency of approach in all classes to planning lessons, the use of assessment to plan future learning and the effective strategies that help pupils learn. The main differences between the good and very good teaching were in the pace of lessons, in the management of pupils and in the expectations of what pupils should achieve.
13. Strengths in the very good and excellent lessons include:
 - Precise planning of lessons with clear learning objectives.

The main teaching points are shared with pupils at the beginning of lessons and are often repeated during lessons to focus pupils' minds; for example, in a Year 6 lesson, the objective was 'to interpret simple algebraic expressions'. The knowledge, skills, concepts and key vocabulary to be used in lessons are identified and shared with the pupils; for example, key words like 'algebraic expression', 'formula', 'symbol' and 'brackets' were discussed. The planning of lessons is quite explicit and sets out activities, each usually with a clear time scale. Where necessary, teachers plan different activities for above average, average and below average pupils. Planning also specifies what the classroom assistants are to do and how the teacher will be involved in supporting pupils. It provides a focus for assessment; for example, 'Are children able to explain $6(d-4)$ in words, using the correct order of operation?' Teachers use their results of assessments very well to plan for future learning. Detailed

planning ensures that teachers make the best use of time and that pupils are engaged in challenging but realistic tasks.

- Teachers' subject expertise is very good.

In a Year 6 physical education lesson, the teacher led pupils through a warm up activity demonstrating the correct manner in which to carry out each exercise. The teacher explained the task clearly and emphasised the benefits the exercise would have on their bodies. When describing factors related to balance, the teacher drew each pupil's attention to the need to know the position of their own centre of gravity. She demonstrated very well what she meant to help pupils understand. In a Year 3 class, the teacher used appropriate vocabulary, such as 'ascenders' and 'descenders', when referring to pupils' handwriting; in a Year 5 class the teacher had a very good understanding of 'vibration' which enabled pupils to make very good progress when learning about sounds made when objects vibrate.

- Teachers have very high expectations of pupils' behaviour and attitudes to work.

As a result, pupils behave very well and they concentrate for considerable periods of time. In a Year 6 lesson in ICT, pupils created an effective and interesting animated presentation because the teacher modelled what was expected in a clear way. They were deeply engaged on the task and did not want to leave it unfinished at the end of the lesson.

- Teachers use very good strategies to help pupils learn.

They insist on a quiet atmosphere in which to work. Occasionally they play quiet background music to help pupils concentrate. They often begin a lesson with a discussion about what pupils remembered from a previous lesson; for example, pupils in Year 1 were asked to recall what they remembered from a walk in the park the previous week. Teachers make clear what tasks are to be done. One Year 6 pupil remarked, 'It's very good the way teachers explain things to you so that you understand'. Teachers' questioning is of very high quality. Teachers usually ask open questions, which make pupils think; for example, in a Year 6 science lesson the teacher asked, 'Where do we use reflection?' Similarly in a Year 2 geography lesson, the teacher asked the pupils, 'Are there any differences between a Mexican girl's life and your lives?' Pupils are commended for attempting to answer and they are often reminded that 'it does not matter if the answers are not correct', thereby being encouraged to participate. During the inspection more than one teacher remarked, 'Do not forget, we learn from making mistakes'. Pupils are often thanked for their contributions to lessons, which encourages them to join in class discussions. Teachers continually encourage the use of new words.

- The pace of lessons is very good.

Little time is wasted, largely as a result of teachers' very good planning and high expectations of what pupils will achieve in quantity and quality of work. Time limits are set for pupils to complete a task; for example, in a Year 3 lesson pupils were preparing a list of adjectives that might be described as 'pretty' and a list of adjectives that were not 'pretty'. The teacher told the pupils they had 30 seconds to complete the task before they shared their answers. There was a concerted effort to complete the task. Pupils understand that considerable amounts of work are expected.

- Teachers work very well together with classroom assistants, who are well briefed.

The adults are very good role models for the pupils. They co-operate well before, during and after lessons. Classroom assistants report to teachers at the end of lessons how the pupils, with whom they have worked, have progressed.

- Teachers effectively use homework to extend pupils' learning in accordance with the school's policy.

Teachers provide pupils with work to do at home, which is linked to their work in class. Teachers ensure pupils understand their task and know when it has to be returned. When appropriate, teachers ensure the work is marked with suitable comments. Parents stated that they clearly understood what was expected of their children.

The headteacher provides excellent leadership. She is strongly supported by staff, governors and parents.

14. The headteacher provides outstanding leadership. She leads by example, through her teaching in class and in assemblies and by supporting teachers in the classroom. The aims of the school clearly spell out the philosophy to which all who are connected with the school subscribe. There are very good strategies in place to ensure the aims are met. As a result, pupils receive a broad education and develop good personal and social skills. Pupils comment on the caring and happy atmosphere in the school. They appreciate that they are expected to behave well and work hard.
15. Management is very good and all strategies focus on improving the quality of pupils' learning. The headteacher has a very clear view of what is required to make teaching impact well on learning. The curriculum has to be interesting and the quality of teaching stimulating; for example, she reminds teachers of their need to 'sparkle'. The curriculum has been planned very well to give priority to English, mathematics and science, and to provide pupils with a range of interesting and exciting experiences. Residential visits and other trips, visitors and after-school activities kindle and reinforce pupils' interests. Teachers make lessons exciting through practical and interesting activities and through the challenging tasks they set the pupils. Pupils are encouraged by the positive comments teachers give to them whenever they are deserved. On the other hand, teachers make it plain what is not acceptable. Very good behaviour is expected. The school's rules for behaviour, the Golden Rules, are explicit and understood by pupils. Pupils appreciate the awards they receive for good behaviour and good work.
16. The headteacher is involved in the induction of new staff and in regular weekly monitoring of teachers' planning of lessons. She expects to be told about incidents of bad behaviour. Teachers new to the school comment very positively on the effective support they receive from the headteacher and from curriculum managers, who observe their lessons and offer practical advice. Experienced teachers also appreciate the support the headteacher gives them.
17. Curriculum managers are given appropriate levels of responsibility and they are trained very well to carry out their roles. They have a very positive effect on the teaching in their subjects. Appraisal of teachers and other staff, coupled with performance management targets, make a significant impact on the development process.
18. Regular self-evaluation, to bring about continuous improvement, is central to the school's work. The process of development planning is most effective and, as a result, the headteacher and other staff know very well the school's strengths and those areas where there is room for improvement; for example, the school knows that it needs to improve physical education. The senior teacher supports the headteacher very well; for example, she takes a leading role in the school's very good procedures for tracking pupils' progress, for analysing strengths and weaknesses in pupils' personal and social development and in pupils' learning in English, mathematics and science. She identifies any differences in the rates of learning between groups of pupils; for example, pupils from different minority groups and between boys and girls. This information is used most effectively to plan pupils' learning.
19. The governing body rightly has every confidence in the headteacher. Governors are effectively involved in the process of school development planning and in monitoring and evaluating what the school has achieved. They know the school's strengths and weaknesses. The governing body carries out its functions well and is particularly supportive of the headteacher through its role as critical friend. The headteacher has the support of all communities. Almost all parents who responded to the pre-inspection questionnaire said that the school is very well led and managed.

They speak highly of the headteacher and staff. Many can list a number of improvements to the school that have occurred in recent years.

The quality of information provided by the school for parents is excellent.

20. Communications between the school and parents are excellent and this helps parents to be actively engaged as partners in the education of their children. The prospectus is a well-published document, which contains appropriate information about the school. It is also to be found on the school's website, where it is updated regularly throughout the year. (Most parents have access to the Internet. At the parents meeting, all reported they have access.) Parents commented on how well they are kept informed of school activities by newsletters, which are sent home regularly. They contain relevant information about events and activities in which the pupils are engaged, such as after school activities. Newsletters are used to remind parents about important matters; for example, about the need for very good attendance. Parents receive very detailed written reports each term explaining how well their children are doing. Parents commented on how very useful they are. The governors' annual report to parents is excellent. It includes all statutory requirements and, in addition, provides parents with some splendid examples of pupils' written work, to illustrate the high standards pupils achieve.
21. Where the school has concerns about a child's progress, parents are contacted urgently. Parents report that when they have concerns they find the school very quick to act. The school regularly invites parents to suggest improvements. Evening sessions for parents have provided them with information on personal safety and on drugs. There are plans to hold a session on parenting skills. Once a week, the school nurse or a local vicar visits the school for an hour and parents are invited to 'drop in' for consultations. Parents are also invited to attend school productions at Christmas and Easter. Teachers are available in school from half past eight each morning and usually after school. Many parents say how easy it is to see teachers.

WHAT COULD BE IMPROVED

Pupils need more opportunities to practise the skills learnt in information and communication technology lessons (ICT) in all other subjects.

22. The school is well equipped with computers. There is at least one in each classroom and more in an area in the central part of the school dedicated to the teaching of ICT. Pupils are regularly taught computer skills through other subjects such as English, mathematics and history in the dedicated area but they do not have enough opportunities to use the computers in the classroom. Pupils are therefore not attaining the standards they are capable of in ICT.

Pupils' attainment in physical education by improving teachers' subject expertise and reviewing when and where activities take place.

23. The inspectors were asked by the school to comment particularly on physical education. Five lessons were observed. One lesson was based on games and the other four on gymnastics. Two extra-curricular activities, one involving football and the other netball, were also briefly observed. Judgements are based on this limited range of evidence.
24. Overall, attainment in physical education is not as high as in most other subjects. In Year 6, pupils' attainment in gymnastics and games is close to that expected for the age group. Attainment in swimming is unknown, as currently, the school has no facility for teaching pupils to swim. It is investigating the use of the local pool now it has re-opened after lengthy building works.
25. In netball, pupils are able to throw a ball with accuracy to another member of their team using a range of passes. They catch the ball well but their shooting skills are weak. They are learning to mark and to dodge opponents but these skills are not yet well developed. In football, pupils are

learning to control the ball with their feet and other parts of the body. They pass the ball to others in the team and shoot for goal but many lack accuracy in these skills. In gymnastics, pupils understand the need to work safely. When asked by the teacher what the rules are for getting out the apparatus, they respond accurately. In a lesson in Year 6, pupils practised three methods of balancing. After achieving this, they were asked to devise and perform a sequence of three balances using the apparatus with a different way of getting from one to the next in each case. Most pupils achieved this in a satisfactory manner. They used the apparatus safely but a small proportion of the class did not understand the term 'balance' as they hung by their arms from the apparatus. Pupils have a satisfactory understanding of the effect that exercise has upon the body. They understand the need to 'warm up' prior to exercise and the need to 'cool down' afterwards.

26. In the lessons observed, teaching was good overall. It ranged from from satisfactory to very good. Where it is very good, teachers have appropriate subject expertise as well as many teaching skills and strategies. They make sure that pupils are aware of safety procedures and obey them. Teachers demonstrate techniques and use pupils who perform well as examples of what they expect. In this way teachers show pupils the high expectations they have of them. Teachers encourage pupils to evaluate their own work and that of others. This is effectively managed without any real loss of pace in lessons. When opportunities arise, they reinforce vocabulary used in other subjects; for example, words such as asymmetrical, symmetrical and centre of gravity. This helps consolidate learning in other subjects.
27. In other lessons, teachers use their very good skills to motivate, to encourage good behaviour and to maintain the pace of activities. They use pupils as exemplars but the lack of specific knowledge and understanding of skills appropriate to gymnastics and games is reflected in the quality of teaching and therefore, in pupils' learning; for example, pupils do not learn how to position their bodies correctly when attempting a forward roll and they lack poise in their movements. Occasionally teachers were so intent on maintaining a fast pace to lessons that the learning objectives were given insufficient emphasis. As a result pupils did not make the progress they could have made.
28. The curriculum offers pupils opportunities to learn skills in dance, gymnastics, games and athletics but currently not swimming. The school makes good use of the hall, playground and field but some of the planned activities are inappropriate for the time of year or in the wrong place; for example, pupils in Year 2 were outdoors in January learning to bounce a ball on a racquet with increasing control. The teacher led pupils through an effective 'warm-up' only to find that the pupils became cold as they carried out their activity because there was little movement in the skill involved. The teacher did well to recognise this and effectively warmed them up again more than once. However, this reduced the time available to achieve the overall objective of the lesson and resulted in pupils not making as much progress as they should.
29. The hall is small for full classes of pupils, particularly in Years 5 and 6. Pupils' movement is restricted and it therefore has a detrimental impact on their learning. The playground is also of a limited size and therefore, is restrictive in some activities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

30. The school should:
 - (1) provide more opportunities for pupils to practise their ICT skills in other subjects;
 - (2) raise attainment in physical education by improving teachers' subject expertise in all elements of physical education, and reviewing when and where aspects of physical education should be taught, including the provision for pupils to learn to swim.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	41
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	20	13	3	0	0	0
Percentage	12	49	32	7	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 two 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)	371
Number of full-time pupils known to be eligible for free school meals	5

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	61

English as an additional language

	No of pupils
Number of pupils with English as an additional language	10

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	2.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
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	25	28	53

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	25	25
	Girls	25	26	25
	Total	50	51	50
Percentage of pupils at NC level 2 or above	School	96 (95)	96 (98)	94 (98)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	25	25
	Girls	26	24	25
	Total	51	49	50
Percentage of pupils at NC level 2 or above	School	96 (95)	92 (93)	94 (97)
	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	21	16	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	21	21
	Girls	16	16	16
	Total	37	37	37
Percentage of pupils at NC level 4 or above	School	100 (90)	100 (92)	100 (95)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	21	21
	Girls	15	16	16
	Total	34	37	37
Percentage of pupils at NC level 4 or above	School	92 (88)	100 (92)	100 (93)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

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

No of pupils on roll
323
0
4
0
3
0
0
1
0
2
0
0
0
0
1
3
0

Exclusions in the last school year

Number of fixed period exclusions	Number of permanent exclusions
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	17.0
Number of pupils per qualified teacher	21.8
Average class size	24.7

Education support staff: YR– Y6

Total number of education support staff	11
Total aggregate hours worked per week	179

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
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	£
Total income	712481
Total expenditure	685782
Expenditure per pupil	1964.99
Balance brought forward from previous year	25775
Balance carried forward to next year	52474

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	6.8
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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	371
Number of questionnaires returned	223

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	30	2	1	0
My child is making good progress in school.	67	29	1	0	3
Behaviour in the school is good.	62	34	2	0	3
My child gets the right amount of work to do at home.	41	41	12	4	2
The teaching is good.	73	25	1	0	1
I am kept well informed about how my child is getting on.	51	38	9	1	0
I would feel comfortable about approaching the school with questions or a problem.	55	41	2	1	0
The school expects my child to work hard and achieve his or her best.	79	20	0	0	1
The school works closely with parents.	43	48	7	1	1
The school is well led and managed.	68	30	1	1	1
The school is helping my child become mature and responsible.	63	34	2	0	1
The school provides an interesting range of activities outside lessons.	42	38	8	2	9

N.B. Percentages may not add up to 100 as a result of rounding up.