

# INSPECTION REPORT

## **HUSTHWAITE CHURCH OF ENGLAND PRIMARY SCHOOL**

HUSTHWAITE

LEA area: North Yorkshire

Unique reference number: 121502

Headteacher: Mr S Outram

Reporting inspector: Mrs M Gough  
22361

Dates of inspection: 28th - 29th February 2000

Inspection number: 187835

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 controlled
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Low Street Husthwaite York
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Caroline Patmore
Date of previous inspection:	April 1996

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## **INFORMATION ABOUT THE SCHOOL**

Husthwaite Church of England School is a voluntary controlled primary school, which is situated close to the town of Thirsk. Because of the school's rural location, pupils are drawn from a wide area, and half of the pupils travel by bus from outlying villages. There are currently 140 pupils on roll, including twenty-six part-time nursery pupils. Most pupils are of white ethnicity and no pupil has English as an additional language. Seven pupils are known to be entitled to free school meals, and this figure represents 6% of the school population and is below average. Nineteen pupils are on the school's special educational needs register, including two pupils who are in the nursery. This figure represents 13% of the school population and is below average. Four pupils, including one from the nursery have statements of special educational need. This figure is higher than the national average. Pupils' attainment when they join the nursery is often above average, although the baseline assessments for the current group of pupils show that their attainment is below average in some elements of the assessments, and only average in the remaining elements. At the time of the inspection thirty-six pupils were under the age of five, including the part-time nursery pupils.

## **HOW GOOD THE SCHOOL IS**

This is an extremely effective school which provides a very good quality of education for pupils of all ages and abilities. Standards are well above average in English, mathematics and science at the end of both key stages, and have been for several years. The school works very hard to maintain these high standards, and is not complacent about what it has achieved. Teaching is very good, and has a very positive impact on pupils' learning. Teachers are, without exception, very enthusiastic in their work, and committed to meeting the needs of all pupils. They have exceptionally high expectations of behaviour and academic achievement, and ensure that pupils are fully stretched, enabling them to achieve their full potential. The leadership and management of the headteacher are excellent, and he is well supported in his work by an able deputy and a very committed Governing Body. The school gives very good value for money.

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

- Standards are well above average at the end of both key stages in English, mathematics and science.
- Teaching is very good overall, and is a significant strength of the school.
- Pupils' attitudes to school and to work are extremely positive. They enjoy learning.
- Pupils' behaviour is very good throughout the school and relationships amongst pupils and between pupils and adults are very good.
- The school's provision for the under-fives in the Nursery and Reception classes is of a consistently very high standard.
- The school's provision for pupils' spiritual, moral, social and cultural development is very good and is a strength of the school.
- The provision for pupils who have special educational needs is very good and enables them to make good progress.
- The school is very well led by the headteacher who receives good support from an active and fully involved Governing Body.

### **What could be improved**

- The use of information technology to support pupils' learning across the curriculum.
- The range and quality of the school's computers and software.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection took place almost four years ago. Since then the school has fully addressed the key issues that were identified. Teaching in the nursery was unsatisfactory at the time of the last inspection. It is now consistently of a very high standard, and the provision for the under-fives in both the Nursery and Reception classes is very good. Standards in information technology have improved, and are now in line with national expectations. The school's development planning is much more focused, and there is a very clear educational direction to the school's work. The curriculum is well supported by schemes of work and policy documents, which ensure good levels of continuity in pupils' learning, and provide useful guidance for teachers. Written reports of pupils' progress and attainment are better than they were, but the format currently being used restricts the length of teachers' comments. The school meets statutory requirements in terms of the completion of attendance registers and has appropriate procedures for monitoring absence. The school has improved at a very good rate. It is well placed for maintaining the current very high standards in many aspects of its work, and for continued development.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	A	A	B	well above average A above average B average C below average D well below average E
Mathematics	A	A	A	B	
Science	A	A*	A	B	

On the basis of the end of Key Stage 2 National Curriculum tests, pupils' attainment has been consistently well above average for the past three years in English, mathematics and science. The percentage of pupils attaining the higher Level 5 is well above the national average in mathematics and science, and above average in English. In comparison with similar schools the results are above average.

For the past three years, in reading, writing and mathematics, pupils' attainment, on the basis of the end of Key Stage 1 National Curriculum tests, has been well above the national average. However, in comparison with similar schools, the results of the 1999 tests in reading and mathematics are only average. This is because a few pupils did not perform as well as had been predicted in the tests, and did not attain the expected Level 3. In writing, where the percentage of pupils attaining Level 3 was as the school had predicted, the school's results were well above average when compared with similar schools.

The under-fives achieve beyond the desirable learning outcomes in each of the key areas of learning, and make good progress. Baseline assessments show that pupils' attainment on entry to the school is usually above average, although the attainment of the current group of Nursery pupils is slightly below average in some elements of the assessments, and only average in the other elements.

The inspection findings indicate that the current groups of Y2 and Y6 pupils are attaining above average standards in English, mathematics and science, and that they are on course to achieve high standards in the end of key stage National Curriculum tests. The school fully stretches the highest attaining pupils, and gives very good support to pupils who have special educational needs, enabling all pupils to make good progress and achieve their full potential. The school makes regular ongoing assessments of pupils' attainment, enabling accurate, but appropriately challenging targets to be set.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils of all ages and abilities have extremely positive attitudes to school and to work. They apply themselves conscientiously to all tasks, and maintain high levels of interest and concentration in lessons.
Behaviour, in and out of classrooms	Pupils' behaviour in and around the school is very good. Pupils have good manners and are considerate of others. Inappropriate behaviour of any kind is extremely rare.
Personal development and relationships	Relationships amongst pupils and between pupils and adults are excellent, and help to create a very pleasant and warm family atmosphere. Pupils have a great deal of initiative and willingly take responsibility for aspects of their learning.
Attendance	Broadly in line with the national average

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
19 lessons seen overall	very good	very good	very good

During the inspection, teaching was excellent in 21% of lessons seen, very good in 47% of lessons, good in 21% of lessons and satisfactory in 10% of lessons. The teaching of the under-fives in both the Nursery and Reception classes is of a consistently very high standard, and ensures that the pupils have a very good start to their education. Very good emphasis is placed on the development of early literacy and numeracy skills, and the imaginative presentation of these activities enthuses pupils and significantly enhances their learning. In Key Stage 1 and Key Stage 2, the teaching of English, mathematics and science is very good, and has a positive impact on pupils' attainment and progress. Coverage of the National Curriculum programmes of study in these subjects is excellent, and enables the most able pupils to achieve the higher levels in the end of key stage National Curriculum tests. Pupils' literacy and numeracy skills are very effectively promoted and developed across the curriculum, and this helps to extend and consolidate their skills and knowledge, within a meaningful context. Pupils who have special educational needs are identified very quickly and receive very good and well targeted support. They make good progress, and often catch up with their classmates in a very short time.

Teaching throughout the school is characterised by very good planning, extremely high expectations of academic achievement and behaviour, and very effective classroom organisation and management. Teachers share the learning objectives of individual lessons with pupils, so that they know exactly what is expected of them. They use questions very well to check pupils' understanding, and to extend the highest attainers in their thinking. Very good

relationships between teachers and pupils create a warm and productive learning environment where pupils are keen to express their views and ideas.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for the under-fives in the Nursery and Reception classes is of very good quality, and very good emphasis is placed on pupils learning through first-hand experience. The curriculum for Key Stage 1 and Key Stage 2 pupils meets statutory requirements, and all subjects of the National Curriculum and religious education are taught regularly.
Provision for pupils with special educational needs	The provision for pupils who have special educational needs is very good. Pupils who have learning or behavioural difficulties are identified at an early stage, and given the support they need to enable them to make good progress. Parents are fully informed and involved.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	The provision for pupils' spiritual, moral, social and cultural development is very good and is strength of the school. Positive values and attitudes are promoted, and pupils are encouraged to have tolerance and respect for the views and beliefs of others.
How well the school cares for its pupils	The school cares very well for all pupils, and recognises and caters for their individual needs. The well-being, health and happiness of pupils are the shared concern of the headteacher, staff and Governing Body.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led and managed by the headteacher. He is very well supported in his work by the deputy headteacher and the curriculum co-ordinators. The special educational needs co-ordinator is very effective, and together with staff ensures very good provision for pupils who have learning or behavioural difficulties.
How well the governors fulfil their responsibilities	The Governing Body is fully involved in the strategic management of the school and plays an active and supportive role in its life and work. Statutory requirements are fully met.
The school's evaluation of its performance	The headteacher and Governing Body make regular evaluations of the school's work, enabling them to know the strengths and weaknesses of the educational provision. There is a clear sense of educational direction to the school's planning, and a shared sense of purpose amongst staff who are fully involved in the decision making process.
The strategic use of resources	The headteacher and Governing Body use the school's resources well to support educational development. The principles of best value are applied when purchasing goods or services, and the funds are spent wisely. The school is giving very good value for

money.

## 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>• Parents appreciate the firm leadership provided by the headteacher and the commitment of the teaching staff.</li><li>• Parents agree that the school promotes very positive and Christian values and attitudes.</li><li>• Parents are warmly welcomed into the school at any time to share any concerns or to discuss their children's progress.</li><li>• Parents believe that the identification of pupils who have special educational needs is prompt, and that pupils who have special educational needs are given very good support.</li><li>• Parents are very pleased with the levels of information they receive from the school.</li><li>• Parents are pleased with the high standards the school achieves in terms of academic attainment and behaviour.</li><li>• Parents appreciate that all pupils are treated as individuals and that they are given responsibility for aspects of their own learning.</li></ul>	<ul style="list-style-type: none"><li>• Parents would like to see computers used more to support pupils' learning.</li><li>• A few parents are concerned that the homework tasks for pupils in the same year group, but who are taught in different classes, are not the same.</li><li>• Parents would like more extra-curricular activities.</li></ul>

There are justifiably high levels of parental satisfaction, and the inspection findings fully support the parents' positive views of the school. The inspection findings confirm that there is a need for information technology to be developed further within the school, and this is already an identified target in the current School Development Plan. The inspection findings support the parents' views about homework, and discussion with the headteacher indicates that the school is more than happy to ensure that there is more consistency in homework tasks for pupils in the same year group. The inspection findings do not support the parents' views about the range of extra-curricular activities provided. The school offers a satisfactory range of extra-curricular activities, and given the number of staff, and the fact that many pupils travel to and from school by bus, can not reasonably be expected to provide any more.

## **PART B: COMMENTARY**

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

**Standards are well above average at the end of both key stages in English, mathematics and science.**

1. The school promotes very high standards and enables pupils of all abilities to achieve their full potential. By the time they leave school at the age of eleven, pupils are attaining standards that are well above the national average in English, mathematics and science. In comparison with similar schools, pupils' performance is above average.
2. Standards of literacy are very high throughout the school. From an early age, pupils are encouraged to develop a love of books, and they quickly become independent readers. As they move through the school many pupils read extensively, and by the end of Key Stage 2, are familiar with a wide range of classic children's texts. Pupils of all ages use non-fiction books well to support their learning. Most older Key Stage 2 pupils have learned the higher order reading skills of skimming and scanning which they put to good use when trawling reference books for information. Pupils' good reading skills help them in their work across the curriculum. Throughout the school, pupils read unseen text with confidence and accuracy, and quickly grasp the meaning. They process instructions quickly, and know what is required of them. This skill serves them well in tests, when they have to read and interpret questions, and solve problems.
3. The standard of written work is very high throughout the school. Teachers place great emphasis on teaching pupils how to spell, and regular homework helps pupils to learn families of words, and patterns of spelling. Pupils are encouraged to be creative in their work, and many of their ideas are original and interesting. They learn to write in a variety of styles, and produce well structured stories, reports, instructions and factual accounts. Pupils understand that their writing must be appropriate for the intended audience, and modify their writing style accordingly. They produce accurate and neat written work at a good pace in both key stages, and make very good use of their writing skills across many subjects.
4. Pupils throughout the school have very good speaking and listening skills which help them in their studies across the curriculum. They listen very carefully, and contribute extremely well to class and group discussions. Pupils of all ages articulate their ideas clearly and with very high levels of confidence. They are perceptive when making evaluations of their own work and that of others, and organise the points they wish to make in a logical manner. Older pupils in both key stages present persuasive arguments, and follow a reasoned thought process. The pupils benefit from hearing their teachers use specialist vocabulary in subjects such as science, and quickly start using key words and phrases themselves.
5. Pupils' skills of numeracy are very well established from an early age, and pupils are confident and accurate when handling numbers. The recently introduced National Numeracy Strategy is having a positive impact on standards, and is helping pupils to become faster at solving mental problems. Pupils of all ages know how to check the reasonableness of their answers using their knowledge of number facts. They know for example, that if they add two even numbers together and make an odd number, they have made a mistake. Most pupils have immediate recall of number facts and number bonds, and this helps them to work quickly when carrying out written calculations. Excellent coverage of the National Curriculum programmes of study in both key stages ensures that the highest attaining pupils achieve the standards of which they are

capable. This is especially true in Key Stage 2, where Y6 pupils are covering Level 5 work in number, and coping well with such skills as changing fractions into decimals and percentages. Pupils have a very secure grasp of other elements of the mathematics curriculum, including shape, space and measure, and Key Stage 2 pupils are confident when explaining aspects of probability and in their interpretation of data.

6. In science, pupils of all ages demonstrate very good investigative skills. Pupils benefit from taking part in a wide range of challenging, practical activities, many of which are open-ended, enabling the highest attainers to follow their lines of enquiry beyond the expected level. Pupils have a very secure scientific knowledge which they successfully use in different contexts. For example, in a lesson seen during the inspection, Y3 and Y4 pupils drew on their knowledge of electricity to answer questions about sources of light. Pupils' recall of what they have learned is good, and is enhanced by the good amount of written work in their books, which provides a useful source of reference.
7. Pupils' work in English, mathematics and science is of an impressive standard throughout the school. However, they do not have enough opportunities to use information technology to support their learning in these subjects, and there are some missed opportunities for editing and drafting work in English, or using computers to present data in different ways in mathematics and science.

### **Teaching is very good overall, and is a significant strength of the school.**

8. Teaching is very good throughout the school. It contributes significantly to the high standards pupils attain and to the pupils' enjoyment of school. During the inspection, teaching was excellent in 21% of lessons seen, very good in 47% of lessons, good in 21% of lessons and satisfactory in 10% of lessons. Teaching has improved overall since the last inspection.
9. Teachers enjoy their work and are very enthusiastic. This in turn entuses the pupils, and makes them want to learn. Introductions to lessons are particularly effective. Clear explanations are given to the pupils, which focus on the main teaching points of the lesson, and give pupils a very clear understanding of what they are going to learn. Pupils' contributions to class discussions are always highly valued, and this makes them feel confident, and encourages them to ask questions, offer ideas, and present their opinions. Although all lessons are very well planned, teachers are very flexible, and willing to follow a different line of enquiry from the one they had planned if this will enhance the pupils' learning. Teachers celebrate originality of thought, and pupils are not diffident about presenting a different view to their classmates, or suggesting a completely novel way of doing something.
10. The teachers' expectations of what pupils can achieve are extremely high, and have a very significant impact on the standards pupils attain and the progress they make. Coverage of the programmes of study for English, mathematics and science is excellent in both key stages, and ensures that pupils have the necessary knowledge, understanding and skills to enable them to attain the higher levels in the end of key stage National Curriculum tests and teacher assessments. Pupils of all abilities are continually stretched to achieve even more, by carefully directed questions which probe their thinking, and open-ended tasks which allow them to demonstrate different approaches to the same problem.
11. Teachers make very effective use of a wide range of organisational strategies and successfully combine whole-class, small-group and individual teaching. Whole class sessions are used well to give explanations, share ideas, and draw threads together at

the end of a lesson. Pupils are encouraged to work collaboratively in small groups, and this gives them valuable opportunities to develop a range of important social skills. Pupils learn to share resources, and to listen to and value the ideas of others. Leaders of groups learn how to keep the group focused on the set task, especially when working within a tight timescale. When pupils are working in small groups, teachers intervene only when necessary, encouraging the pupils to make the necessary choices and decisions about their work.

12. The teaching of literacy and numeracy throughout the school is consistently very good and pupils have many valuable opportunities to use and practise the skills they learn in English and mathematics lessons. The one minor area of weakness in teaching is the lack of opportunities for pupils to use computers to support their learning across the curriculum. This is an identified area of development, and the Governing Body and headteacher recognise that teachers are hampered in their efforts by the lack of up to date computers and software.

**Pupils' attitudes to school and to work are extremely positive. They enjoy learning.**

13. The Nursery and Reception pupils have very high levels of confidence and interest. They are fully conversant with the routines of the school, and respond very well to their teachers' high expectations of achievement and behaviour. They are keen to come into school at the start of the session, and quickly settle down to their work. Most pupils have very good speaking and listening skills, which enable them to take a very active role in class discussions, sharing their ideas, and asking questions. Nearly all pupils have very high levels of concentration, and although some of the Nursery pupils still move fairly quickly from one activity to the next, many of the Reception pupils work on the same task for surprisingly long periods of time. The under-fives are without exception very independent. They confidently make choices and decisions when selecting and using resources, and when playing games, quickly establish a set of agreed rules. When carrying out written tasks, the Reception pupils take a great deal of pride in their work, and are keen to do their best.
14. Key Stage 1 and Key Stage 2 pupils have very positive attitudes to work. They concentrate well in lessons, and are very keen to take an active role in all activities. Pupils work well on their own, and together in small groups where they share ideas and discuss ways of completing their set tasks. In the many lessons where teachers capture their imagination, pupils respond with very high levels of interest and enthusiasm. They are often enthralled when listening to stories, and join in spontaneously with well-known parts of the text. Pupils are very confident performers who enjoy acting, and taking on different roles. They are greatly encouraged in this by their teachers, and given many opportunities to develop their creative talents in this way.
15. Pupils produce large amounts of good quality written work in a very short time, and this contributes significantly to the high standards they achieve. They settle down to work quickly and with little fuss. They respond very well to their teachers' high expectations, and take a great deal of pride in the presentation of their written work. Most older pupils demonstrate very good levels of perseverance, and are willing to revisit aspects of their work which could be further improved. Pupils throughout Key Stage 1 and Key Stage 2 complete homework tasks conscientiously, and can be relied upon to bring their work into school on the agreed day.
16. In the lessons seen during the inspection, the learning of pupils throughout the school was characterised by their enthusiasm for work, and greatly enhanced by the excellent relationships that exist amongst pupils, and between pupils and their teachers. The

pupils' very positive attitudes to school, work and play, contribute significantly to the high standards they achieve, and the overall quality of life in the school.

**Pupils' behaviour is very good throughout the school and relationships amongst pupils and between pupils and adults are very good.**

17. Pupils' behaviour in and around the school is consistently very good, and has a positive impact upon their learning. Pupils have a clear understanding of the difference between right and wrong, and a good appreciation of the impact of their actions upon the well-being and happiness of others. They conform readily to the school's high expectations of behaviour, and account honestly and fairly for occasional breaches of the school's rules. Pupils demonstrate high levels of self-discipline, and can be relied upon to work conscientiously even when not under the direct supervision of an adult.
18. Pupils are well mannered, and polite to one another, and relationships amongst pupils, and between pupils and adults are excellent. Throughout the school, pupils are confident, polite and helpful. They support one another in small but significant ways, and the more mature pupils in both key stages anticipate the needs of others well. Pupils are friendly, kind and considerate, and work co-operatively and collaboratively in groups, generating and sharing ideas. Playtimes and lunchtimes are pleasant social occasions.
19. Parents and pupils agree that bullying is not a problem in the school, and occasional incidents of misbehaviour are dealt with speedily and effectively. No inappropriate behaviour of any kind was observed during the inspection, and no pupil has ever been excluded from the school.

**The school's provision for the under-fives in the Nursery and Reception classes is of a consistently very high standard.**

20. The school provides very well for the under-fives in the Nursery and Reception classes, enabling pupils to receive a very good start to their education. There has been a significant improvement in this aspect of the school's work since the last inspection, when there were weaknesses in the provision for the under-fives in the Nursery class, and in the teaching of these pupils
21. Activities for the under-fives are effectively planned around the six key areas of learning, and pupils receive a very broad and well balanced range of learning experiences. In both the Nursery and Reception classes, there is very good recognition of the importance of play for young children as a vehicle for learning. Very good emphasis is placed on the development of early literacy and numeracy skills, and there are many very good quality opportunities for pupils to develop these skills through practical activities, which include structured and free play tasks. Very good use is made of daily assessment to establish what the pupils have learned and where they have difficulties.
22. The teaching of the under-fives is of a consistently high standard, and contributes significantly to the good progress pupils make in the Nursery and Reception classes. Teachers have a very secure knowledge of how young children learn, and present all activities in an imaginative and thoughtful way. Teachers and classroom assistants intervene skilfully when pupils are working individual or in groups, and help pupils to develop the necessary skills, knowledge and understanding, without stifling their creativity and imagination.

23. Of particular note, is the balance the school achieves between ensuring that the under-fives take part in a wide and varied range of practical learning activities, and ensuring that the highest attaining pupils are fully challenged. Although the school appropriately introduces some elements of the National Curriculum Key Stage 1 programmes of study slightly earlier than recommended, teachers never lose sight of the need to provide many practical first-hand learning experiences, which help pupils to consolidate their learning and develop their understanding of difficult concepts.

**The school's provision for pupils' spiritual, moral, social and cultural development is very good and is strength of the school.**

24. The school's life and work is characterised by a strong Christian ethos, and the headteacher, staff and Governing Body successfully meet their aim to foster the pupils' spiritual, moral, social and cultural development through the daily life of the school. Whole-school assemblies, which incorporate acts of collective worship, are important occasions which reinforce the notion of the school as a family. Assemblies are used very effectively to promote aspects of spirituality, and to raise the pupils' awareness of a range of social, moral and cultural issues. Teachers also make very effective use of stories in literacy sessions, and in subjects such as religious education, to illustrate moral and social dilemmas.
25. Teachers are very skilful in promoting spirituality, and there are many planned opportunities for pupils to reflect upon aspects of their own lives and those of others. From an early age, pupils are encouraged to consider the beauty of the things that are around them. In the Reception/Year 1 classroom, pupils have helped to compile a display which celebrates beautiful things. In addition to a collection of natural objects, such as shells, a bird feather and a starfish, the pupils have chosen to include a picture of their classteacher. Teachers effectively capitalise on important spiritual moments that arise, during the telling of a story, for example, and are not afraid of spending some unplanned time just allowing the pupils to think. Music is used well in assemblies to create a feeling of peace, and pupils are encouraged to use this time well to gather their thoughts. Throughout the school, pupils are aware that people have special and treasured possessions which may not be worth much in terms of their monetary value, but which are in fact irreplaceable because of their intrinsic worth.
26. Pupils' social development is very well fostered, and pupils demonstrate very high levels of courtesy and good manners. Of particular note is the polite way in which pupils treat one another, spontaneously apologising if they inconvenience a classmate, or if they accidentally bump into someone. Pupils of all ages are socially very confident, and are keen to speak to visitors and share their work. Very good use is made of stories to illustrate to pupils the importance of living harmoniously with their friends and families. Pupils throughout the school are regularly reminded of the need to help those who are less fortunate than themselves, and in recent months, have raised money for premature babies, and for UNICEF. Pupils appreciate the value of helping others, and understand that in many respects their own lives are privileged. From an early age, pupils learn the value of being kind to others, and in a short, but well focused 'Circle Time' session seen during the inspection, Nursery pupils 'passed a smile' to their friends before settling down to their tasks. There are many ways in which the school promotes friendship, and one of the most inspiring is the 'friendship bench'. Pupils who are momentarily without a friend can sit on the bench at playtimes, secure in the knowledge that other pupils will immediately go over and befriend them. Y1 and Y2 pupils have recently written poems entitled 'Left out', which describes the pupils' feelings when they do not feel that they belong. Careful teaching extends the pupils' individual personal feelings about being 'left out' to the consideration of wider issues such as racism.

27. The school is very effective in the way in which it promotes pupils' moral development. Pupils are very much involved in setting the school rules, and understand the importance of observing the school's very high expectations of behaviour. Pupils of all ages have a very clear understanding of the difference between right and wrong, and older pupils know that there are times when the choice between right and wrong is very difficult. Year 1 and Year 2 pupils, enacting the story of the 'Good Samaritan', gained a good understanding of the need to treat all people with kindness, and thoughtfully considered how the moral of the story might be interpreted within their own experience.
28. Pupils' cultural development is effectively fostered. The school recognises that most pupils come to school with little experience of cultures and traditions other than their own. Whilst the headteacher and staff work hard to promote the culture of the local area, and the Christian ethos of the school, they are also keen to ensure that pupils learn about the customs of others. Pupils' learning is enhanced by visits to places of worship that are non-Christian, and from the multi-cultural books that are on display in the library and around the school. Cultural diversity is celebrated within the school, and pupils are taught to have respect and tolerance for the beliefs of others, and to take a genuine interest in the way other people live their lives

**The provision for pupils who have special educational needs is very good and enables them to make good progress.**

29. The school's special educational needs provision is very good. Procedures for identifying pupils who have learning or behavioural difficulties are very well established, and the vigilance of staff ensures that pupils are identified very promptly. The special educational needs co-ordinator maintains very well organised and up to date records which show clearly which stage pupils have reached in relation to the special educational needs register, what progress they have made, and what the ongoing strategies are for ensuring their needs are met. The school's systems fully reflect the recommendations of the Code of Practice.
30. Teachers cater very well for all pupils who have special educational needs, by ensuring that tasks are well matched to their capabilities, and by giving them additional support when necessary. Very good use is made of individual education plans when planning work for pupils who have special educational needs, and ongoing assessments are used effectively to measure pupils' progress towards their individual targets.

**The school is very well led by the headteacher who receives good support from an active and fully involved Governing Body.**

31. The leadership and management of the headteacher are excellent, and he successfully combines his managerial duties with a significant teaching commitment. He is very well supported in his work by the deputy headteacher, staff and Governing Body, all of whom have a shared vision for the school's continued improvement.
32. The school provides a very good quality of education for all pupils which is maintained through good monitoring procedures which highlight the relative strengths and weaknesses in the school's provision. The school's systems for monitoring and evaluating teaching and learning have improved considerably since the last inspection, and provide a useful measure of pupils' progress. The headteacher, staff and governors make good use of the results of end of key stage National Curriculum assessments to evaluate the school's effectiveness, and to set targets for school development.

33. The school has responded well to recent changes in the curriculum, and the National Literacy Strategy and the National Numeracy Strategy are fully implemented across the school. The school's equal opportunities policy is consistently promoted, and all pupils have full and equal access to the life and work of the school.
34. The Governing Body is fully involved in the strategic management of the school and plays an active and supportive role in its life and work. Good use is made of the school's resources to support educational development, and specific funding is appropriately spent. The principles of best value are applied when purchasing goods or services, and the funds are spent wisely.
35. The ethos in the school is excellent. Pupils of all ages and levels of attainment are very highly motivated and have very positive attitudes to work. Relationships in the school are excellent, and the headteacher, staff and Governing Body are very keen to maintain the current high standards in English, mathematics and science, and to raise them even further if possible. The atmosphere in the school is warm, welcoming and friendly, and there are justifiably high levels of parental satisfaction. The school is giving very good value for money.

## **WHAT COULD BE IMPROVED**

### **The use of information technology to support pupils' learning across the curriculum.**

36. The school has identified the use of information technology across the curriculum as an area for future development, and is fully aware that, at present, insufficient use is made of information technology to support pupils' learning.
37. Pupils make some use of computers for research, and to reinforce some aspects of their learning, but there are not enough opportunities for pupils to use computers for extended work, such as drafting and editing pieces of writing, or organising and presenting data in mathematics. There are long periods of time during the school day when classroom computers are inactive. This is partly because of a shortage of appropriate software, and also because some of the computers are old and slow, and therefore frustrating for pupils to use.
38. The school does not yet have access to electronic mail, or to the Internet, and pupils who do not have these facilities at home, are unaware of the potential of computers for exchanging and gathering information quickly. The school is not yet part of the National Grid for Learning.

### **The range and quality of the school's computers and software.**

39. The school has ten computers, giving a favourable ratio of pupils to computers of around eleven to one. However, five of the computers are old and in need of updating, and therefore the opportunities for pupils to work on good quality computers are very limited. Many of the basic commands and programmes differ from one computer to another, and this causes confusion for the pupils. The range of software is small, and programmes do not always challenge the pupils sufficiently.

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

The school should:-

- provide more opportunities for pupils to use computers to support their learning across the curriculum;
- improve the range of good quality computers and software.

## 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	8

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
21	47	21	10			

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)	13	114
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	3
Number of pupils on the school's special educational needs register	2	17

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	11
Pupils who left the school other than at the usual time of leaving	11

### Attendance

Authorised absence	%
School data	5.0
National comparative data	5.9

Unauthorised absence	%
School data	0.2
National comparative data	0.2

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	7	12	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	7
	Girls	12	12	12
	Total	18	18	19
Percentage of pupils at NC level 2 or above	School	95 (95)	95 (100)	100 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	12	12	12
	Total	18	18	18
Percentage of pupils at NC level 2 or above	School	95 (94)	95 (94)	95 (94)
	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	11	6	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	11
	Girls	6	5	6
	Total	16	15	17
Percentage of pupils at NC level 4 or above	School	94 (91)	88 (83)	100 (91)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	11
	Girls	6	5	6
	Total	14	14	17
Percentage of pupils at NC level 4 or above	School	82 (100)	82 (91)	100 (100)
	National	68 (65)	69 (65)	75 (71)

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

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	103
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*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)	5
Number of pupils per qualified teacher	23
Average class size	25

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

Total number of education support staff	0.9
Total aggregate hours worked per week	24.5

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	13

Total number of education support staff	0.4
Total aggregate hours worked per week	9.5

Number of pupils per FTE adult	9
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1998/1999
	£
Total income	242,463
Total expenditure	1,809
Expenditure per pupil	1,691
Balance brought forward from previous year	5,868
Balance carried forward to next year	21,699

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	140
Number of questionnaires returned	55

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	24	0	2	0
My child is making good progress in school.	47	44	9	0	0
Behaviour in the school is good.	38	55	5	0	2
My child gets the right amount of work to do at home.	31	40	9	4	16
The teaching is good.	63	31	2	0	4
I am kept well informed about how my child is getting on.	48	40	8	2	2
I would feel comfortable about approaching the school with questions or a problem.	78	16	4	0	2
The school expects my child to work hard and achieve his or her best.	67	23	4	0	6
The school works closely with parents.	67	25	4	0	4
The school is well led and managed.	69	22	0	0	9
The school is helping my child become mature and responsible.	60	34	2	2	2
The school provides an interesting range of activities outside lessons.	15	40	16	13	16