

INSPECTION REPORT

LITTLE HADHAM PRIMARY SCHOOL

Little Hadham, Bishop's Stortford

LEA area: Hertfordshire

Unique reference number: 117126

Headteacher: Mrs Pam Newman

Reporting inspector: Mrs Pat King - 7853

Dates of inspection: May 22- May 24, 2000

Inspection number: 186236

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: Stortford Road
Little Hadham
Hertfordshire

Postcode: SG11 2DX

Telephone number: 01279 771285

Fax number: 01279 771162

Appropriate authority: Governing body

Name of chair of governors: Mr M Banyard

Date of previous inspection: 27-30 November, 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mrs Pat King	Registered inspector
Mrs Jacqueline Darrington	Lay inspector
Mrs Gail Wilkinson	Team inspector

The inspection contractor was:

National Educational Services
Linden House,
Woodland Way,
Gosfield,
Essex
CO9 1TH

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Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This school is a small primary school for boys and girls aged from 4-11 years. It has increased in size from 84 pupils since 1995 and currently has 133 full-time pupils and 19 children who attend part-time in the nursery. Pupils come from the village of Little Hadham and the surrounding area, with at least 80 per cent from the nearby town of Bishop's Stortford. A significant number of pupils join the school in Key Stage 2. Attainment on entry to the nursery is average overall. 20 pupils on the special educational needs register require additional support with their learning. This figure is below the national average. The school has no pupils with English as an additional language and there are no pupils from ethnic minority backgrounds.

HOW GOOD THE SCHOOL IS

Little Hadham is an effective school. Pupils achieve high standards because of the good teaching that they receive and their very positive attitudes to learning. The governors, headteacher and staff work well together to improve the school and maintain the high standards that have been achieved in the last three years. The strengths of the school outweigh any weaknesses and the school provides good value for money.

What the school does well

- The nursery provides the children with a very good start to their school life. This is due to the very good and sometimes excellent teaching of the staff involved.
- Pupils' attainment is high in mathematics and science at the end of both key stages and in English at the end of Key Stage 1. The good teaching in these subjects throughout the school ensures that pupils often make good progress in their learning.
- The school promotes the personal and social development of each child very effectively.
- Pupils enjoy school, are keen to learn and try their best.
- The school has very good links with parents and local businesses, which enrich the pupils' learning experiences.

What could be improved

- The accuracy of pupils' very imaginative and well structured independent writing;
- The school's approach to identifying its successes and areas for improvement;
- The systems to ensure that essential routine maintenance is carried out regularly.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in 1995, the school has made very good improvements in those areas that were key issues for development in the inspection report. Lesson planning now identifies clearly what pupils are to learn and this is evident in the purposeful working atmosphere within classrooms. Teachers plan the curriculum together across the key stages to ensure that their skills and expertise are shared to avoid duplication of effort. There is a very good level of interaction between adults and pupils in the nursery and a strong emphasis on language development for these children. The headteacher, governors and staff have been very successful in maintaining the sense of community and teamwork within the school, despite the significant increase in numbers of pupils on roll during the last five years. The results achieved by the pupils in the national tests at the end of Key Stage 1

have been maintained at a high level. At the end of Key Stage 2 there have been marked improvements since 1996 in mathematics and English and high standards have been maintained in science. In 1999, 42 per cent of pupils achieved a level above the national expectation in mathematics and science.

In addition to the required improvements in the last inspection report, the school has been very successful in raising funds to carry out considerable improvements to the accommodation and learning resources, in improving links between the nursery and the main school and in setting up a Parent Council.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			Similar schools
	1997	1998	1999	1999
English	A	B	B	D
Mathematics	E	A	A	A
Science	A	A	A	B

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

The school's results in the national tests at the end of Year 1 are impressive. The school's performance in 1999 was in the highest five percent nationally in reading and mathematics and well above average in writing. Pupils make good progress to reach standards that are well above average by the end of Year 6 in mathematics and science. In these two subjects there has been a very marked upward trend since 1996, which is greater than that shown nationally. In English, standards have risen in line with the national picture over the same period. In 1999, whilst the percentage of pupils who attained the expected level was above the national average, the proportion reaching the higher level was below average and below the results of the same pupils in mathematics and science. The evidence from the inspection confirms the high standards achieved in the national tests for seven and eleven year olds in mathematics and science. In English, pupils become very fluent writers but do not always make as much progress as they should with the accuracy of their writing. However, more pupils in Year 6 are currently achieving the higher level in their writing than in the national tests in 1999. Pupils with special educational needs make good progress overall. The school's targets in 1999 for the pupils at the end of Year 6 were met in English and exceeded in mathematics. Appropriate targets have been set to raise attainment in English in the Year 2000 and to maintain the well above average standards in mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes. They are keen to learn, interested in what they do and proud of their achievements.
Behaviour, in and out of classrooms	Behaviour is very good both within classrooms and around the school. Pupils are polite and courteous towards each other and adults.
Personal development and relationships	Pupils form very positive relationships with members of their own class and with other pupils in the school, both younger and older. They display a high level of confidence in a range of situations, such as participation in class or assembly. They have a well-developed sense of responsibility and even the youngest pupils are involved in planning events for the school.
Attendance	Attendance is good. Pupils are eager to come to school and arrive well before school starts in the morning to settle to work in the classroom.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen overall	Very good	Good	Good

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

Teaching is good overall. In the lessons seen, the quality of teaching was good in about half the lessons, very good in a third, excellent in one in eight and satisfactory in the remainder. The teaching seen in the nursery was very good and sometimes excellent. The teaching of literacy and numeracy is good overall, with much that is very good, particularly in Key Stage 2. Within these lessons teachers address the basic skills very effectively so that pupils make good progress in their knowledge and understanding. In other lessons when pupils write for a range of purposes, teachers are not as consistent in ensuring that pupils apply these skills as systematically as they should do. Generally, in lessons teachers are very enthusiastic and clear about what they want pupils to learn. They ensure that lessons are interesting through the use of a wide range of resources and activities that challenge pupils of all abilities, within the single- and mixed-age classes. A strong feature in the good or better teaching, is the very good classroom management that ensures that all pupils sustain a good pace of work and a high level of concentration. A strength evident in all teaching is the careful questioning by the teachers that encourages pupils to develop their thinking and express their ideas.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum in the nursery is very good. In the other key stages the curriculum includes all required subjects appropriately. It provides for the wide range of interests and abilities within each class. The school uses links with people in the world of work and the community and activities with other schools to make the curriculum relevant for the pupils and to extend their interest and motivation.
Provision for pupils with special educational needs	The needs of pupils with special educational needs are met very well within their classes so that they make good progress. The teachers and classroom assistants provide a good level of support that is well matched to the needs of these pupils through the use of well prepared individual targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good use of experiences within the curriculum for pupils to explore their own and other cultural traditions. Procedures to promote pupils' moral and social development ensure that they have a mature understanding of their moral and social responsibilities. Provision for pupils' spiritual development is satisfactory within assemblies and across the curriculum.
How well the school cares for its pupils	Provision for pupils' health and welfare is very good and excellent in some respects. The school is a caring community and a safe environment overall. However, procedures are not in place for dealing with some aspects of unauthorised absence when parents take extended holidays in term time or for ensuring the regular maintenance of some safety equipment.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's sound leadership ensures that governors and staff work well as a team to maintain a good balance between raising standards and the promotion of pupils' personal and social development. This approach and the promotion of the involvement of parents strongly support learning.
How well the governors fulfil their responsibilities	The governors are committed to improving the school environment and maintaining the school's ethos. They are very supportive of the staff and have put in place some effective procedures for gaining information about the school's curriculum and the standards that pupils achieve.
The school's evaluation of its performance	The headteacher and staff with subject responsibilities monitor teachers' curriculum planning and pupils' work and so gain an overview of standards and of the quality of teaching and learning. However, the evaluation of the school's work is not yet sufficiently analytical to identify clearly areas for development, to set precise targets or to plan specific improvement strategies.
The strategic use of resources	Time, staff, accommodation and learning resources are used effectively and efficiently. The financial resources are used to meet the planned priorities within each financial year and the governing body applies the principles of best value satisfactorily.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>In response to the parents' questionnaire and at the pre-inspection meeting the majority of stated that :</p> <ul style="list-style-type: none"> the school is well led and managed; members of staff are approachable and are very willing to respond to parents' concerns and questions; the quality of the teaching is good; the pupils enjoy school and make good progress; the school expects the pupils to work hard and achieve their best; the school provides opportunities for the pupils to become confident, take responsibility and show care and respect for others; the pupils' behaviour is very good; the school keeps parents well informed about their children's progress and school activities. 	<p>A few parents consider that:</p> <ul style="list-style-type: none"> there is some variability across the classes in the homework given; the school does not work closely enough with parents; there are insufficient activities available to pupils outside of lessons.

The inspectors endorse the parents' positive views of the school. The homework given covers a similar range of tasks across the year groups and is appropriate in amount for the age of the pupils. The content of some activities varies according to the topics being undertaken by each class. The school works very closely with parents in the provision of information about the year's work for each class given at the autumn term parents' meeting, in sharing targets for pupils with their parents and in involving parents in the life of the school. The school has recently introduced a residential visit and increased the sporting activities with other schools, many of which take place after school and at weekends. This extra-curricular provision is about average in range and quantity for a school of this size.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The nursery provides the children with a very good start to their school life. This is due to the very good and sometimes excellent teaching of the staff involved.

1 The children settle very quickly into the nursery because of good early links with parents and the very good level of support that they receive from the all the adults involved. The learning experiences are planned carefully to match the children's interests and their stage of development. The adults who work with the children are clear what they want the children to gain from the work and use well-structured, imaginative activities to motivate and stimulate the children so that they are keen to learn. For example, through the topic on bears the children were improving their knowledge and understanding of the world by making simple circuits to provide light for the bear's home. They were improving their physical skills whilst dramatising the story of "We're Going on a Bear Hunt."

2 All adults work enthusiastically with the children within groups or individually. They place much emphasis on developing children's use of language and this shows improvement since the last inspection when the children's language development was not planned for sufficiently. Whilst the children were taking on the role of a postman in the outdoor area, the teacher was questioning them skilfully to promote their understanding of the information required to deliver parcels to houses. Adults have appropriately high expectations of children of all abilities so that they make good, and often very good progress. By the time the children leave the nursery their attainment in language and literacy and mathematics and in their knowledge and understanding of the world and their physical development is above average for their age. A very strong feature of the children's attainment is their ability to talk about what they are doing, showing good use of vocabulary and clear speech for their age.

3 A wide range of stimulating activities is well organised so that the children work in a very secure environment that promotes their personal and social development very well. They are confident to contribute to discussions within the whole-class group, to select activities independently when appropriate and to sustain concentration. They co-operate effectively in pairs at the computer, for example, and when engaged in role-play as a group. They relate well to each other and to adults. They demonstrate an enjoyment of learning and a keenness to do well.

4 Members of staff in the nursery liaise closely with the teachers in the main school when planning the curriculum so that the children build on their early experiences within the Reception Year. They also prepare the children very sensitively for a smooth transfer to the main school. Members of staff have worked successfully to improve the links between the nursery and the main school since the last inspection when they were in need of development.

Pupils' attainment is high in mathematics and science at the end of both key stages and in English at the end of Key Stage 1. The good teaching throughout the school ensures that pupils often make good progress in their learning.

5 Pupils' attainment in mathematics is high at the end of both key stages and this shows a marked improvement since the last inspection. The school introduced the National Numeracy Strategy in 1998, a year before it was a statutory requirement. The teachers are implementing it very effectively, which has a very positive impact on standards. Work is well matched to the needs of pupils to ensure good progress for pupils of all abilities. At the end of both key stages pupils have good mental recall of mathematical facts, such as adding in

steps of three in Year 2 and recalling multiplication facts in Year 6. They are very good at selecting the appropriate mental strategy to calculate and at explaining their methods. In Year 2 one pupil was able to add $40 + 50 + 19$ by adding the tens first and then the units. Pupils are very confident when carrying out mental and written calculations and record their work carefully. They use mathematical language accurately and are able to apply previously learned skills when solving new problems. Teachers' good questioning of pupils, the opportunities that they provide for pupils to explain and the clear targets that they set for them in their marking all contribute to the high standards achieved by pupils in mathematics.

6 Pupils' attainment in science has risen from average to well above average since the last inspection. There were limited opportunities, because of timetabling, to observe lessons in this subject during this inspection. In the lessons seen pupils showed good scientific knowledge and good use of technical language. Teachers structure lessons well, and as a result, pupils build systematically on previous learning. In one lesson in Key Stage 2 pupils made rapid gains in their knowledge of the parts of a flower. In a lesson in Year 6 pupils had very good recall of prior learning and used scientific language accurately, such as germination, photosynthesis and nutrients. These pupils were able to identify the key factors that they had to consider when investigating plant growth. The school has recently provided training for the staff in the development of investigational work in science. This has had a positive impact on teachers' confidence and is leading to a more consistent approach to this aspect of the subject across the school.

7 Pupils' attainment in both key stages is well above average in speaking and listening, in reading and in some aspects of their writing. This shows considerable improvement in reading and writing since the last inspection when attainment was average. The school has implemented the National Literacy Strategy very effectively. Teachers plan these lessons very carefully so that pupils know what they are expected to gain from the work, giving appropriate emphasis to the teaching of the basic skills of reading and writing. They match work well to the needs of the pupils by their skilful questioning of the whole class and by well-planned tasks for ability groups. They provide good opportunities for pupils to develop their speaking and listening skills by ensuring that they listen carefully to each other and adult explanations, explain their thinking and expand upon their answers where appropriate. In Year 2 pupils were asked to give their opinions of Arthur in the story of "Who is Arthur" and this increased their understanding of looking for meaning beyond the sense of the text. In Key Stages 1 and 2 pupils write fluently and with imaginative and poetic choice of language. Teachers give pupils the opportunity within the literacy hour to write in different styles and to appreciate literature. In one lesson in Key Stage 2 pupils made rapid progress in their understanding of the intentions of the author in using persuasive writing through whole-class discussion. In Year 6 pupils were able to write poetry independently using different themes and forms. Where appropriate teachers encourage pupils to use dictionaries and thesauri to increase the accuracy of their writing. Within the literacy lessons teachers teach the basic skills of spelling and punctuation and pupils acquire the knowledge and understanding of these skills rapidly. For example, in Year 3 pupils made good progress in their understanding of suffixes, prefixes and diminutives because of carefully prepared resources and good discussion with the teacher. The high standards in English contribute significantly to pupils' progress in other subjects.

8 In mathematics, science and English teachers use the time of the classroom assistants very well to ensure that pupils with special educational needs make good progress. All adults involved understand the individual needs of these pupils. They provide a good level of support for them that is well matched to their needs through the use of well prepared individual targets. Teachers and classroom assistants can often be seen working before school starts with these pupils.

The school promotes the personal and social development of each child very effectively.

9 Since the last inspection the school has raised standards significantly whilst maintaining a good ethos that promotes the social and moral development of the pupils well. This success reflects the clear commitment in the school's aims in respect of pupils' personal development, which is judged by parents to be one of the school's strengths.

10 There is a very strong ethos in the nursery where all the adults involved value the children as individuals, recognising their achievements and encouraging them to appreciate the contributions of others. Success is celebrated so that the children have a strong sense of self-worth. Teachers' expectations make clear the need to consider others and the children take turns and share very well for their age.

11 In Key Stages 1 and 2 the teachers build on these earlier experiences. The headteacher, teachers and classroom assistants know the pupils well and work closely with the parents to ensure that the environment for learning is secure. Where pupils have emotional and behavioural difficulties teachers respond very sensitively and one very young pupil clearly indicated that he had improved his behaviour because his teacher valued him. This improvement was evident in the lesson. Throughout the school high standards of behaviour are promoted through the Golden Rules, which parents and pupils know and understand. In addition, all teachers create a very strong sense of caring for and respecting the contributions of others. This is reflected in the way that pupils help each other spontaneously at break times, and, by Year 6, in the very mature collaborative work. The school promotes the pupils' sense of responsibility both within the school and the wider community through the School Council, which involves pupils from the Reception Year to Year 6. Pupils elected to the School Council are equally involved regardless of age. The school's success in promoting pupils' personal development is evident in the increasing initiative shown by the older pupils in organising talent competitions and quiz nights. When asked the purpose of these, one older pupil stated that he wanted to extend the interests of the children in the school.

Pupils enjoy school, are keen to learn and try their best.

12 Pupils' enjoyment of school is evident in very good attendance and in the way in which they settle to work purposefully in the classroom before school starts. They show enthusiasm for learning. In all subjects they are keen to explain what they are doing, to share their ideas with others and to discuss any problems in order to increase their understanding. They respond enthusiastically to the teachers' questions and often are willing to expand their answers, showing an excitement in achievement when carrying out mental calculations in mathematics. They work well as a whole-class and within groups when guided by the teacher or another adult and almost always are able to apply themselves to the task independently of the teacher when engaged individually. Within subjects, such as mathematics, literacy and science the pupils are able to collaborate as pairs or within groups. The oldest pupils showed very good social skills when working together. They were able to negotiate and build on each other's comments very maturely when planning an investigation about seed germination. In both key stages pupils work at a good pace in order to complete their work and are keen to improve. Their positive attitudes to learning based on a mixture of a mature understanding of the importance of schooling and a high level of motivation make a significant contribution to the standards that they achieve.

13 Pupils' behaviour is very good within lessons and around the school because they know what the school's expectations are and recognise the importance of valuing each other. They form very good relationships with each other in class and at break times when

they play a range of games as mixed-age groups, with older pupils supporting the younger members of the school. They show a high level of confidence in class and pride in achievement, for example when working together to gain points for their house or when they have achieved some success in learning. They enjoy the competitive sports with other schools and the opportunities that they have for fund-raising.

The school has very good links with parents and local businesses, which enrich the pupils' learning experiences

14 This was a special feature selected by the school for inspection and therefore is included within this report.

15 Parents, governors, staff and members of the community work together very effectively for the benefit of the pupils. This partnership between parents and the school contributes significantly to the high level of motivation and commitment that the pupils demonstrate. Parent Councillors work closely with the pupils on the School Council to support them in organising activities, with evident gains for the pupils in their social development. Those pupils who are members of the School Council take their responsibilities seriously and do their best to work for the benefit of the school community. They talk with enthusiasm about their project to improve the cloakroom areas that has involved writing letters to local businesses to gain support with the materials needed. The class teachers value the contribution that these parents make and the Parent Councillors feel that they facilitate communications with parents.

16 Friends of Little Hadham, are very active in promoting contact between the school and the community through a wide range of social functions. The very significant amount of money that they have raised has been used to enhance the school's resources. The provision of additional information technology equipment has extended the pupils' experiences within control and modelling and improvements to the external environment have enabled pupils to have more stimulating activities at break times and during physical education lessons.

17 Partnerships with businesses and organisations within the local community enhance the learning opportunities available to the pupils. Pupils recall vividly the opportunities that adults from a range of cultural backgrounds gave them to help in their understanding of traditions other than their own in relation to clothes and food, for example. Other notable experiences are the Millennium Wood Village Project when six acres of land were donated to enable all pupils to plant a tree and the Europe Kinder 2000 Project when pupils made contact with pupils in schools in Holland and Germany to exchange information about their cultural traditions. These experiences have contributed significantly to pupils' sense of responsibility, their social and cultural development and their interest in learning.

WHAT COULD BE IMPROVED

The accuracy of pupils' very imaginative and well structured independent writing;

18 The results of national tests for 11 year olds show that standards in English are above average but are not as high as those in mathematics and science. The school is aware of this and has identified writing as the aspect of English in need of improvement.

19 Pupils in both key stages make good progress with the content and style of their writing. They are able to write for a range of purposes to support their learning across the curriculum. They write at length and imaginatively, with use of an interesting vocabulary, often chosen to create a particular effect. In their handwriting lessons pupils develop a good cursive style in Key Stage 2 and in literacy lessons in both key stages pupils acquire good skills of punctuation, spelling and grammar. However, some pupils do not apply these skills consistently enough in their independent writing. Teachers mark pupils' work conscientiously but the emphasis placed in the marking on the need for accuracy is variable. They often provide written comments to help pupils to improve but these, and the targets set, are not always precise enough to make clear to the pupils what they have to do to make their work better. Pupils do not always date their work and this makes the monitoring of their progress against the targets set for them more difficult to assess.

The school's approach to monitoring and evaluating its work to identify more clearly its successes and areas for improvement.

20 The headteacher and governors discuss the outcomes of national tests and this enables them to check the school's performance. The headteacher and curriculum co-ordinators monitor teachers' planning and examine a range of pupils' work. Some monitoring of lessons has taken place, particularly in literacy, numeracy and science. These checks give an overview of the subjects, which is not sufficiently detailed to guide plans for improvements.

21 The school has good systems in place that involve governors and staff in working together to decide where improvements need to be made. The school development plan includes the person responsible for undertaking planned initiatives but the time scales and the criteria for judging the success of actions are not detailed sufficiently. For example, the need to improve standards in pupils' writing and their investigative skills in science have been included in the school's development plan. However, the precise strategies needed to ensure such improvements were not identified. There is not a clear picture from the monitoring undertaken of what has succeeded in ensuring improvement in pupils' progress in order to guide the next stage in the development. It is not easy, therefore, for the school to evaluate the effectiveness of steps taken.

The systems to ensure that essential routine maintenance is carried out regularly.

22 Overall the school places appropriate emphasis on health and safety. Governors make visits each term to check the building in respect of health and safety issues. Fire drills are held regularly but the fire alarms are not tested, except those used for fire practice. Electrical equipment and fire fighting equipment have not been checked in accordance with statutory requirements. The maintenance of these has been placed in the hands of an outside contractor but the school does not have systems in place to ensure that the checks are carried out as agreed.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To build on its many strengths and the very good improvements made since the last inspection, the school should improve:

1 the accuracy of pupils' very imaginative and well structured independent writing by:

- ensuring that the approach to marking and target setting in response to pupils' written work is consistent across the school, particularly in relation to the accuracy of pupils' writing;
- making clear to all pupils in Key Stage 2 the need to use cursive writing across the curriculum;

2 the school's approach to identifying its successes and areas for improvement by:

- sharpening the focus for evaluating lessons and pupils' work to ensure that strengths and weaknesses in teaching and learning are identified clearly;
- using information from monitoring to make targets for improvement more precise;
- improving the school development planning so that time scales for actions are set within each year;
- evaluating fully the impact of initiatives, particularly on teaching, learning and attainment, such as the work being done to improve pupils' writing and investigative work in science;

3 the systems to ensure that essential routine maintenance is carried out regularly by:

- putting in place systems to ensure regular checking of electrical equipment, fire fighting equipment and fire alarm bells;

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
13	33	47	7	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

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)	9.5	133
Number of full-time pupils eligible for free school meals	0	7

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	0
Number of pupils on the school's special educational needs register	2	33

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	5.2
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	11	10	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	11
	Girls	10	10	10
	Total	20	20	21
Percentage of pupils at NC level 2 or above	School	95 (100)	95(95)	100 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	11	11
	Girls	10	10	10
	Total	20	21	21
Percentage of pupils at NC level 2 or above	School	95 (83)	100 (100)	100 (89)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	4	8	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	4	4
	Girls	7	7	7
	Total	10	11	11
Percentage of pupils at NC level 4 or above	School	83 (79)	92 (84)	92 (89)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	4	4
	Girls	7	8	8
	Total	10	12	12
Percentage of pupils at NC level 4 or above	School	83 (79)	100 (89)	100 (89)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	152
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	1	
Other minority ethnic groups		

This table gives the number of exclusions of pupils of compulsory school age, 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
Number of pupils per qualified teacher	22.2: 1
Average class size	26.6

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	74

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	19

Total number of education support staff	2
Total aggregate hours worked per week	25

Number of pupils per FTE adult	6.3
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	274662
Total expenditure	286255
Expenditure per pupil	1922
Balance brought forward from previous year	18036
Balance carried forward to next year	6443

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	152
Number of questionnaires returned	66

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60.60	34.84	4.54		
My child is making good progress in school.	48.48	40.90	9.09		
Behaviour in the school is good.	38.09	57.14	4.76		
My child gets the right amount of work to do at home.	29.23	40.00	23.07	4.61	3.07
The teaching is good.	65.15	34.84			
I am kept well informed about how my child is getting on.	41.53	46.15	9.23	3.07	
I would feel comfortable about approaching the school with questions or a problem.	68.25	26.98	3.17		1.58
The school expects my child to work hard and achieve his or her best.	57.58	39.39	1.51		1.51
The school works closely with parents.	31.82	45.45	18.18	1.51	3.03
The school is well led and managed.	42.42	46.97	3.03	4.54	3.03
The school is helping my child become mature and responsible.	50.79	38.09	6.35		4.76
The school provides an interesting range of activities outside lessons.	4.61	24.61	38.46	23.07	9.23