

## INSPECTION REPORT

### **SANDFORD HILL PRIMARY SCHOOL**

Longton, Stoke-on-Trent

LEA area: Stoke-on-Trent

Unique reference number: 124030

Headteacher: Mr C Smith

Reporting inspector: Mr Sean O'Toole  
20891

Dates of inspection: 7<sup>th</sup> – 8<sup>th</sup> July 2003

Inspection number: 260127

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 – 11 years
Gender of pupils:	Mixed
School address:	Clayfield Grove Sandford Hill Longton Stoke-on-Trent
Postcode:	ST3 5AQ
Telephone number:	01782 235511
Fax number:	01782 235512
Appropriate authority:	Local Education Authority
Name of chair of governors:	Councillor T D Tolley
Date of previous inspection:	July 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Sandford Hill School is a school of above average size situated in Longton, Stoke-on Trent. There are 390 pupils (187 boys and 203 girls) aged from four to eleven at the school. Forty-eight children are taught in the reception classes. Most pupils attending the school live locally in rented or small privately owned houses. The area is below average socio-economically. A small number of pupils, mainly with hearing impairment, travel from surrounding areas to attend the specialist provision. The school also attracts pupils with special educational needs from other schools and this has a significant impact on the number of pupils joining the school at times other than the reception year. About one in five pupils are entitled to have free school meals, which is about average. The percentage of pupils with special educational needs is about average and an above average percentage of pupils have statements of special educational needs. The proportion of pupils from ethnic minority backgrounds is slightly above average but no pupil is at an early stage of English acquisition. Their main home languages are Punjabi, Urdu and Bengali. Attainment on entry is below average. The school provides for hearing impaired pupils, although this provision is to close next year. A nursery is in the process of construction.

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

This is a very good school which is led and managed very well by an excellent headteacher. The pupils make at least good progress and progress is very good in Year 6 because of exceptional teaching. Overall, the teaching is very good. Pupils achieve well in English, mathematics and science. They benefit from a rich and vibrant curriculum which makes learning fun and purposeful and promotes very positive attitudes to learning and behaviour. The school provides good value for money.

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

- Pupils of all abilities make good progress and achieve well in English, mathematics and science
- The quality of teaching is very good
- Leadership and management are highly effective and promote good standards, a stimulating curriculum and a positive ethos
- Pupils' attitudes, behaviour and personal development are very good

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

- The use of information and communication technology (ICT) in other subjects
- The development of children's writing in the reception year

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

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

Since the school was last inspected in July 1998 it has made good improvement. In that time it has received two achievement awards and overall standards have risen. The key issues identified in the last report have been addressed well. The quality of teaching has been developed effectively and this has sharpened up pupils' learning and especially their skills in working independently. The leadership and management of the school have continued to provide a sharp focus for school improvement. The headteacher, staff and governors have a clear vision for the future and the determination and enthusiasm to succeed. They make a formidable team and are well placed to lead the school forward.

## 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	B	C	E	E
Mathematics	A	A	C	C
Science	A*	A	A	A

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

Inspection evidence shows that standards at the end of Year 6 have improved since the most recent national tests. Following a dip in the results in 2002, due to the high percentage of pupils with statements of special educational needs and new arrivals, standards are rising and are now above average in English and well above average in science and mathematics. Pupils achieve very well because much is expected of them through challenging teaching. The school's focus on improving the standard of pupils' writing has helped to raise standards at the end of Years 2 and 6. By the end of Year 2, inspection evidence shows that standards in reading, writing and mathematics are above average and this represents good improvement on the national test results at the end of Year 2 in 2002. This improvement has been achieved through well focused target setting, improved emphasis on developing the pupils' skills in building words and a stronger emphasis on writing in a range of subjects. Mathematically, pupils have benefited from regular practice of number skills and increased opportunities for them to develop understanding of mathematical ideas through using apparatus. Science has continued to be a strength, particularly in Years 3 to 6, because of the very effective use of experiments and investigations to foster pupils' understanding and knowledge. The school sets challenging targets and is rigorous in pursuing them.

Children start at the school with below average levels of attainment. They make good progress in the reception year and are on course to attain the early learning goals in most aspects of communication, language and literacy, mathematical, creative, personal, social and emotional development and knowledge and understanding of the world. Their writing skills are a little below those expected of children of a similar age. The school has made good headway in promoting pupils' skills in ICT and standards in the subject are average at the end of Years 2 and 6. However, pupils do not make sufficient use of computers to support their work in some subjects and have a weak understanding of control technology.

Overall achievement is good and pupils make good progress and very good progress in Years 5 and 6. Pupils with special educational needs are supported very well and those with hearing impairment receive high quality support so that they are fully involved in lessons and other activities. The school makes good provision for more able and gifted and talented pupils, providing challenging opportunities for them to achieve their potential.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are highly motivated and interested learners. They particularly enjoy the extra-curricular activities and visits.
Behaviour, in and out of classrooms	Very good. The pupils feel valued and so show much respect for others. There has been one exclusion.

Personal development and relationships	Very good. The pupils are keen to be involved in decision making and participate eagerly in the school council. Pupils and staff have excellent relationships which foster effective learning.
Attendance	Satisfactory. Pupils enjoy school. Most absence is through sickness or due to traditional holidays being taken in term time.

## 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.*

The quality of teaching and learning is very good overall and particularly strong in Year 6. Teachers successfully meet the needs of the different groups of pupils in the school. There is a good programme to challenge gifted and talented pupils and lessons often include extra work for the more able. The lessons seen ranged from satisfactory to excellent and analysis of pupils' work shows that there is much very good teaching because the staff make very effective use of assessment to plan challenging lessons. Other strengths in the teaching including a close match of work to pupils' abilities, well paced lessons and a good focus on developing pupils' thinking skills through practical opportunities to investigate and explore ideas. Pupils are very good learners. They work hard, co-operate effectively and take pride in presenting their work well. Pupils produce good quantities of work and are very enthusiastic about practical and creative work.

The teachers have good subject knowledge and are keen on training to extend their skills. They make lessons interesting and inspire the pupils to do their best. The teaching of English, mathematics and science is often very good and sometimes excellent in Years 2 and 6. Staff make effective use of the National Literacy and Numeracy Strategies. Teaching of pupils with special educational needs, including those with hearing impairment is very good and enables these pupils to achieve well and take a full part in all school activities. Teaching in the Foundation Stage is good although there is insufficient focus on extending the children's writing skills.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. All subjects are taught effectively and good use is made of literacy and numeracy skills in other subjects. The use of computers to support a wide range of skills in other subjects is underdeveloped. The school meets the needs of all pupils by providing challenging opportunities including a very good range of extra-curricular activities, visits and visitors.
Provision for pupils with special educational needs	Very good. Well-crafted individual education plans are used to plan effective learning. Provision for pupils with special educational needs and those with statements, mainly the hearing impaired, are supported exceptionally well.
Provision for pupils' personal, including spiritual, moral, social and	Very good. The school provides exciting and interesting opportunities for pupils to develop social skills and moral values. There are many opportunities to be involved in the wider community in social, musical and sporting events. Pupils are prepared very well for life in a culturally



cultural development	diverse society.
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How well the school cares for its pupils	Very well. High standards of care and the awareness of individual needs make this a very inclusive school. Assessment is used very effectively to target improvement in English, mathematics and science.
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## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher takes an excellent lead in school improvement and is rigorous and incisive in strategic planning. Senior staff are very supportive and all aspects of the school are managed very well.
How well the governors fulfil their responsibilities	Very well. Governors are fully involved in all aspects of school life and are supportive and well informed. They carefully consider the long-term developments.
The school's evaluation of its performance	Very good. The headteacher pinpoints areas for development through analysis of data, and sets challenges for staff and pupils. There is no sense of complacency but a rigorous approach to school improvement.
The strategic use of resources	Excellent. Much thought is given to providing high calibre staff and resources. The school ensures best value in supplies and services and especially in being self critical of its performance. Administrative staff are highly efficient and effective.

## 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 and make good progress</li> <li>• The good quality of teaching</li> <li>• The leadership by the headteacher</li> <li>• Their children's behaviour and attitudes</li> <li>• The school's efforts to involve them in their children's education</li> </ul>	<ul style="list-style-type: none"> <li>• Parents raised no significant issues</li> </ul>

Inspectors concur with parents' positive views.

## **PART B: COMMENTARY**

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

#### **Pupils of all abilities make good progress and achieve well in English, mathematics and science**

1. Most children start at the school with below average skills, knowledge and understanding for their age. They have a variety of pre-school educational experience before starting in the reception year. During their first year in school the staff successfully build upon the children's achievements and by the start of Year 1 most children are on course to attain the early learning goals in their mathematical, creative and personal, social and emotional development. Progress is good for all groups of children and those with special educational needs receive skilful intervention and support. The children's low levels of language skills on admission are compensated for well through role-play and imaginative activities and most have appropriate levels of speaking and listening for their age by the end of the reception year.
2. Test results in English, mathematics and science at the end of Years 2 and 6 vary from year to year. The main reason for these differences is the significant variation in the percentage of pupils with special educational needs. Additionally, a large number of pupils join the school at times other than the reception year. For example, in 2002 four pupils with special educational needs joined the school in Year 6 shortly before the national tests. Although records show that these pupils achieved well in a short space of time they did not generally reach average levels by the time they left the school and this depressed the school's overall performance.
3. Over time the school's tests results have shown an improvement in the percentage of pupils attaining average and better standards, although there was a dip between 2000 and 2002, especially in English and mathematics at the end of Year 6. National tests results at the end of Year 6 in 2002 showed that standards when compared with similar schools and with the national results were well below average in English, average in mathematics and well above average in science. However, inspection evidence shows that standards in this year's Year 6 are above average in English and well above average in mathematics and science. As well as the significant variation between the 2002 and 2003 cohorts, the improvement in standards is due to much more focused intervention in the teaching of English, rigorous target setting and monitoring the performance of pupils. The school has also targeted specific improvement in pupils' writing and this is reflected in the good quality of work seen in literacy across a range of subjects. Improvements in mathematics have been achieved through a greater emphasis on mental arithmetic, extending vocabulary and a concentration on improving pupils' skills in problem solving and investigating. More challenging teaching, as a result of extensive monitoring, has brought about a sharper edge to lessons and a strong focus on raising the achievement of the more able and gifted and talented pupils.
4. National test results at the end of 2002 for pupils in Year 2 showed that standards were average in reading, above average in writing but below average in mathematics. When compared with similar schools standards were below average in reading and mathematics but above average in writing. Very good analysis of pupils' performance by the headteacher and senior staff have brought changes to teaching and resulted in improved productivity by pupils. Inspection evidence shows that standards are now average in writing and mathematics with a good proportion of pupils achieving above

average levels. Standards in reading are average and most pupils read with enjoyment, accuracy and fluency.

5. Pupils' successes in the work seen in English, mathematics and science include;
  - Good skills in speaking and listening; pupils engage in purposeful conversation and discussion and are eager to join in lessons taking account of the views of others
  - By the end of Year 6, pupils read with expression and understanding from a wide range of texts and competently use factual books to research information in subjects such as history and geography
  - Pupils write well for a range of purposes and adopt different styles; their handwriting is neat, well formed and fluent and most work includes the effective use of spelling, grammar and punctuation
  - The pupils have good knowledge of number and calculate competently making very good use of these skills to solve complex problems
  - Pupils have a very good understanding of scientific processes and an extensive scientific vocabulary; they are particularly adept in designing their own experiments and in carrying out investigations.
6. Different groups of pupils achieve very well and make very good progress because the staff focus effectively on individuals and teaching is very good. Comparisons between the performance of boys and girls show some variations from year to year and generally girls achieve slightly better results than boys in English. Boys tend to be more successful than girls in mathematics and science. The gap between the performances of these groups of pupils has narrowed over time. Inspection evidence shows that boys and girls do equally well. Progress for pupils with special educational needs is very good. Pupils with special educational needs are given much individual support and have well focused individual education plans that are used to plan work. The skilful intervention of teachers and support staff ensures that these pupils receive support at just the right level. Those with statements of special educational needs are fully included in all of the school's activities. Most of these pupils have hearing impairment and specialist teachers support them very well. The pupils take a full part in all lessons because of highly skilled support. They achieve very well in national tests. The school has been effective in identifying and supporting gifted and talented pupils and staff ensure that their work is demanding. There are opportunities for the pupils to take part in work with other very bright pupils from different schools and this spurs them on to do well. More able pupils receive challenging work and through the setting arrangements in mathematics excel in number work and solving mathematical problems.
7. In summary, the school is successful in meeting the needs of different groups of pupils through highly skilled teaching. This success is underpinned by rigorous leadership and management which provides a focus on school improvement. As a result, the pupils leave the school as well equipped learners with wide subject knowledge and well developed skills.

### **The quality of teaching is very good**

8. The quality of teaching is very good. In the lessons seen, teaching varied between excellent and satisfactory. The analysis of pupils' work shows that there is a high proportion of very good teaching. The best teaching seen was in Years 2 and 6. The consistent quality of teaching does much to meet the needs of all groups of pupils and

has a substantial impact on the effectiveness of pupils' learning and their progress. The quality of teaching has improved since the previous inspection and parents speak highly of the work of all staff.

9. The teaching of children in the Foundation Stage is good overall and is especially effective in personal, social and emotional development and results in children becoming proficient and well-motivated learners. The staff have improved the provision and teaching much since the previous inspection and they work together well. The environment is attractive and interesting and displays of the children's work enhance their self-esteem. The children work together happily in role-play and staff use these opportunities to extend vocabulary. Reading is taught through a variety of methods and there are good opportunities for the children to listen to and join in stories. Creative development and knowledge and understanding of the world are taught well and include lots of practical work linked to the development of skills and techniques. Staff assess the children's understanding well and intervene at appropriate points to move learning on.
10. Pupils with special educational needs are taught very well and those with statements receive well-focused support. The teachers plan lessons effectively to take account of the pupils' needs and the work is matched effectively. Support staff work well with the pupils and follow the guidance of the teachers. The level of questioning is good and because the style of teaching involves the use of apparatus and resources the pupils are helped to understand complex ideas in a practical way. The teaching of hearing impaired pupils is of high calibre. Staff have an excellent understanding of how these pupils learn and the sensitive use of signing enables pupils to fully understand the learning objectives.
11. The school has identified several gifted and talented pupils and is very effective in providing them with challenge and stimulation in subjects such as English and mathematics. There are very good opportunities for pupils with an interest in science to join the science club which provides stimulating challenges. More able pupils are also taught very well. The use of setting in mathematics means that teachers are able to plan levels of work that move learning on at a good pace. Boys and girls are taught equally well and the staff are fully aware of the often different ways in which the pupils learn. Staff have undergone extensive training in learning styles and use this expertise well to meet the needs of pupils. There is a really good balance between practical and creative work and the application of literacy and numeracy skills across the curriculum is strong.
12. There are several common features in the teaching which promote effective learning and they include:
  - High expectations and challenge which inspires the pupils to do their best and to take pride in the presentation of their work; this was seen to very good effect in the pupils' work in English where they produced highly effective writing about the hardships of war
  - Teachers have very secure subject knowledge and think of imaginative ways of making lessons interesting
  - Literacy and numeracy skills are developed well across the curriculum and there are good opportunities for the pupils to research and take the initiative in finding out about different topics
  - Teachers expect much of the pupils in presenting their work well

- There is a consistent approach to managing behaviour and clear guidelines for pupils so that they understand what is expected of them
  - The school makes good use of support staff to work alongside pupils in creative activities.
13. The teaching of English, mathematics and science is mostly very good and sometimes excellent. This is because teachers have very secure subject knowledge and expertise. They make good use of the National Numeracy Strategy and National Literacy Strategy to plan lessons and think carefully about resources and equipment to bring lessons to life. In an excellent lesson in mathematics in Year 2 the teacher moved learning on at brisk pace, assessed the pupils' understanding through sharply focused questions and then set challenging tasks matched carefully to pupils' abilities so that very good gains were made in understanding the value of coins and in completing complex money problems. Science teaching is of high calibre and results in very good achievement. In a Year 6 lesson the teacher provided opportunities for the pupils to investigate acids and alkalis and to make predictions. Very good use of scientific vocabulary and careful questioning revealed that the pupils had a thorough understanding of scientific processes.
14. Pupils are very effective learners and show much enthusiasm. They work hard in all lessons and apply their skills in literacy and numeracy when recording their work. Pupils take pride in presenting their work well. One of the reasons for successful learning is the very good use of marking and assessment. Teachers make it very clear to the pupils what they need to do and guide them with helpful comments on how to improve and refine their work. Lesson objectives are sharply focused and carefully explained to the pupils. At different points during the lessons the teachers often ask the pupils if they have reached their targets and then move learning on to the next step. Pupils are clear about their achievements and this was very evident in a Year 5 lesson when the pupils used the information from the SPAN project (School, Parent Achievement Network) to judge the quality of their own writing and worked out what they needed to do next to achieve a particular level.
15. In summary, teaching and learning are very effective because of well focused planning, matched to the needs of pupils of different abilities. Most lessons have brisk and purposeful pace and challenges are made clear to the pupils. Excellent relationships between staff and pupils ensure that learning takes place in a harmonious atmosphere.

**Leadership and management are highly effective and promote good standards, a stimulating curriculum and a positive ethos**

16. The headteacher provides outstanding leadership and inspires the staff and pupils. He has created a highly effective team, who show much commitment to raising pupils' achievement and self-esteem, by providing excellent opportunities for the staff to develop their professional expertise, take part in new initiatives and improve the quality of their teaching through incisive monitoring and evaluation.
17. A particular success of leadership and management has been the creation of a very positive ethos within which all pupils can grow and flourish. This is reflected in the very good curriculum which is highly relevant to the needs of the pupils and provides stimulating and challenging opportunities for learning. Senior staff, under the guidance of a very effective deputy headteacher, organise the subjects effectively. There is a good system to monitor subject development and staff check that pupils' skills,

knowledge and understanding are developed consistently. All staff are responsive to suggestions for improvement and show enthusiasm for raising standards.

18. The headteacher and senior management team have a shrewd understanding of the school's strengths and areas for development and a passion to see the pupils succeed academically as well as in their personal, social and emotional development. Analysis of test data and the effective tracking of pupils' performance ensure that staff are kept well informed of their responsibilities in raising achievement. The analysis of performance is very good. The information is used to raise expectations and to identify any particular weaknesses in pupils' performance. For example, the dip in standards, especially in English since 2000, has been thoroughly analysed and although this was mainly due to new entrants, with special educational needs, in Year 6 the school has sought out other reasons for the decline and changed its approach to developing pupils' English skills. This has met with good success and inspection evidence shows that standards are now above average.
19. The governors provide a very good sounding board and take a keen and active interest in the school. They are regular visitors and are perceptive in their understanding of the school's work. Whilst being supportive of the staff, the governors also challenge the school about its performance and call it to account for spending. They regularly review the priorities in the school's development plan and monitor pupils' progress, subject development and the work of the headteacher. There is a very effective system for performance management and it is linked to improving standards. The challenges set are very well focused and reviewed at regular intervals. Additional staffing, support and resources are provided on the basis of need linked to achieving targets and this means that money is spent wisely.
20. The school makes robust use of all funds available and there is a very small contingency fund. Subject leaders have responsibility for developing resources and training in their areas and use funds effectively. Funds for specific purposes are used excellently. An example of this is in the provision of additional staff to support improvements in the development of English and this has brought about improved tests results. The administrative staff are highly competent and provide detailed information for the headteacher and governors so that they can track spending and its effectiveness. The school also uses outside support in managing the budget and figures are up-to-date and accurate. Funding has been used well to provide good quality resources and staffing levels. This has been achieved through adopting best value principles taking account of quality when purchasing supplies and services.
21. Other strengths in management include the organisation of the provision for special educational needs and assessment. The school sets aside appropriate time for the co-ordinator for special educational needs (SENCO) to administer her responsibilities. All statutory requirements for special educational needs are met and individual education plans and reviews are conducted well. The provision for hearing impaired pupils is fully integrated into the school and managed highly effectively. Assessment is managed very well. The headteacher and staff make very good use of data to plan programmes of study and to set challenges for staff and pupils.
22. Communication is especially effective. Staff have clearly defined roles and responsibilities and respond very well to the challenges set for them. All staff are clear about the school's aims and share common values and practice which bring consistency in developing pupils' skills, knowledge and understanding across the curriculum. Parents are well informed and involved in school life. They speak highly of the quality of leadership and management and are delighted with the level of information provided for them, the accessibility of staff and the open and friendly way

in which they are received. Their only criticism of the school at the parents' meeting prior to the inspection was that it closed on Saturday and Sunday.

### **Pupils' attitudes, behaviour and personal development are very good**

23. The pupils' very good attitudes to school and behaviour have a significant impact on their achievements and help to create a vibrant and lively community. Pupils take learning seriously and show very good personal skills through applying themselves wholeheartedly in lessons and using their initiative when planning and presenting their work. Children in the Foundation Stage make very good gains in their personal, social and emotional development and are equipped well as learners for work in Year 1. The high level of pupils' attitudes, behaviour and personal development has been maintained well since the previous inspection. This is due to the school's very strong focus on spiritual, moral, social and cultural development and the consistent way in which staff encourage the pupils in all aspects of their work and activities in school. This is reflected well in the approach to rewarding pupils for their achievements, politeness and good behaviour.
24. Conversations with pupils and observations of them at work and play clearly show that the pupils love school and this is demonstrated in their hard work, enthusiasm and keenness to please their teachers. In lessons, the pupils listen attentively and are active participants in discussion. Their work on pollution and conservation shows a mature understanding of humankind's responsibility for caring for the natural world. Pupils are proud to be part of an ECO school. The school makes very good provision for extra-curricular activities and pupils join in the wide variety of activities enthusiastically. They are successful and eager participants in a wide range of sporting events and show much pride in their school's achievements. Other pupils take the opportunities provided by the science club to extend their knowledge. Pupils also have very positive attitudes to homework and most complete it on time and comment that homework helps them to develop a good understanding of subjects such as English and mathematics. An example of the pupils' positive response to challenging work was seen in an excellent lesson in mathematics when the pupils used a variety of shapes to learn about algebraic formulae. They worked hard, co-operated very effectively and begun to formulate their own ideas giving good reasons for their decisions.
25. Behaviour is very good. Movement around the school is orderly and pupils waste no time in getting to lessons, for example, in moving to the sets for mathematics. Pupils are very polite and well mannered and considerate of adults and of other pupils. They know and follow the rules well and understand their responsibilities of working together in the school community. Rough play and bullying are rare. Pupils also understand the impact of their actions on others and show a strong commitment to personal values. They are taught well to appreciate others' viewpoints and because the staff show respect for all the pupils quickly gain an understanding of the value of being different and accepted for those differences.
26. Pupils' personal qualities are enhanced by the very good promotion of their spiritual, social, moral and cultural education. For instance, in some thought provoking work about World War Two the Year 6 pupils write sensitively about evacuation and the hardships of war. They show real perception in their discussions of delicate issues and a willingness to listen to different views and beliefs. The staff encourage the pupils to engage in thoughtful discussion and to take responsibility for key areas of school life. Pupils respond very well to these opportunities. The school council members take their appointment seriously and have made several contributions to improving the school, for example, in designing the chat zone. They work



successfully as a team and have won the respect of other pupils and the staff for their commitment. One of the strengths of the school is the way in which staff foster thoughtfulness, honesty and respect. Pupils respond excellently to this code of conduct and show much care for their school, community and resources. The staff encourage this through promoting racial, religious and other forms of equality very well. This inclusive school enables pupils to develop an appreciation of all members of the school. This is reflected very well in the way in which hearing-impaired pupils are completely involved in school life. This inclusive approach benefits all and does much to raise the self-esteem of pupils with disabilities.

## **WHAT COULD BE IMPROVED**

### **The use of information and communication technology (ICT) in some subjects**

27. The school has made good improvement since the previous inspection in developing pupils' basic skills in ICT but some aspects of the subject are not covered in sufficient depth. There are gaps in pupils' knowledge and understanding of control technology and the use of computers to enhance their work in other subjects is limited. Some good examples of pupils creating presentations using a variety of media were seen and the school's involvement in the SPAN project (School Parent Achievement Network) enhances pupils' understanding of a variety of ICT skills and is proving to be a useful link with parents who can access their children's work via the Internet. Pupils use computers for research in subjects such as history and geography but have insufficient opportunities to use ICT in music and mathematics. There is not a consistent approach between classes in using the computer as a word processor. In some classes pupils mostly copy their work onto the computer rather than use it as a tool for drafting, editing and refining their writing.

### **The development of children's writing in the reception year**

28. Although there has been good improvement in the provision and teaching in the Foundation Stage since the previous inspection more remains to be done to improve the quality of the children's writing. Children start school with a variety of experiences in communication, language and literacy but their progress in developing basic writing skills is unsatisfactory and very few attain the early learning goals in this area of learning. There are appropriate opportunities for the children to experiment with early writing skills through play but staff do not place sufficient emphasis on developing letter formation and providing enough opportunities for the children to refine their handwriting. There is not a close enough link made between the development of early reading skills alongside writing.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER**

29. In order to build on the very good quality of education provided by the school, the headteacher, staff and governors should:
- (1) \*Improve the use of computers in several subjects especially in developing pupils' drafting and editing skills and use of control technology
  - (2) Improve the development of children's writing in the reception year by providing more structured opportunities for the development of skills.

\* The school has identified this issue in its development plan.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	13

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	5	9	2	0	0	0
Percentage	16	26	47	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

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	390
Number of full-time pupils known to be eligible for free school meals	0	65

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	69

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	12

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	11

### Attendance

#### Authorised absence

%
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#### Unauthorised absence

%
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School data	5.4
National comparative data	5.4

School data	0.3
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	15	24	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	14
	Girls	23	23	22
	Total	36	36	36
Percentage of pupils at NC level 2 or above	School	92 (91)	92 (93)	92 (98)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	14
	Girls	23	23	24
	Total	36	36	38
Percentage of pupils at NC level 2 or above	School	92 (95)	92 (93)	97 (100)
	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	34	32	66

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	23	33
	Girls	26	28	32
	Total	47	51	65
Percentage of pupils at NC level 4 or above	School	71 (77)	77 (82)	98 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	21	28
	Girls	24	27	28
	Total	40	48	56
Percentage of pupils at NC level 4 or above	School	61 (79)	73 (89)	85 (100)
	National	73 (72)	74 (74)	82 (82)

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

### ***Ethnic background of pupils***

### ***Exclusions in the last school year***

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	363	0	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	5	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	4	0	0
Asian or Asian British - Pakistani	4	0	0
Asian or Asian British – Bangladeshi	2	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – Caribbean	5	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	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)	16.1
Number of pupils per qualified teacher	24.8
Average class size	28

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

Total number of education support staff	17
Total aggregate hours worked per week	312

***FTE means full-time equivalent***

### ***Financial information***

Financial year	2002/2003
	£
Total income	814,995
Total expenditure	800,686
Expenditure per pupil	2,048
Balance brought forward from previous year	13,150
Balance carried forward to next year	16,826

**Recruitment of teachers**

Number of teachers who left the school during the last two years	1
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
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	390
Number of questionnaires returned	127

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	31	0	0	1
My child is making good progress in school.	76	24	0	0	1
Behaviour in the school is good.	72	27	0	0	1
My child gets the right amount of work to do at home.	51	40	6	2	1
The teaching is good.	83	15	0	0	2
I am kept well informed about how my child is getting on.	57	37	4	2	0
I would feel comfortable about approaching the school with questions or a problem.	83	16	1	0	0
The school expects my child to work hard and achieve his or her best.	85	15	0	0	0
The school works closely with parents.	69	28	1	1	2
The school is well led and managed.	83	17	0	0	1
The school is helping my child become mature and responsible.	86	13	1	0	0
The school provides an interesting range of activities outside lessons.	77	21	1	0	1

### Other issues raised by parents

Parents spoke highly of all aspects of the school's provision. They were impressed by the commitment and hard work of the staff and the dedication of the headteacher. They raised no concerns.