

INSPECTION REPORT

CLOVER HILL PRIMARY SCHOOL

Whickham, Newcastle upon Tyne

LEA area: Gateshead

Unique reference number: 108363

Headteacher: Wendy Edwards

Reporting inspector: Steve Bywater
18463

Dates of inspection: 9th and 10th December 2002

Inspection number: 251317

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Glenhurst Drive Whickham Newcastle upon Tyne
Postcode:	NE16 5SJ
Telephone number:	0191 488 5050
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Appropriate authority:	Governing body
Name of chair of governors:	Debbie Smith
Date of previous inspection:	March 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Clover Hill is a primary school with a total of 205 pupils (92 boys and 113 girls) on roll aged from 4 to 11 years. It is situated in the popular village of Whickham, close to Gateshead, and most pupils are from households where at least one parent is in employment. The school is about the same size as other primary schools nationally. On entry to the reception class at the age of 4 years, most children attain the levels normally expected for children at this age, although in past years a significant number attained higher than this. The percentage of pupils identified as having special educational needs, 11 per cent, is below the national average. Most of these children have learning difficulties. Two pupils have a Statement of Special Educational Need. The percentage of pupils entitled to free school meals is 4 per cent and below the national average of 18.3 per cent. Less than 2 per cent of pupils are from ethnic minority backgrounds and only one pupil speaks English as an additional language.

HOW GOOD THE SCHOOL IS

This is a good school with many very good features and some that are excellent. Over the past three years, standards achieved in the national tests for 11 year olds have been impressive. In English, mathematics and science pupils have achieved very well when compared with all schools nationally and those in similar circumstances. Throughout the school there is good teaching and this ensures that pupils learn effectively the basic skills of literacy and numeracy. A rich and full curriculum motivates pupils and promotes their personal, spiritual, moral, social and cultural development very well. As a result, pupils have very good attitudes to school and behave very well. Most parents are justifiably pleased with the education their children receive at Clover Hill. The headteacher is newly appointed and has a very clear educational direction and vision for the school. This vision is shared by a dedicated team of teachers and an effective governing body. The school provides good value for money.

What the school does well

- When compared with all schools nationally, standards at the ages of 7 and 11 are impressive in English, mathematics and science.
- Teaching and learning are good (often very good) and pupils make good progress.
- A rich and varied curriculum motivates pupils well.
- The school has created very positive attitudes to learning amongst pupils. Pupils behave very well and are keen to learn. Provision for pupils' moral and social development is excellent and the school also provides very well for pupils' spiritual and cultural development.
- Leadership and management are good. The headteacher, with the support of staff, governors, parents and pupils, creates a very good ethos and promotes high standards.

What could be improved

- Although the school provides a rich and relevant curriculum, it pays too little attention to planning opportunities to develop literacy, numeracy, information and communication technology and other skills through all subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection found this to be a very effective school and there were no key issues. There are also no key issues in this inspection. Much hard work has been done to maintain the high standards and this should be regarded as good improvement. The school has introduced new planning as a result of national initiatives and the co-ordinators have clear roles and responsibilities in developing their subjects. A new headteacher has been appointed and brings with her new ideas, especially in effective school improvement planning which will more fully involve staff and governors at an early stage.

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	B	C
Mathematics	A	A	A	A
Science	A*	A*	A*	A*

Key	
top 5% of schools	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The table shows that in the 2002 national tests for 11-year-olds, pupils' performance was above the national average in English, well above the national average in mathematics and very high in science. In comparison with similar schools, standards were average in English, well above average in mathematics and very high in science. A slight dip in English can be explained by a small number of pupils who missed achieving a higher level in writing by no more than three marks. In recent years, the school's improvements have been in line with the national trend. The school sets itself suitably challenging targets and has achieved them well. In the national tests for 7-year-olds in 2002, pupils achieved standards which were well above the national average in reading, writing and mathematics.

Evidence shows that the attainment of children on entry to the reception class is average this year, although evidence also shows it has been better than average in the past few years. Children make good progress in the reception class and are well prepared to join the infant class in Year 1. Evidence from this inspection shows pupils are continuing to achieve well and produce standards which exceed expectations at the ages of 7 and 11 years. Throughout the school all pupils make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have positive attitudes to learning and enjoy their lessons. They join in enthusiastically and work well together in groups, pairs and individually.
Behaviour, in and out of classrooms	Very good. Pupils throughout the school get on very well together. They respond very well to the school's high expectations.
Personal development and relationships	Very good. The opportunities provided for personal development are very good and, as a result, pupils become responsible and mature as they move through the school. Relationships are a real strength and make a major contribution to the success of the school
Attendance	Good. Above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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.

Throughout the school the teaching is good and sometimes very good. No unsatisfactory teaching was observed. Teaching of literacy and numeracy is effective and enables pupils of all levels of ability to make good progress and to achieve well. Teaching in the reception class is good and often very good. The teacher and nursery nurse provide a firm foundation for later learning by ensuring that routines are established well and children enjoy learning. Planning of lessons throughout the school is usually thorough and teachers are clear about what it is pupils are to learn. Expectations are shared with pupils from the beginning of the lesson and teachers astutely build on previous learning by asking searching and challenging questions. Pupils are clear about what they are expected to achieve, how well they have done and what they need to do to improve further. Pupils have a good understanding of their own learning and this motivates them well to improve. Pupils with special educational needs are supported well so that they are fully included in all lessons. With sensitive approaches to identifying their needs and planning appropriate work, staff help these pupils to make good progress. The very strong relationships are a major factor in the success of the teaching and add considerably to the pupils' very positive attitudes to work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a rich learning experience for pupils. This is enhanced by visits into the local and wider communities and visitors who broaden pupils' experiences. Overall planning lacks a little cohesion. Teachers do not <u>plan</u> opportunities to develop literacy, numeracy, information and communication technology and other skills through the whole curriculum, although they teach these incidentally.
Provision for pupils with special educational needs	Good. Pupils make good progress as a result of the support they receive.
Provision for pupils with English as an additional language	Good. Very few pupils (one) come from homes where English is not the first language. The pupil receives good support from teachers and progress is similar to other pupils in the class.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The provision for personal, spiritual, moral, social and cultural development of pupils creates a very good climate for learning in which pupils gain a very positive attitude to school. They learn to be responsible and mature and are well prepared for their next stage of education.
How well the school cares for its pupils	Good. The school takes good care of the children; day-to-day routines support a safe, friendly environment where pupils are happy to learn. Procedures for child protection, monitoring of attendance and behaviour and for eliminating oppressive behaviour are very successful. Procedures for support, guidance and assessing academic performance are secure and guide future planning.

Parents rightly think highly of the school. The school has a good partnership with parents and together they support children's learning effectively. A very strong ethos has been established.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The newly appointed headteacher provides very clear educational direction. The strong and shared vision and sense of purpose ensure all staff work together to achieve the school's aims.
How well the governors fulfil their responsibilities	Good. The governors have a clear understanding of the strengths and weaknesses of the school and the challenges it faces to develop further. Governors share the sense of direction and purpose with the staff and have good systems and values to support the school.
The school's evaluation of its performance	Very good. Monitoring of teaching and learning is effective and very thorough. The results can be seen in the maintaining of high standards.
The strategic use of resources	Very good. The results of spending are very carefully monitored and evaluated. The school analyses its results very carefully and applies the principles of best value very well. The school makes good use of its resources and uses specific grants wisely to impact positively on standards.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The school enables their children to make good progress. • The teaching is good. • Homework provision. • Their children behave well at school. • The school is very easy to approach with concerns. • Staff have high expectations for their children. • The school is well led and managed. • The provision for their children's personal development is good. 	<ul style="list-style-type: none"> • A relatively small number of parents feel there could be more extra-curricular activities. A similar number would like to be better informed of their children's progress and would like the school to work more closely with them.

Ninety eight questionnaires were returned. This was 48 per cent of those sent out. Nineteen parents attended the pre-inspection meeting for parents. The parents think highly of the school and provide very good support for the school, and with regard to their children's learning. Inspectors support the parents' positive views and feel that the school provides a good range of extra-curricular activities, albeit for junior aged pupils. The school works closely with parents and the 'open' school policy means that parents can be informed of their children's progress at any time.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

When compared with all schools nationally, standards at the ages of 7 and 11 are impressive in English, mathematics and science.

1. The school's results in national tests at the end of Year 6 in 2002 were above the national average in English, well above the national average in mathematics and very high (top 5 per cent of schools) in science. In comparison with similar schools, standards were average in English, well above average in mathematics and very high in science. In recent years, the school's improvements have been in line with the national trend. The school sets itself suitably challenging targets and has achieved them well. The slight dip in standards in English in 2002 has been thoroughly analysed and can be explained by the results of three pupils who missed a higher Level 5 by up to three marks in writing.
2. In the national tests for 7 year olds in 2002, pupils achieved standards which were well above the national average in reading, writing and mathematics. In comparison with similar schools, standards were above average in reading and mathematics and well above average in writing. Current findings show that all pupils are on track to achieve at least the expected level in reading, writing and mathematics and almost a half are likely to achieve a higher level in reading and mathematics.
3. The full range of inspection evidence confirms that standards remain high in Year 6. It is expected that almost all pupils will achieve the expected Level 4 in all subjects by the end of the juniors and around half are on target to achieve a higher level. In mathematics, higher attainers have the opportunity to study at a 'master class' at the local secondary school. Teachers at the school reported that the children last year were a delight and the children themselves loved going. For pupils who may be struggling, teachers provide booster classes to support them in achieving the expected level.
4. Evidence shows that the attainment of children on entry to the reception class is average this year, although evidence also shows it has been better than average in the past few years. The reception class teacher has high expectations of children's work and behaviour and engages their interest very successfully. This was seen in a very good lesson where pupils named two- and three-dimensional shapes. Children make good progress in the reception class often because the teacher bases their learning on relevant experiences. For example, when looking at road safety, children explain that the bright and shiny colours on the teddy make it easier to see in the dark. One child explains that dark colours 'can't be seen as well'. Children are good listeners and follow instructions carefully. They know what to do to improve their work because their targets in literacy and numeracy are on the wall. Children are well prepared to join the infant class in Year 1.
5. Throughout the rest of the school pupils make good progress. In the infant classes pupils make good progress as a result of effective teaching. In Year 1 for example, pupils recognise tens and units when the teacher uses a 'bead bar' and most of the class are confident in using 'o'clock' and 'half-past' when telling the time. By Year 2, pupils show secure skills in their literacy. Pupils use language imaginatively and select vocabulary well for effect. 'Flashing, fascinating fireworks' writes one Year 2 pupil. Punctuation and spelling are often very good. In their numeracy work pupils in Year 2 confidently count in 2s, 5s and 10s. They are secure when working with numbers up to 100 and some use larger numbers.
6. Pupils in the juniors build well on their previous learning and continue their good progress. By the time they reach Year 6, pupils have developed good techniques to solve problems

in their numeracy and clearly explain the strategies they are using. Within literacy lessons pupils show a variety of high order skills and accurately speak about 'personification' and 'metre' when discussing the modern retelling of Good King Wenceslas.

7. The school sets targets in literacy and numeracy for all pupils and these focus teachers and pupils alike on improving standards. Teachers are fully aware of the needs of all pupils and ensure that they are fully included in lessons. Pupils with special educational needs are supported by crisp individual education plans with precise targets for improvement. Teachers and support staff use these well. The child who speaks English as an additional language is well supported. The class teacher has received advice from the local education authority specialist staff and together they have set targets. Other pupils are encouraged to learn the odd word so that the mother tongue is celebrated. Progress against the targets has been very good.

Teaching and learning are good (often very good) and pupils make good progress.

8. The overall quality of teaching is good and often very good. The school has maintained this quality since the last inspection despite changes in staff.
9. Children get a good start in the reception class because of the high quality of teaching. Planning is thorough and covers all Foundation Stage areas of learning¹ very effectively. It is well matched to meet the needs of individuals and groups of children. This is possible because the teacher maintains meticulous records of children's previous achievements. The reception classroom is stimulating and the resources are well prepared and readily available. The teacher has a lively approach and lessons have a brisk pace. No time is wasted as the teacher establishes clear routines and children are encouraged to be independent, for example in getting resources and tidying up. The quality of relationships is excellent in the reception class and this contributes very well to children feeling secure and the high quality of teaching and learning. In all activities, the teacher and nursery nurse take every opportunity to develop children's speaking skills, for example when using the outdoor area for road safety. Children with special educational needs are identified early and strategies are quickly put in place to support them. For example, those children with behavioural difficulties 'earn' tokens which they put into a jar which motivates them to co-operate.
10. Teaching in infant and junior classes enables pupils to develop further. Throughout the school, teachers plan and prepare interesting lessons. Teachers' lesson plans show what is to be taught and learnt. This is shared with pupils at the start of lessons. This helps the teacher and pupils to remain focused on the purpose of the lesson and ensures that they cover sufficient ground in the lesson. In all lessons, very good use is made of the final session to round off by reinforcing the teaching points and consolidating learning.
11. Teachers give priority to securing for all pupils the basic skills of literacy and numeracy and also provide good opportunities to use information and communication technology. In order to improve this further, teachers would benefit from planning these opportunities more carefully in advance to develop these skills in different subjects. However, teachers do use computers in many subjects to enhance pupils' learning. Year 5 pupils developed their computer data handling skills and historical knowledge by investigating a database about prisoners at Huntingdon Prison in Victorian times.

¹ The Foundation Stage Curriculum is based on six areas of learning. These mainly refer to: communication, language and literacy; mathematical development; and personal, social and emotional development, but also include: knowledge and understanding of the world; and physical and creative development.

12. Teachers have high expectations for what pupils can achieve and, therefore plan work to extend pupils' learning. Teachers use a range of appropriate teaching methods. These include whole class teaching, group and individual work and involve practical, investigative and problem solving activities. They mainly use time and resources very efficiently. The use of literature was particularly impressive as pupils in Year 2 used the book 'The Owl who was Afraid of the Dark' to develop pupils' listening skills and imaginative writing. Teachers have secure subject knowledge. A great strength of the teaching is the excellent relationships between staff and pupils. This is the main reason why they manage pupils' behaviour so effectively. Another reason is the high expectation of good behaviour that is ever-present in the school. This emanates from a clear expectation of how pupils are to behave that is generated by all of the staff.
13. Teachers use the results of the assessment of pupils very effectively to match work to pupils' varying needs. This is very evident in the work set for pupils with special educational needs. The marking of pupils' work is good. The feedback to pupils, both spoken and written, enables them to improve their performance and the good use of praise raises self-esteem and self-confidence. In a Year 6 science lesson, the teacher made very good use of pupils' previous learning to develop successfully their understanding of air resistance and upthrust when discussing how a hot air balloon travels.
14. Pupils' learning is good because of the good quality of teaching. They respond readily to the challenge of the work set, show a willingness to concentrate, and make good progress in most lessons. Pupils apply their basic skills of literacy and numeracy to good effect in all subjects. Pupils adjust well to the demands of working in different situations, selecting appropriate methods for doing something and organising effectively the resources they need. They have a good knowledge of their own learning and raise one or two thumbs to show the teacher how well they have met their lesson objective. Pupils are confident and alert to ask questions and to persevere with their work when answers are not readily available. Where appropriate, pupils readily help one another.
15. Members of support staff assist pupils' learning very effectively and contribute very positively to pupils' progress. For example, in a Year 1 numeracy lesson the support staff enhanced pupils' learning by supporting the lower attaining pupils as they worked on their time problems. She asked searching questions for these pupils so that they were included fully in this part of the lesson. As a result, pupils' progress was good.
16. There is early identification of special educational need, which enables teachers to address any possible issues. There are good quality individual education plans. Targets are clear and measurable. Teachers are aware of the needs of all their pupils. In lessons, pupils with special educational needs get good support both from teachers and support assistants. The careful planning of programmes of work by teachers and special educational needs support staff ensures that pupils with Statements of Special Educational Need achieve well.

A rich and varied curriculum motivates pupils well.

17. The quality and range of learning opportunities for pupils are good and maintain the positive findings of the previous inspection. The school fully meets statutory requirements to teach all subjects and draws on the national schemes of work to produce good medium and short term planning that is clearly linked to the National Curriculum. As a result teachers provide pupils with work in an appropriate sequence that builds on their previous learning. This positively affects the quality of pupils' learning and the progress they make. In addition, the school provides lessons in French. Teachers' planning provides information about what pupils should know, understand and do. It clearly identifies the resources required to support the teaching and learning. However, more

needs to be done to draw effective links between different subjects. Sometimes it is unclear as to why subjects are being taught and recorded in the way they are despite the high quality of the work.

18. The school makes good provision for pupils' personal, social and health education. There is a good mix of special lessons, for example as part of the drugs awareness programme, citizenship and in other subjects, such as science. In work on the body, pupils research nutrition. In physical education pupils in all classes understand the importance of exercise on the body. The school has appropriate policies in place for sex education and drugs awareness.
19. Teachers provide pupils with first-hand learning experiences. For example they make very good use of the visits and visitors. Pupils visit local shops, houses and conduct traffic surveys; they also visit farms, art galleries, theatres and even the local sewage works! Teachers also take the pupils on visits to places that will enhance their learning. For example, Year 4 pupils dress up in costume and visit a Tudor Hall and pupils in Year 2 visit Washington Wildfowl reserve. The police, fire service and local clergy are regular and welcome visitors and another visitor brought in birds of prey for the reception class to observe. The school provides a good range of clubs and activities after school. These include choir, drama, recorders, football, gymnastics and computer clubs. There is also a homework club.
20. The school has very effective strategies for teaching the basic skills of literacy and numeracy. It implements the National Literacy and Numeracy Strategies successfully and plans very well for them.
21. Equality of access and opportunity for all pupils is evident throughout all planning. The school's provision for special educational needs is very good and meets the requirements of the Code of Practice² for special educational needs. There are thorough arrangements for identifying and assessing pupils. Those identified with special educational needs play a fully inclusive part in the lessons because skilled staff provide appropriate support. Individual education plans are detailed, set specific learning targets and are closely monitored. This ensures pupils with special educational needs make good progress. In a Year 4 English lesson, a pupil who speaks English as an additional language is supported by using a picture dictionary to help her to be involved in the lesson.

The school has created very positive attitudes to learning amongst pupils. Pupils behave very well and are keen to learn. Provision for pupils' moral and social development is excellent and the school also provides very well for pupils' spiritual and cultural development.

22. The school has successfully built on the high standards of provision for pupils' personal development praised by the previous report. It provides high quality educational experiences enabling pupils to be happy, successful and keen to learn. The excellent relationships between all members of the school community, and the respect that each has for others, promote a very good ethos in the school. This leads to an atmosphere in the school which is secure, supportive and conducive to learning, and in which all members feel valued.
23. Pupils' spiritual development is very good and is fostered in school assemblies and in lessons. In addition to fulfilling statutory requirements for collective worship, the well-planned assemblies provide a daily opportunity to strengthen the school's sense of

² [Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities, duties and tasks to ensure that pupils who have special educational needs receive the most appropriate help and support to further their learning and personal development. This is a statutory duty under the Special Educational Needs and Disability Act 2001](#) Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive appropriate help and support to further their learning and personal development. This is a statutory duty under the Special Educational Needs and Disability Act 2001.

community. Praise for individual and group effort, achievement and behaviour gives pupils a sense of worth and of belonging. Assemblies conclude with prayers or reflection on some aspect of its theme. The Gateshead local syllabus gives pupils good insights into the beliefs and traditions of other faiths. Children in many classes write prayers and wishes. A 'prayer line' in Year 6 and a 'wishing tree' in the hall offer opportunities for children to display their thoughts. For example, pupils in Year 6 write 'I pray that people don't suffer and they have a happy not miserable life'. Others wish for peace and an end to hunger, disease and homelessness.

24. Pupils' very good behaviour in class and around the school demonstrates that the school teaches them to distinguish clearly between right and wrong. Staff consistently promote the school's moral code and pupils recognise and respect it. The pupils' clear understanding of the school's 'Golden Rules' exemplifies this. Personal and social education lessons, including circle time³, are timetabled for all classes. This gives pupils the opportunity to speak about issues and problems they may have in an atmosphere of fairness and sympathy. All staff have high expectations of the pupils' behaviour both in and out of the classroom. This fosters high standards of relationships and consideration for others. Staff encourage pupils to develop an understanding of their moral responsibilities and the consequences of the actions that they take. The 'Special Mentions Awards' for pupils' efforts help to raise pupils' self-esteem as they are praised for their politeness, excellent behaviour and being kind and helpful as well as for their work.
25. The school is an inclusive community where every individual is made to feel valued. The school council is a forum of two elected pupils from each class who represent pupils' views and pass these to the staff. This helps all pupils to feel that their opinions count and promotes pupils' understanding of citizenship. The school provides opportunities for as many pupils as possible to take responsibility. Participation in a wide range of extra-curricular activities plays a positive role in developing pupils' social skills. Through these activities pupils have the opportunity to work as a team, and to mix with pupils from other schools. The Year 6 residential visit to Whithaugh Park also enhances pupils' social development. In lessons, teachers provide many opportunities for pupils to work co-operatively and collaboratively. This was much in evidence during the inspection in Year 4 and 6 science lessons and information and communication technology in Year 5. The school actively encourages pupils to support and care for others. Pupils raise funds for national and overseas charities. They distribute harvest gifts to local residents.
26. The curriculum contributes well to the pupils' understanding of their own culture. Pupils examine the cultural heritage of the area during educational visits, for example to Beamish Museum. The school celebrates special events in the Christian calendar and festivals from other major faiths. In Year 3, pupils considered the celebration of Advent and make useful links with the Hindu festival of Divali and the Jewish festival Hannukah. Although many books show positive role models of ethnic minority groups, teachers do not plan enough to develop pupils' understanding of the culturally diverse society in which they live. Pupils have opportunities to learn about art and music from many different parts of the world and different times. For example, pupils in Year 2 have painted 'Aborigine' type paintings and in assemblies children listen to music such as Tchaikovsky's Nutcracker Suite and Correlli's Christmas Concerto. Literature is a rich source of pupils' cultural development and pupils in Year 6 read Shakespeare and other classical authors. Pupils in Year 5 acted out a Greek tragedy, supported by a parent. In numeracy they work out puzzles from Chinese, Ancient Roman and Mayan (ancient Mexican) civilisations.

³ During circle time pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak.

Leadership and management are good. The headteacher, with the support of staff, governors, parents and pupils, creates a very good ethos and promotes high standards.

27. The newly appointed headteacher ensures very clear direction for the work and the development of the school. She is able to do this because of the very effective self-evaluation. She already provides influential and supportive leadership which helps to maintain a first-rate climate for learning. It also supports the very good attitudes to work and harmonious relationships, and a strong commitment to high standards.
28. The deputy headteacher and other staff very ably support the headteacher. For example, the teachers with responsibility for special educational needs, English and mathematics provide effective leadership. There is a very good team spirit among all the staff. This creates a very positive ethos, which reflects the school's commitment to a very effective atmosphere for learning, very good relationships and equality of opportunity for all. The headteacher and staff are keen to encourage more parental involvement in the pupils' learning since they value highly their contribution. There is a strong home and school partnership and parents make a significant contribution to the progress their children make in school.
29. The governors are effective in fulfilling their responsibilities. They are very well organised and thorough in their approach. They are open to new ideas and are keen to move forwards. The governors are active in the life of the school, and keep themselves very well informed about what is going on in school. They make regular visits and report back to meetings of the governing body. They have a very clear picture of how the school performs.
30. The school's monitoring and evaluation of its performance are very good. Staff know pupils very well and track their progress meticulously. There is a clear picture of how well pupils are taught. Staff reflect critically on what they can do to improve learning and develop more effective ways of working. Appropriate priorities are set within the school development plan. The school development plan has improved considerably with the arrival of the new headteacher but still needs to include a link with performance management.
31. The school budgets systematically for all expenditure and but needs to be clearer about the cost of its developments. The school's spending decisions relate directly to priorities within the school development plan and although the carry forward is slightly larger than normally expected, there are clear plans for improvements which will benefit all of the pupils. There is very effective financial control and administration. The governing body is very well aware of the principles of best value. In evaluating their spending decisions governors make detailed comparisons with similar schools.

WHAT COULD BE IMPROVED

Although the school provides a rich and relevant curriculum, it pays too little attention to planning opportunities to develop literacy, numeracy, information and communication technology and other skills through all subjects.

32. The school clearly knows what it is doing and the pupils at Clover Hill certainly have a rich curriculum. However, it is a little unclear at times why teachers are teaching certain topics and how they fit together in a whole school curriculum. For example, although pupils in Year 2 produced some fine work about Australia, it is difficult to spot the cross-curricular links and see how this fits with the 'big picture'.
33. Pupils in Year 6 produce much high quality work but it does not always fit together seamlessly. For example, work in topic books flits from history to science to music then back again. To improve the planning teachers could usefully consider these links more carefully and identify opportunities for developing literacy, numeracy and information and communication technology skills and also identify opportunities for spiritual, moral, social and cultural development. The school is already aware of this need and plans are afoot to deal with this issue.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

There are no key issues but the school should:

- include in its curriculum planning elements specifically relating to developing pupils' literacy, numeracy and information and communication technology skills through all other subjects. It should also plan the opportunities to raise pupils' spiritual, moral, social and cultural understanding, particularly of the culturally diverse society in which they live. (paragraphs 17, 26, 32 and 33)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	6	9	2	0	0	0
Percentage	6	33	50	11	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 five 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)	205
Number of full-time pupils known to be eligible for free school meals	8

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	23

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	4.6
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	12	15	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	15	15	15
	Total	27	27	27
Percentage of pupils at NC level 2 or above	School	100 (92)	100 (96)	100 (92)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	12	12
	Girls	15	15	15
	Total	26	27	27
Percentage of pupils at NC level 2 or above	School	96 (92)	100 (92)	100 (92)
	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	17	12	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	17	17
	Girls	11	11	12
	Total	26	28	29
Percentage of pupils at NC level 4 or above	School	90 (97)	97 (93)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	17	17
	Girls	11	10	11
	Total	26	27	28
Percentage of pupils at NC level 4 or above	School	90 (90)	93 (93)	97 (93)
	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	202	0	0
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	26
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	108

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
	£
Total income	429,190
Total expenditure	420,405
Expenditure per pupil	2,123
Balance brought forward from previous year	17,759
Balance carried forward to next year	26,544

Recruitment of teachers

Number of teachers who left the school during the last two years	4
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 48%

Number of questionnaires sent out	205
Number of questionnaires returned	98

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	42	1	0	0
My child is making good progress in school.	46	49	3	0	2
Behaviour in the school is good.	53	44	1	0	2
My child gets the right amount of work to do at home.	47	48	4	0	1
The teaching is good.	61	37	0	0	2
I am kept well informed about how my child is getting on.	34	49	14	0	3
I would feel comfortable about approaching the school with questions or a problem.	59	35	5	0	1
The school expects my child to work hard and achieve his or her best.	60	34	2	0	4
The school works closely with parents.	47	41	10	1	1
The school is well led and managed.	44	40	0	0	16
The school is helping my child become mature and responsible.	54	43	1	0	2
The school provides an interesting range of activities outside lessons.	29	51	11	2	7