

# INSPECTION REPORT

**LADY ELIZABETH HASTINGS CE PRIMARY  
SCHOOL**

Castleford

LEA area: Leeds

Unique reference number: 108100

Headteacher: Mrs V West

Reporting inspector: Mr N Hardy  
29262

Dates of inspection: 11<sup>th</sup> – 12<sup>th</sup> February 2003

Inspection number: 253717

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:	Voluntary Aided
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Alisa Jarvis
Date of previous inspection:	18 <sup>th</sup> May 1998

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

### **INFORMATION ABOUT THE SCHOOL**

Lady Elizabeth Hastings Church of England Primary School is situated in the small rural village of Ledston. With 120 pupils it is smaller than most primary schools. It draws most of its pupils from neighbouring towns and villages, with few children living in Ledston. Almost all pupils are from a white background and there are no traveller or refugee pupils on the school roll. The number of pupils eligible for free school meals is well below average. Two pupils who have English as an additional language are both making good progress in acquiring both spoken and written English. The percentage of pupils with special educational needs is similar to that seen in other schools but this number has increased gradually over recent years. The number of pupils with statements of special educational needs is also broadly similar to that seen in other schools. There is no nursery at the school so children enter the reception class at the beginning of the year in which they are five. The range of ability is wide but attainment is at expected levels for this age.

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

This is a good and improving school where not only are pupils' academic needs well taken care of but also their need to develop as young people living in a diverse and multi-cultural society. Pupils make very good progress in developing the skills and knowledge they need in a wide range of subjects but pupils' experience in information and communication technology could be extended to more of the subjects in the curriculum. Standards have remained at above average levels over the last five years in the juniors and have improved in the infants in the last four years. The headteacher has a very clear understanding of what the school needs to do to develop further. There is however a need to develop further the delegation of some of her responsibilities for managing the school to other members of staff. The funding for pupils is well above average and as a result the value for money is satisfactory.

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

- The school achieves above average results in National Curriculum tests, especially in English and science.
- Pupils make very good progress as they move through the school and achieve well by the time they are in Year 6.
- Pupils have very good attitudes and behaviour and co-operate very well with each other, and the very good relationships between adults and pupils help to raise standards.
- The quality of teaching is good overall with strengths in both infant and junior classes.
- The leadership and management of the school by the headteacher, senior teaching staff and governors are good.

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

- The school needs to extend the range and use of information and communication technology across as many of the subjects of the National Curriculum as possible.
- The headteacher leads the school well but needs to delegate more responsibilities to other staff to enable her to devote a greater proportion of her time to raising standards still further in all curriculum subjects.

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

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

The school was last inspected in May 1998. Standards overall have improved in English and science since the school was last inspected with very high results achieved in the national tests in 2000. Since then results have fallen a little. However, results, both high and those not so high, need to be treated with some caution because of the small number of pupils taking the tests in the school. Standards in some other subjects such as history and physical education have also risen. Learning resources for information and communication technology have been improved as have pupils' skills and knowledge, but the school now needs to ensure that these are used across a wider range of subjects in each class. Improvements have also been made in the provision for the under fives but some of these are at an early stage of development. The quality of teaching has improved and is better than that seen in the last inspection. The role of the governing body has also improved and the governors now have a very clear understanding of the strengths and weaknesses of the school and are very supportive. The quality of the information provided for parents is now 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	B	C
Mathematics	A*	B	C	D
Science	A	A	B	C

Key	
Well above average	A
above average	B
Average	C
Below average	D
Well below average	E

Test results in 2000 show that standards achieved by pupils in English and mathematics were in the top five per cent of those in the country. Since the national tests were taken in 2000 results at the school have shown a fall in all three subjects but remain above average in English and science when judged against all schools and at average levels when measured against schools taking their pupils from similar backgrounds. The fall in mathematics has been more marked. Again there is need for caution when using these results because of the small number of pupils taking the tests; for example, a substantial minority of pupils in Year 6 in 2002 were on the school's special educational needs register. However, when the results achieved by pupils in the 2002 tests are compared with what these same pupils achieved at the end of the infants, then the progress they have made during their time in the juniors is very good. Attainment at the end of the infant stage shows that standards in reading and writing are above average while those in mathematics are at average levels. Results in the infants have shown a good level of improvement over the last four years, rising more quickly than those seen in most other schools. Assessment records for children in the reception year show that most children achieve the national goals expected for their age.

The school's targets for the numbers of pupils expected to achieve the average Level 4 and the more difficult Level 5 are sensibly based on extending what pupils have achieved previously. This provides a challenge for both the school and pupils. The school's targets in English, mathematics and in science were all exceeded in 2002.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Most pupils enjoy coming to school, work hard and enjoy the activities that are on offer.
Behaviour, in and out of classrooms	Very good. Both in the classroom and outside, pupils respond quickly to what they are asked to do. Playtimes are very orderly and lunchtimes are a pleasant social occasion.
Personal development and relationships	Very good. Pupils are polite and courteous and show care and thought for each other.
Attendance	Good. Attendance is above national averages and there is very little unauthorised absence.

Pupils are very positive about school and appear to enjoy the tasks and opportunities on offer.

## TEACHING AND LEARNING

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

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

The teaching of English and mathematics is good overall across the school with no unsatisfactory teaching seen during the inspection. Teachers plan well and ensure that pupils understand what they need to learn. Lessons move with a good pace and teachers' challenging questioning ensures that pupils pay the appropriate attention. The tasks they are given are interesting and pupils try hard to meet the teachers' high expectations of the quality of work they produce. Pupils' writing skills are well developed not only in English but also across most other subjects. Teachers ensure, for example, that pupils record science investigations accurately, provide instructions to inform others how to perform gymnastic movements and make notes when learning about life in the 1940s. Considerable care and attention are taken to ensure that the needs of all pupils are met. More able pupils have the opportunity to work with older pupils to provide an additional challenge. Some very capable pupils from Year 6 attend extra mathematics classes held by the local education authority to extend their knowledge and skills even further. Pupils who find work more difficult are well supported by both teachers and support staff and make good progress. Relationships between teachers and pupils are good and for older pupils very good and sometimes excellent, and are based on respect and enhanced by the use of humour. This encourages pupils to offer answers in lessons and to accept that they may not always be correct. This is because they know that what they contribute is valued. The children in class 1, a mixed Reception/Year 1 group, are very enthusiastic about what they are to learn and on occasions allow this enthusiasm to slow the pace of learning.

## OTHER ASPECTS OF THE SCHOOL



Aspect	Comment
The quality and range of the curriculum	Pupils are provided with a well-planned curriculum which is enhanced by a very good range of extra-curricular activities, and opportunities for pupils to undertake additional music tuition and to broaden their experience by listening to visitors and taking part in visits.
Provision for pupils with special educational needs	Good. The provision enables pupils to make good progress throughout the school.
Provision for pupils with English as an additional language	The small minority of pupils who speak English as an additional language are acquiring good speaking, writing and reading skills and are making good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Provision for pupils' personal development is very good, as are relationships between pupils and teachers. The quality of moral and social education is also very good, demonstrated by the very good behaviour in the school. Spiritual and cultural development is good with assemblies making a valuable contribution to these areas.
How well the school cares for its pupils	Good. The procedures for monitoring and assessing pupils' progress are good. Assessment is used well in helping teachers to plan what pupils should learn next.

The school's partnership with parents is good overall. Most parents are supportive of the school and the education it provides. The quality of information parents receive about what their children will learn is good as is the quality of pupils' reports. Parents support the school and their children well in the completion and return of homework tasks.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the headteacher is good and she provides a clear vision of the direction the school should take in the future. A limited start has been made on delegating more of her management duties to other members of staff and this needs to be extended.
How well the governors fulfil their responsibilities	The role of the governing body has improved since the last inspection and they now provide strong and knowledgeable support for the school, especially in finance.
The school's evaluation of its performance	Good. The school regularly completes a detailed analysis of test results and pupils' strengths and weaknesses, enabling their progress to be tracked throughout the school.
The strategic use of resources	Good. The school has worked hard to improve its efficiency since the last inspection and it now makes every effort to ensure that it obtains value for money.

Staffing levels are good and two classes contain small numbers of pupils. Additional teachers who work with Year 1 pupils and with pupils with special educational needs add well to the school's provision. Support staff are effective in providing additional help for pupils with special educational needs and enable them to make good progress.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children enjoy school, are well behaved and are helped to become mature and responsible individuals.</li> <li>• The quality of teaching is good and this enables children to make good progress and to achieve their best.</li> <li>• Most parents would feel confident about approaching the school with a problem.</li> <li>• Almost all parents feel that the school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• A small minority of parents would like to be better informed about their children's progress.</li> <li>• A few parents believe the school could work more closely with parents.</li> <li>• A small number of parents would like a greater range of extra-curricular activities to be provided.</li> </ul>

The evidence from the inspection indicates that parents are correct to put their faith in the school to provide a good quality education for their children. The information provided for parents is at a good level and parents have several opportunities, both formal and informal, to discuss their child's progress with the teachers. The range of activities provided for pupils is very good although as in many primary schools the provision for younger pupils is more limited.

## **PART B: COMMENTARY**

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

#### **The school achieves above average results in National Curriculum tests, especially in English and science.**

1 The results achieved by pupils in the school in the national tests for those in Year 6 were above average in English and in science and at average levels in mathematics. In English a similar number of pupils to that seen nationally achieved the above average Level 5 while a more than average number reached the expected Level 4. A similar picture emerges in mathematics while in science all pupils reached Level 4 with average numbers reaching Level 5. Both girls and boys attain similar results in each subject although girls usually attain slightly higher results than boys. Taken overall, results were above average. However, owing to the limited numbers of pupils taking the national tests each year in the school, results should be looked at with caution. Taken over a longer period, results in the school have varied markedly, reaching a peak in 2000 before beginning a gradual fall to the current level. In the most recent years the number of pupils attending the school who have been on the school's special educational needs register has increased and this has adversely affected the school's results. When the school's results are compared with other schools taking their pupils from similar backgrounds, results in English and science are at average levels and mathematics are below average. However, when the results for 2002 are compared with what pupils achieved at the end of the infants the progress made by these pupils is very good and the result of the very good and sometimes excellent teaching and high expectations in the teaching they receive, particularly in the juniors.

2 Results for the seven year olds have improved from below average to above average in reading and writing and to average levels in mathematics over the last four years. In reading the results for 2002 show that half the pupils achieved the above average Level 3, well above the number seen in most schools, but a quarter of pupils struggled to make progress with their reading. An above average number of pupils achieved the expected Level 2 in writing while in mathematics more pupils than expected reached the more difficult Level 3. When judged against pupils from schools taking their pupils from similar backgrounds, results in reading and writing are at average levels with mathematics at below average. When the results of girls and boys are compared, girls usually produce better results than boys in reading and writing and boys often score higher than do the girls in mathematics. Overall however, results achieved by girls and boys are at similar levels.

#### **Pupils make very good progress as they move through the school and achieve well by the time they are in Year 6.**

3 Currently pupils in Year 2 are achieving at similar levels to those expected for their age in reading, writing, mathematics and science. Progress for most of these pupils is satisfactory with pupils receiving an appropriate level of challenge that enables them to extend their knowledge and skills. Children in the reception and Year 1 class extend their vocabulary well, developing words to describe the animals they see in the lesson, producing drawings and paintings of zebra and crocodiles and excitedly talking to each other about the gigantic jaws and sharp teeth. Higher attaining pupils in Year 2 read accurately and with expression and are able to explain what it is they like about the stories they have read, using aspects of the story and details of the characters. They understand the difference between fiction and non-fiction and can describe how they find information using a library. Reading skills are also helped by the pupils' involvement in a reading club, supported by the Year 2 teacher and pupils from Year 6. By Year 2 pupils write in a neat, legible style, using a mature vocabulary that has been well developed by the teacher through good questioning. They are

able to write longer pieces, for example when writing about 'Bonfire Night' or when giving instructions on putting physical education equipment away. More able pupils make their writing exciting by including detail and building the tension when writing adventure stories. One wrote "A black, furry bat swooped down and grabbed Winnies wand". Spelling is usually accurate, especially with words that are regularly used, and pupils, especially the more able, use and remember the rules of punctuation.

4 By Year 3 pupils are able to write longer, more interesting sentences, suggesting how they can link shorter sentences together to create these. Very good links were made with science in the lesson seen with pupils writing what they seen accurately and with a good use of technical vocabulary. Pupils in Year 5 write their own myths and legends, first developing outline plans for their writing before beginning their work. Ideas are organised well and pupils use good drafting and re-drafting skills to further develop their writing. Pupils demonstrate their good understanding of history and show that they are comfortable in using accurate language to describe knights, coats of arms, armour and dragons. Pupils' speaking and listening skills were well developed in the lesson seen. They organise what they want to say very well; others listen carefully and ask sensible questions and this helps to increase knowledge, but also the pupils' self esteem because their views are valued by both pupils and adults. By Year 6 pupils listen well and speak confidently, for example when describing the difference between fungus and algae. Vocabulary is again very well developed. Pupils are introduced to new words, for example 'aerodynamically', and the teacher constantly reinforces their understanding of this word so that, by the end of the lesson, pupils use the term knowledgeably. In their writing pupils use interesting words such as 'disturbingly' and 'spectacularly' to liven their work. Writing skills are developed well, not only in English where they write informal letters and imaginative poems, but also in other subjects such as religious education when writing about the Jewish faith and in physical education when they are instructing others how to perform a gymnastic movement. When hand-writing, styles are well formed and legible, with punctuation including paragraphs used accurately. Information and communication technology skills are used well to word process their poems with one pupil describing trees in "a frail and fragile forest standing in line like old pensioners". Another wrote:

"Winter trees drooping damp,  
In the forest colourless, bare and ugly,  
Frail and fragile,  
Motionless and stiff."

Reading skills are well developed with pupils showing confidence and expression when reading. They read a wide range of books and can state why they enjoy the work of authors such as Roald Dahl and Ann Fine. Library skills are developed well and pupils have no problems in describing how they find reference books. They treat books with respect and use terms such as 'index' and 'glossary' accurately.

5 In mathematics pupils develop good mental computational skills. In the reception and Year 1 class children quickly and accurately count forwards and back from 20, can state which numbers are odd or even and can explain why a large number such as 1937 is odd rather than even. They count quickly and accurately in twos and fives and have a secure understanding of words like 'beyond', 'between', 'above' and 'below'. Pupils in Year 2 have a good knowledge of the names and properties of shapes and can quickly identify pentagons, hexagons and can say why a square is different from a rectangle. Good progress is made in developing their mathematical vocabulary and they confidently identify right angles and talk about shapes rotating. This good progress is continued into the Years 3 and 4 class where in a lesson on co-ordinates pupils learn the words 'axis', 'horizontal' and 'vertical' and use these when discussing the practical applications in maps. By Year 5 pupils have improved

their understanding of reflective symmetry well and are beginning to show a good understanding of rotational symmetry. The teacher's good questioning enables pupils to demonstrate that they have a good understanding of angles and know that 45 degrees is half a right angle. Pupils in this class demonstrate a good understanding of scale and draw very accurately using centimetres and millimetres. By Year 6 pupils' computational skills are above those expected, with many pupils working at the more difficult and above average Level 5. They count quickly and accurately in nines but use their wider mathematical skills to count in 90s and 0.9s, showing a good knowledge of decimals and place value. Pupils are confident in using and handling numbers and are prepared and able to question and challenge the answers and methods used by others. As in other classes, vocabulary is well developed with pupils being able to explain the meaning of 'product' and their understanding of turning in a clockwise or anti-clockwise direction. Overall, pupils make good progress in mathematics and are on course to achieve, with many to exceed, the expected levels at the end of the year.

6 Progress in science is good. In Year 2 pupils show a good understanding of how materials change when they are heated, describe how chocolate, ice, wood and metal react when heat is applied and begin to realise that some processes can be reversed while others cannot. They use their observational skills and scientific vocabulary well to record what they have done, accurately using their writing skills. Pupils are also able to describe a healthy diet and can classify those foods that provide good nutrition and those that should be eaten in moderation. Science is taught well as part of the development of other subjects, for example in an English lesson in Years 3 and 4 where pupils learned about the water cycle. This helped them to extend their scientific and geographical knowledge as well as increase their technical vocabulary, learning words such as 'condensation' and 'evaporation', and also helped to improve their recording skills. By Year 6 almost all pupils have a good knowledge of gases, liquids and solids and how each of these behave. Pupils also show a good understanding of germs and microbes and how rapidly these can multiply, and complete mathematical calculations to show this. In the lesson seen pupils had a clear understanding of materials that were soluble and those that were insoluble and could describe how they would separate mixtures of these into their constituent parts. Pupils understand the need to make predictions and good questioning by the teacher ensures that pupils give reasons for their answers.

7 Good standards are also being achieved in several other subjects. Because of the limited time spent in the school during the inspection and timetable arrangements it was not possible to see the full range of subjects. It was, however, very apparent that standards in history, physical education and in information and communication technology in the infants and in Year 3 and 4 were above average. Standards of singing in assembly were also above average. In a Year 2 history lesson pupils were given a good understanding of the past as they developed their own museum using items they had brought from home. These included photographs and toys that they sorted by age, giving reasons for their decisions. Good English skills were then further developed when pupils wrote their own museum guide book. Pupils from Year 5 have a good understanding of local history and events in the 1940s that they demonstrated when asking questions of two elderly residents of the village. They carefully questioned them on life during World War II, about food and work in the land army as well as entertainment and facilities at home. This helped them to develop a clear understanding of life in those times using first-hand experiences. In physical education pupils show very good control as they practise their gymnastic movements, co-operating well with each other. Good links are made with mathematics when pupils are required to form symmetrical shapes to mirror the movements of a partner. Information and communication skills are developed well in lessons in Year 2 and in the Years 3 and 4 class. In Year 2 pupils confidently use the Internet to find information on light and also on the planets and show a good level of familiarity with the keyboard. Pupils in Years 3 and 4 are able to open files and

use cut and paste techniques, and many can change the size and style of fonts. More able pupils are able to alter the alignment of their work to improve its quality and presentation. Although skills are well developed the number of opportunities given to practise these skills and to use them in lessons in other subjects is more limited. This is because teachers do not always plan to include tasks involving information and communication technology and because the school has insufficient appropriate software to cover the different subjects in the curriculum.

**Pupils have very good attitudes and behaviour and co-operate very well with each other, and the very good relationships between adults and pupils help to raise standards.**

8 Parents in the pre-inspection survey all felt that their children liked school, the behaviour of pupils was good and the school helped its pupils to become sensible, mature and responsible. The inspection evidence strongly supports this view. The school sets high standards of how pupils conduct themselves and pupils respond positively to this both in classrooms and around the school. In almost every lesson they settle quickly to their work, they listen carefully to what they are told to do by adults and respond enthusiastically when answering teachers' questions. Their conduct around the school is equally good with pupils considering the feelings and needs of others during lunchtimes and playtime.

9 Pupils' attitudes towards each other, to the school and to the responsibilities they are given in and around the school are very good. In the school council, pupils take their responsibilities very seriously, listening carefully to the ideas put forward before making decisions and spending their funds wisely. In lessons pupils organise themselves effectively and without fuss, responding quickly to requests from teachers. In assemblies they listen respectfully, and join in the singing enthusiastically. Most pupils try their best in lessons and take a pride in the quality of the work they produce. This is illustrated well in the positive way pupils respond to their teachers' high expectations for the completion of regular homework tasks, and taking pride in the quality of this work and its prompt return. Pupils' enjoyment in school is also enhanced by the levels of attendance at the wide variety of extra activities organised and run by the school staff at lunchtimes and after school. In their responses to the parents' questionnaire all parents say that their children are keen to come to school and enjoy the work they are given because it provides a good challenge and is interesting. This is reflected in the above average attendance rates.

10 The relationships between pupils and adults are very good and in some classes in the juniors are excellent and built on mutual respect for each other. Opportunities are given in most lessons for pupils to co-operate with each other and these are used well to discuss ideas and sometimes to seek help. In the parents' meeting at the beginning of the inspection process several examples of how pupils looked after each other were given and of how children new to the school were helped to settle in. There is in the school an ethos of helping one another, with pupils volunteering to help others, for example in the reading club for Year 2 pupils or through the raising of funds for people who are less fortunate.

**The quality of teaching in the school is good, with particular strengths in the junior classes.**

11 No unsatisfactory teaching was seen during the inspection and much of the teaching seen, especially in the junior classes, was very good and sometimes excellent. There are many strengths in the teaching across all the classes in the school. Lessons, especially those in English and mathematics, are well planned and what pupils are to learn is carefully explained to them at the beginning of the lesson. Teachers usually make a prompt start to their teaching and lessons proceed with a brisk pace. This, along with teachers' good

questioning skills, ensures that pupils settle quickly and focus their attention on what they are to learn. Teachers' expectations of what pupils can achieve are high; pupils are well aware of this and most try their hardest to meet the demands made of them. The tasks provided for pupils are usually interesting and this, too, helps pupils concentrate well. In many lessons and in homework tasks pupils are encouraged to find out things for themselves, increasing their independent learning. The needs of all pupils, regardless of ability, are well met through the tasks they are given. More able pupils are provided with a very good level of challenge that enables them to make rapid progress and to achieve their full potential. Those who find learning more difficult, are well supported in lessons by well-briefed and knowledgeable support assistants who help pupils make good progress. Valuable additional support is provided for these children in small groups who receive extra help in English and mathematics from the knowledgeable special educational needs support teacher. A careful check is kept on the progress made by individual pupils through regular end of topic tests and the detailed records maintained by teachers. These help teachers to plan what pupils need to learn next.

12 Teachers manage pupils' behaviour well. Rules are applied consistently throughout the school and this, together with the respect that teachers and pupils have for one another, ensures that the school is an orderly community. Regular homework tasks are a feature of pupils' work and these build well on the learning that takes place in lessons. Work is conscientiously marked by teachers and in most classes written comments designed to help pupils to improve their work are provided. Relationships between teachers and pupils are very good and are built on respect for each other. This encourages pupils to offer answers in lessons in the knowledge that what they say will be respected by teachers and their classmates.

**The leadership and management of the school by the headteacher, senior teaching staff and governors are good.**

13 The headteacher has a very good understanding of the strengths and weaknesses of the school and, together with the staff and governors, has developed a school improvement plan that clearly identifies priorities for change. The school has a very clear and detailed set of aims which are clearly evident in the day-to-day running of the school, and this provides staff, pupils, governors and parents with a good focus on raising standards and providing a good education. The headteacher, staff and governors have worked hard to maintain existing strengths while working to improve identified areas for development. The issues identified in the last inspection report have been addressed and good progress made in almost all areas and this has helped to improve the provision for pupils' education. The headteacher does not yet delegate enough of her responsibilities to other staff. Improvements in this area would enable her to check more rigorously on the quality of teaching and allow teachers greater opportunities to work alongside colleagues to raise standards still further and to spread expertise.

14 The governing body is very supportive of the school and is committed to its future improvement. It fulfils its duties conscientiously and the quality of the support it offers has improved since the last inspection. The established committee structure enables the governors to carry out their duties effectively. Regular visits to the school ensure that governors have a detailed knowledge of its strengths and weaknesses and enable them to view changes critically, ensuring that funds are spent wisely.

15 The headteacher, teaching staff and governors have a detailed knowledge and understanding of the performance of the pupils. A careful analysis of test results is completed and the progress of individual pupils is measured so that help can be provided where necessary and a good level of challenge provided for each child. Areas of weakness

are identified in the curriculum, particularly in English and mathematics, and prompt action is taken to rectify these. The provision for pupils with special educational needs ensures a clear direction for pupils' work and this aspect is well managed by the special needs co-ordinator who works closely with teachers and support assistants.

16 Funds are used well by the school and careful consideration is given to projects to improve educational provision and the school environment. Very good financial planning has enabled the head and governors to maximise spending on teaching and support staff while maintaining spending on other resources. Significant improvements have resulted in some areas, such as the provision of computers in classrooms, but greater consideration now needs to be given to the uses of computer technology in a wider range of lessons.

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

**The school needs to extend the range and use of information and communication technology across as many of the subjects of the National Curriculum as possible.**

17 Considerable funds have been spent on improving the provision of computers and also in training staff, so that the teaching of information and communication technology skills is now good. Opportunities to observe older junior pupils using computers in lessons were limited but the standards and levels of skill in the infant classes and in the younger junior classes were above those expected for their age. Computer technology is being used in a number of lessons, for example in English to word process their work and in geography when studying maps, but the use of computers does not yet extend across a sufficiently wide range of subjects. Teachers do not always include opportunities for the use of information and communication technology in their planning of lessons and currently the school has a limited amount of software for teachers to use in their teaching. The school is very aware of this and is making efforts to improve its learning resources in this area but has yet to acquire a wider range of resources.

**The headteacher leads the school well but needs to delegate more responsibilities to other staff to enable her to devote more time to raising standards still further in all curriculum subjects.**

18 Because of the small size of the school the headteacher undertakes a heavy responsibility for the day-to-day organisation of the school as well as curriculum and management responsibilities such as the careful recording and assessment of pupils' progress. In order to enable her to increase the time she is able to spend on checking the quality of teaching across all subjects and planning, consideration should be given to the delegation of some of the duties currently undertaken to other senior members of the teaching staff.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

19. The headteacher, staff and governors have improved resources for information and communication technology and ensured that staff have the necessary skills to teach the appropriate skills to pupils. To improve these standards further the school should:

- Ensure that an activity involving the use of information and communication technology is included in teachers' planning in as many lessons as possible;
- Increase the amount of computer software available to teachers in a variety of subjects to ensure that computer technology is a regular component of lessons.

(Paragraph 17, 18)

To provide greater opportunities for the headteacher to check on the quality of teaching and planning the headteacher should:

- Delegate some of the day-to-day organisational and management duties to other members of the teaching and administrative staff.

In addition the headteacher, staff and governors may wish to include the following minor issue when developing their action plan.

- Increase the regularity and rigour of the checking of teaching in subjects other than English and mathematics.

## PART C: SCHOOL DATA AND INDICATORS

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

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

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	5	8	4	0	0	0
Percentage	6	28	44	22	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. 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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	120
Number of full-time pupils known to be eligible for free school meals	N/A	4

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	2
Number of pupils on the school's special educational needs register	N/A	13

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	2

### Attendance

#### Authorised absence

	%
School data	4.9
National comparative data	5.9

#### 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	6	10	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	5	5
	Girls	9	10	9
	Total	14	15	14
Percentage of pupils at NC level 2 or above	School	88 (93)	94 (93)	88 (86)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	5	5
	Girls	9	9	9
	Total	14	14	14
Percentage of pupils at NC level 2 or above	School	88 (93)	88 (93)	88 (93)
	National	85 (85)	89 (89)	89 (89)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	6	10	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	6
	Girls	10	9	10
	Total	14	13	16
Percentage of pupils at NC level 4 or above	School	88 (100)	81 (91)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	2	3
	Girls	7	10	8
	Total	11	12	11
Percentage of pupils at NC level 4 or above	School	69 (64)	75 (91)	69 (82)
	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	118	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	0	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	1	0	0
Any other ethnic group	0	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)	6.8
Number of pupils per qualified teacher	20:1
Average class size	24

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

Total number of education support staff	4
Total aggregate hours worked per week	85

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

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

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001/2002
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	£
Total income	365738
Total expenditure	369230
Expenditure per pupil	3239
Balance brought forward from previous year	43695
Balance carried forward to next year	40203

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	84
Number of questionnaires returned	36

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	25	0	0	0
My child is making good progress in school.	67	31	0	0	3
Behaviour in the school is good.	69	31	0	0	0
My child gets the right amount of work to do at home.	53	42	6	0	0
The teaching is good.	83	14	0	0	3
I am kept well informed about how my child is getting on.	58	33	6	3	0
I would feel comfortable about approaching the school with questions or a problem.	81	17	0	3	0
The school expects my child to work hard and achieve his or her best.	94	3	3	0	0
The school works closely with parents.	64	22	8	3	0
The school is well led and managed.	72	22	3	0	0
The school is helping my child become mature and responsible.	81	17	0	3	0
The school provides an interesting range of activities outside lessons.	58	28	3	8	0

