

INSPECTION REPORT

HOLLYBUSH PRIMARY SCHOOL

Hertford

LEA area: Hertfordshire

Unique reference number: 117263

Headteacher: J Skelton

Reporting inspector: P B McAlpine
21552

Dates of inspection: 15-16 October 2001

Inspection number: 198445

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:	3-11
Gender of pupils:	Mixed
School address:	Fordwich Rise Hertford Hertfordshire
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Appropriate authority:	The governing body
Name of chair of governors:	H Warne
Date of previous inspection:	3 November 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This average sized primary school has 179 full-time pupils on roll and has increased in size by a third since the previous inspection. A further 32 part-time pupils attend a mornings only nursery class. The pupils are organised into eight classes, including the nursery class; all of the classes contain one school year group. Ninety-eight per cent of the pupils are of white United Kingdom origin. The small number from minority ethnic backgrounds includes pupils who are black African, white European, and Pakistani. One pupil from Bosnia and one from Finland speak English as an additional language; neither need extra support with English. About 12 per cent of the pupils are eligible for a free school meal; this is broadly average and an increase since the previous inspection. The proportion of pupils with special educational needs, 24 per cent, is average and has increased since the previous inspection. The difficulties faced by pupils with special educational needs are mainly related to literacy, speech, and communication. The proportion of pupils whose attainment on entry is typical or better for their age is above average. Very few pupils have joined or left the school over the previous year at other than the normal times of admission or transfer and the overall level of such pupil mobility is low. The headteacher and more than half the teaching staff have been appointed to their posts since the previous inspection. The headteacher has been at the school for a year and a half. The school receives additional funding to support some of the pupils with special educational needs and to provide additional literacy support in Years 3 and 4 but does not receive any special grants or funding other than these.

HOW GOOD THE SCHOOL IS

This is a good school where test results have remained high overall during the previous five years. The vast majority of the pupils learn at an appropriate rate and extend their knowledge and skills by the expected national amount each year, or by more than this, in all of the core subjects except for writing, where achievement is not as good as it should be. The attitudes and behaviour of the pupils are good. The successful outcomes reflect effective, purposeful teaching and strong leadership and management. The school is popular and attracting pupils from a wide community. The cost of educating each pupil is well above average and, given the outcomes, value for money is satisfactory.

What the school does well

- High standards have been sustained in reading, mathematics, and science among eleven-year-olds since the previous inspection.
- The teaching is effective.
- Pupils are interested in their work and behave well; their attendance is excellent.
- Pupils are well cared for and there is a strong emphasis on child protection, health, and safety.
- Leadership and management are good.
- A new nursery has been established successfully.

What could be improved

- Standards in writing are not as high as they should be.
- Outdoor provision for nursery and reception age pupils, the Foundation Stage, is underdeveloped.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The previous inspection was in November 1997. Since then, improvement has been satisfactory. High standards of attainment and good standards of behaviour have been sustained. The attainment of the more able pupils has been improved. Nearly half the pupils in English and science, and nearly a third in mathematics exceeded the national expectation for their age in the 2001 national tests, with each proportion being better than the typical school. Teachers' planning has improved and work is generally well matched to the learning needs of the pupils. Collective worship now meets statutory requirements.

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
	1998	1999	2000	2001	2001
English	A	A*	C	A	A
Mathematics	A	A*	A*	B	B
Science	A	A	A*	B	B

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

The results in 2000 were very high in mathematics and science, in the top five per cent of schools, and were average in English. In 2000, about a third of the eleven-year-olds tested were on the special educational needs register and had difficulties with literacy. The 2001 tests for eleven-year-olds were well above average in English and above average in mathematics and science. The 2001 results in English were an improvement on 2000, primarily because of very high and much improved standards in reading. Standards in 2001 in writing were lower than reading and not as good as in the typical school. The attainment of boys in writing was low. Results in writing have been low in previous years and the school has identified this aspect of English as a priority for improvement. The results in mathematics in 2001 were lower than 2000 but the number of eleven-year-olds tested was relatively small and there is no evidence to suggest that the variation is the result of teaching ineffectiveness. The results of national tests in 2000 for seven-year-olds were above average in reading and writing and average in mathematics. In 2001, the results for seven-year-olds improved and were well above average in reading and mathematics and above average in writing because more pupils exceeded national expectations than did so in 2000.

The trend of improvement in test results is in line with the national trend. The achievement of the eleven-year-old pupils in 2001, a measure of educational value added, was satisfactory in reading, mathematics and science and the vast majority of pupils increased their attainment in these subjects by the nationally expected amounts. Achievement in writing was not as good as it should be and fewer than half the eleven-year-olds made the expected progress over the four junior years. The standard of current work in Year 6 is consistent with the picture from past test results. Attainment in reading and mathematics is high and the vast majority of eleven-year-olds are on course to attain or exceed national expectations at the end of the school year. Standards in writing are still not as good as reading but more eleven-year-olds are on target to attain national expectations in 2002 than did so in 2001 and this increase reflects improvements in the teaching. Current standards among seven-year-olds are well above average in reading and mathematics and average in writing. The few pupils from minority ethnic backgrounds are making progress at the same rate as white United Kingdom pupils. Pupils with special educational needs in literacy and numeracy, together with those with other special needs, are making satisfactory progress in relation to their difficulties.

The target for 2001 was exceeded in mathematics. Progress was made towards the 2001 target for English; although close, the results fell short by one percentage point. The targets for 2002, 87 per cent of the eleven-year-olds attaining or exceeding the national expectation in English and mathematics, are an increase on the percentage in 2001 and are moderately ambitious given the attainment of these pupils in 1998 when aged seven.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils like school and they work hard in lessons.
Behaviour, in and out of classrooms	Above average. Almost all of the pupils behave well in the classroom and on the playground.
Personal development and relationships	Better than the typical picture. The pupils are, in the main, cooperative and polite. A substantial majority of the pupils show appropriate levels of initiative. Relationships are good throughout the school.
Attendance	Excellent. The rate of attendance is high compared to other schools. There is very little unauthorised absence. Punctuality is good.

The good attitudes, behaviour and personal development of the pupils stem from the effective teaching and the positive relationships between teachers and pupils. The methods for managing behaviour are appropriate and pupils' attendance is monitored carefully, with prompt follow-up actions when pupils are absent without explanation. No bullying, racist, or sexist behaviour was seen. Parents and pupils report a small amount of such behaviour but both groups are satisfied that it is dealt with quickly and effectively in the main.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 and 2	Years 3 to 6
Quality of teaching	Good	Good	Good

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

The teaching is good and there are no significant overall variations between Nursery and Reception, Years 1 and 2, and Years 3 to 6. Although one lesson was unsatisfactory, when there was none at the previous inspection, the amount of good and very good teaching has increased substantially since 1997 and is now greater than the typical national picture described in Her Majesty's Chief Inspector of Schools' annual report. The amount of very good teaching, about a quarter, is high. Teachers' knowledge and understanding of English and mathematics and of the Nursery and Reception curriculum, their teaching of literacy and numeracy and of basic skills, and their management of the pupils are particular strengths. The learning needs of all pupils are met in lessons that are good or better in quality, which amounts to about two-thirds of the teaching. In satisfactory lessons, the planning and the teaching are effective for the bulk of the pupils but do not always provide enough work that is challenging for the high attaining or low attaining pupils. The one unsatisfactory lesson resulted from a teacher trying to introduce too much new knowledge in science over too long a period of the afternoon, which confused the pupils and was an inefficient use of their time; this lesson is not typical of that teacher's other work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Lessons are interesting and motivating in the main. All subjects of the National Curriculum, plus religious education, and all areas of learning in the Foundation Stage are taught.
Provision for pupils with special educational needs	Satisfactory. Relevant statutory requirements are met in respect of pupils with statements of special educational needs. The governors have appropriate regard for the Code of Practice.
Provision for pupils with English as an additional language	Satisfactory. Appropriate checks of English language needs have been made. Neither of the two pupils currently with English as an additional language need extra support to learn English or keep up with the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory provision is made for each aspect. Policies have been written and implemented. The teachers provide a clear framework of rules and expectations for behaviour and set a good example of fairness and consideration when dealing with problems between pupils. Appropriate opportunities to learn about their own and other cultures are provided for pupils.
How well the school cares for its pupils	Very good.

The curriculum meets all relevant statutory requirements and incorporates national guidance where this is available. Appropriate provision is made for sex education and drugs education within personal, social and health education. Extra-curricular provision covers a range that is typical of most schools. The provision for pupils with special educational needs is mostly made in the classroom although a small amount of withdrawal occurs; the quality of both is satisfactory and the pupils make steady progress during sessions of extra-support. Collective worship meets requirements, which is an improvement since the previous inspection. Child protection procedures are very well developed and good priority is given to health and safety. Parents' views indicate a high level of approval for the standards that are achieved, the teaching, and leadership of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and	Good. The headteacher is providing a very clear and appropriate educational

management by the headteacher and other key staff	direction to the work of the school. Together with her deputy, she is working effectively to create a high performance team of teachers.
How well the governors fulfil their responsibilities	Satisfactory. The governors are appropriately involved in the life and work of the school and conduct their business in a manner that is typical of most schools. All relevant statutory requirements are met.
The school's evaluation of its performance	Good. Rigorous systems have been established to monitor the performance of the school and to take effective action.
The strategic use of resources	Satisfactory. The governors set and manage the budget in accordance with requirements and monitor expenditure so that best value for money is obtained.

Staffing and accommodation are generally adequate apart from the outdoor provision for Nursery and Reception pupils, which is unsatisfactory, and the library accommodation, which is small for a school of this size and difficult for some classes to gain access to. Additional funding to support some of the pupils with special educational needs and to provide extra literacy support in Years 3 and 4 is appropriately managed and spent. A relatively large surplus amounting to nine per cent of the total budget has accrued. Part of this is earmarked for information and communication technology hardware, and this is appropriate. The remainder is not earmarked for a particular purpose; this should be remedied.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The good standards of attainment. • The good teaching. • The good behaviour of the pupils. • The attitudes and values promoted by the school. • The good leadership and management. 	<ul style="list-style-type: none"> • The library is too small. • The homework policy is inconsistently implemented.

The inspectors agree with all of the positive views of parents. They agree with parents that the library is too small. The school has a good homework policy that clearly sets out the frequency and range of work to be provided. Inspectors can find no evidence that it is inconsistently implemented.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

High standards have been sustained in reading, mathematics, and science among eleven-year-olds since the previous inspection

1. The test results of eleven-year-olds have generally been well above average since the previous inspection; reflecting teaching that helps nearly all pupils to achieve as well as they should in reading, mathematics, and science. Such good teaching is a consequence of effective leadership and management, which has clear expectations of teachers, has as its main priority the creation of a high quality teaching team, and devotes appropriate time and attention to rigorous monitoring and to the development of teachers. The occasional variations in test results, in 2000 it was in English, in 2001 it was mathematics, mainly reflect specific difficulties faced by a handful of pupils that have a more pronounced impact than usual because there are fewer than 30 pupils in each year group.
2. The 2001 results in English were a significant improvement on 2000. In English, 85 per cent of the eleven-year-olds in 2001 attained or exceeded national expectations. This was a much larger proportion than the typical school. More than two-fifths exceeded expectations, which was high, and nearly all of them were girls. The performance of the girls was exceptionally good with more than two-thirds exceeding expectations, which is double the proportion nationally. The improvement was primarily because of very high standards in reading but there were signs of improvements in writing among the girls. Half of the eleven-year-olds exceeded national expectations in reading and three-quarters of them were girls. The overall proportion exceeding expectations was high and the proportion of girls exceeding expectations was very high. The results in English in 2001 were in line with results in the subject from 1996 to 1999 and the same as the previous inspection, showing that high standards have been sustained, and improvement since the previous inspection is satisfactory. About four-fifths of the eleven-year-olds currently in Year 6 are on course to attain or exceed expectations in the 2002 national tests.
3. The 2001 results in mathematics were lower than 2000, which was an exceptional year when every pupil attained or exceeded the expected national level and half the pupils exceeded expectations, but were in line with the results from 1996 to 1999 and were better than three in five schools nationally. Nearly all of the eleven-year-olds that exceeded expectations in 2001 were girls and girls overall have done better than boys in all but one of the years since 1996. Currently in Year 6, about four-fifths of the eleven-year-olds are on course to attain or exceed national expectations in the 2002 tests and nearly half are well placed to exceed them. In the current Year 6, more boys than girls are represented in the high attaining group.
4. In science, the 2001 results were lower than 2000. All but one eleven-year-old pupil attained the expected national level, which was one less than the previous year. Since 1996, all but one or two pupils each year have attained or exceeded the expected national level and between one third and two thirds have exceeded expectations.
5. In current work, the eleven-year-olds now in Year 6 are on course to attain better standards in 2002 than in 2001 in reading and mathematics. About four in five pupils in reading and mathematics are comfortably heading towards attain or exceed the expected national level at the end of the school year, including more than a third who could exceed expectations. Nine in ten pupils can talk and listen confidently in most situations they find in school and can develop their ideas clearly and thoughtfully. Eight in ten can read most texts with good levels of comprehension and many are on their way to managing text of adult level of difficulty. In mathematics, the substantial majority are developing their own strategies for problem solving and use the four operations with confidence in mental and recorded work, for example, finding 27 per cent of 50 and when finding the mode, median, and mean of a set of numbers.

The teaching is effective

6. The sustained high standards are a result of teaching that is consistent in quality; effective and efficient at increasing pupils' knowledge and basic skills in lessons and over time; and motivating. The amount of good or better teaching has improved significantly since the previous inspection. The amount of very good teaching has increased five-fold. Teaching and extra support for pupils with special educational needs is effective in literacy and numeracy lessons.
7. A substantial majority of lessons are of good or better quality. In such lessons, all pupils learn efficiently and extend their knowledge and skills by the expected or more amounts. Lessons move at a quick pace, are clear about their purpose and what pupils are to learn, and make illuminating use of resources. Very good

lessons have all these qualities and have an extra degree of sparkle in the explanations, questioning, or use of resources, that motivates the pupils highly, leading to rapid gains in understanding.

8. In a very good mathematics lesson in the Reception Year, four-year-olds were extending their counting and adding skills using dice and ladybird cards. The dice and the cards intrigued them but the main driving force was the teacher's questioning skills, which successfully managed to get the pupils to think out loud. This enabled all in the group to follow the logic of the operation. By the end of the lesson, all of the pupils understood, and could carry out practically, the addition of two numbers whose total was less than 10. They had also developed a very good understanding of 'zero' and other specific terminology. Teaching pupils about zero is not a requirement in the Reception Year and its appropriate inclusion at this stage with these particular pupils indicates the high level of the work.
9. In a very good literacy lesson in Year 5, the ten-year-olds quickly learnt where to place a comma when writing direct speech. The purpose of the lesson was to extend pupils' skill in using dialogue to develop characterisation in story writing. The teacher engaged the pupils through highly skilful questioning that obliged pupils to give reasons and explanations and which employed well crafted follow-up questions to extend the pupils' thinking further. Very good use was made of correct terminology by the teacher, which led to pupils using the same terms with increasing confidence as the lesson proceeded. Clear explanations of the purpose of the work and what was expected led to all pupils having a good grasp of what they were to do and why and enabled them to understand how successful they had been at the end of the lesson. Throughout the lesson the teacher conveyed strong enthusiasm, which proved infectious, and praised pupils' contributions, identifying what was successful in their contributions and constructively and sensitively handling misconceptions so that all learnt from them without embarrassment.
10. The enthusiasm that is generated in very good lessons prompts some pupils to make remarkable gains in knowledge and it is this factor in particular that distinguishes such lessons from those that are good. Good lessons are, nevertheless, effective and almost all pupils make worthwhile gains in knowledge and understanding. Planning in these lessons identifies work for pupils of different levels of attainment and tasks are well matched to learning needs, which is why all pupils make acceptable progress. The teacher appropriately directs the work of class assistants and the quality of the assistants' work with pupils is good. In good or better lessons, the behaviour of pupils is managed to a high order and this enables the energies of all in the class to be directed without distraction towards the learning objectives for that lesson.
11. Homework is regularly provided, with increasing amounts as pupils get older. Teachers plan the provision of homework appropriately in Years 5 and 6 and it is set regularly. Comments from pupils indicate that the work is relevant and marked.

Pupils are interested in their work and behave well; their attendance is excellent

12. In the questionnaire, 96 per cent of parents think that their child likes school, which is a high level of positive responses. Pupils are attentive, work quickly, and mostly finish their work by the end of each lesson. This reflects the effective management of learning and behaviour by the teachers. All of the teachers engage the pupils' interest in most lessons and have established constructive, professional relationships with them. Nearly all teachers make very good use of praise and link it to clear explanations to all pupils of the reasons why that praise is given. This helps pupils acquire a good understanding of what appropriate practice is, whether in terms of the subject being studied or their acquisition of moral and social understanding.
13. There are no instances of significant misbehaviour in any lessons and almost no minor misbehaviour indoors or out; this is better than the typical picture. The pupils work in a positive atmosphere that is free from bullying, racism, and sexism. With few exceptions, they are polite and considerate of others. Teachers, in the main, are consistent in their methods for managing pupils' behaviour, which is a major reason why they are effective, and communicate clearly and practically what their expectations of good behaviour are. Potential misbehaviour is quickly nipped in the bud. Warnings and sanctions are well communicated, applied evenly, and are appropriate to the misdemeanour. Children generally see these as fair. A very small number of pupils have behavioural difficulties and are on the special educational needs register for this reason. The teachers are managing to improve the behaviour of these pupils and restrict their misbehaviour to occasional minor incidents. Opportunities are provided for pupils to take responsibility and contribute to the community and this is helping them develop independence and a sense of social and moral responsibility.
14. The rate of attendance, 96.4 per cent, is well above the national average and has improved since the previous inspection. Very little absence is unauthorised. The headteacher has implemented good systems for monitoring attendance. Individual absences are quickly followed-up when satisfactory reasons are not

provided. Liaison with the education welfare office is frequent and effective action is taken. Registers are very well maintained and relevant statutory requirements are met.

Pupils are well cared for and there is a strong emphasis on child protection, health, and safety

15. The headteacher and her staff rightly put the interests of pupils to the fore. The overall quality of the arrangements for child protection and to take care of pupils when they are ill or have accidents in school is good. All of the staff have been trained to identify the signs of child abuse, handle disclosures, and follow correct reporting procedures. All of the staff have been training in basic emergency aid. The arrangements for responding to accidents and those pupils who become ill while in school, and for notifying their parents, are appropriate. No concerns were raised about this aspect by parents at the meeting and this indicates that the arrangements are effective. Other health and safety arrangements are appropriate and correct routines to audit the premises and attend to health and safety matters have been established.
16. The systems for monitoring the attainment and progress of pupils have been improved since the previous inspection, when shortcomings were found, and are now satisfactory. Each year the attainment of the pupils is assessed in reading, writing, and mathematics, and recorded using National Curriculum levels. The assessments are used to set annual targets for each child at the beginning of each year and checks on progress are made at the end. Children whose progress is not good enough are identified by this system and provided with extra support where possible, or their progress is monitored more closely. In addition to the monitoring in core subjects, the pupils' progress in personal, social and health education is now monitored and targets set. This is good practice.

Leadership and management are good

17. The school is well managed. The headteacher knows the strengths and weaknesses of the school in detail, provides a very clear educational direction to its work, is creating effective teamwork among all staff, and is developing a high performance team of teachers. The deputy headteacher leads strongly through the high quality of his teaching and ably supports the headteacher. The work of subject managers was not looked into in depth during this inspection because of limited time but the small amount of evidence that was found indicates good delegation and effective subject management.
18. The aims of the school are well documented, appropriate, and manifested in practice. Appropriate policies have been written and implemented effectively for the curriculum and most other aspects of school life. The arrangements for performance management meet requirements and have become, as they should, an integral part of the management of the school. The school development plan is of very good quality. It identifies relevant priorities for improvement and sets challenging, achievable and measurable targets. It is appropriately based on a clear evaluation of current needs. Appropriate financial policies are in place. Teachers are familiar with the aims of the school and priorities for development and support them well.
19. Good arrangements have been established to monitor the effectiveness of the teaching and the curriculum. The headteacher observes lessons regularly. A programme of visits together with a framework agreed with the staff helps to provide rigour. Each observation is recorded. The findings are shared with teachers to help them identify good practice and improve where necessary. Teachers have responded to the headteacher's comments and advice very positively. The effectiveness of these procedures is a major reason for the improved quality of the teaching. The headteacher has also introduced satisfactory systems to check samples of pupils' work and the teachers' planning. A useful system for tracking the progress of every pupil was implemented by the previous headteacher after the last inspection. This system together with other performance data is being analysed and used to identify priorities for improvement. Raising standards in writing and improving the performance of boys in English and mathematics are current priorities that have arisen from recent analyses of the performance data.
20. Governors are actively involved, enthusiastic, and appropriately aware of the major strengths and relative weaknesses of the school. The business of the governing body is properly conducted. All relevant statutory requirements are met. Delegated responsibilities and four committees help the governors to oversee all aspects of the life and work of the school and enable the governors to be well placed to hold the headteacher and her staff to account for the standards achieved. The governors monitor standards effectively through their analysis of performance data; organise regular monitoring to check what is happening in, for example, special educational needs; and meet frequently with the headteacher. Financial management is satisfactory and best value principles are applied to the purchasing of resources.

Improvements to the nursery have been successful

21. Improving the quality of the nursery provision has been a recent development priority for the school. The governing body requested that inspectors check the effectiveness of these improvements. The inspectors found that the quality of education provided is good indoors and developments are, in the main, successful, representing satisfactory value for money, but that improvements to the outdoor provision for pupils of this age have not gone far enough.
22. Indoors, the teacher and her assistants provide a wide, well chosen, and appropriate range of activities. The balance between teacher directed and independent, child initiated activities is well judged. In a good lesson, for example, the activities included opportunities for imaginative play; role play; building and constructing; using computers; sand and water play; painting; creating pictures using glue; and writing. Each activity had been chosen to extend specific skills and was relevant to pupils' learning needs. The teacher and her assistants worked closely with groups of pupils that had been chosen for particular reasons. They asked questions and guided the work very effectively so that in one of the groups, for example, pupils' speaking and writing skills were extended; in another, it was the ability to listen carefully, follow instructions, and use a broad descriptive vocabulary that was developed. The role play and construction activities created many opportunities for pupils to cooperate and negotiate the parts they play and the sharing of particular equipment. These independent activities required pupils to use language to direct their own work and the contributions of others and gave many opportunities for them to express their thoughts and feelings. Throughout the lesson, the pupils worked quietly and constructively and gained much that was worthwhile. Resources are good and the teaching space is organised efficiently to facilitate learning.

WHAT COULD BE IMPROVED

Standards in writing are not as high as they should be

23. Only 46 per cent of the eleven-year-olds tested in 2001 attained the expected national level in writing, almost all of them girls. The proportion is some 12 percentage points below the national average and represents a considerable decline in standards since 2000. Records show that almost all of the boys who were only a few months behind in their writing in 1997 at the age of seven struggled during the junior years and ended up being two years behind by the time they reached the age of eleven in 2001. Fewer than half the eleven-year-olds tested in 2001 had made the expected amount of progress over the four junior years. Achievement such as this is not good enough and represents unsatisfactory educational value added.
24. The underachievement in writing was quickly identified by the headteacher upon taking up her appointment just over a year ago. Action taken to raise standards includes the appointment of a new member of staff to lead the developments and increased emphasis on shared and guided writing in literacy lessons in all classes. These whole school developments did not have an impact on test results in 2001 because too much ground had been lost in previous years. Currently, about 55 per cent of the eleven-year-olds are on course to attain the expected national level in 2002 and this is an early sign of modest improvement. However, although there is now a stronger emphasis on regular independent writing in literacy lessons and practice in such lessons is often good, the frequency of opportunities that pupils have to sustain their composition skills by writing at length in English and in other subjects is still not enough. The range of identified opportunities for sustained independent writing in other subjects is narrow. The yearly and termly planning does not clearly set out what writing skills are to be learnt in other subjects or when and how often they are to be taught; this should be remedied. Extra support is provided for pupils needing help with literacy in Years 3 and 4, and this is appropriate, of good quality, and bringing about improvements in standards in these year groups in reading but does not always focus enough on writing. Not enough extra support for pupils with difficulties in writing is provided in Years 5 and 6, where there still is need.

Outdoor provision for nursery and reception age pupils, the Foundation Stage, is undeveloped

25. Developments so far have led to outdoor space that is immediately accessible from the nursery being enclosed, partly grassed and partly surfaced with a material that minimises injury if pupils fall over. The outdoor area is used for riding and playing on but the range of outdoor resources, large and small, fixed and transportable, is too narrow and insufficiently challenging to meet the recommendations of the nationally agreed curriculum for the Foundation Stage or teach the curriculum in full. Current outdoor provision does not enable the pupils to use all of their senses to learn about the world around them, to extend skills and knowledge in the other areas of learning, or develop their language and mathematical knowledge through physical activity. Too few opportunities are provided outdoors for pupils to handle natural materials; engage in large scale movements, such as climbing over, under and through; to learn through small-scale movements using tools. Pupils in the Reception Year, who are also in the Foundation Stage, do not get access to this area or to alternative planned provision and this is unsatisfactory.

26. Current daily planning for the use of the outdoor area is not sufficiently detailed to guide the adults who supervise the pupils. This means that the adults do not always do enough to make the best use of the resources that exist, to introduce the language of movement to the children, or to develop other areas of learning through physical activity.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

27. The school improved its standards in English in 2001 mainly because of high standards in reading and the very good performance of girls. Standards in writing, however, are below average, primarily because of the poor achievement of boys. The headteacher and her staff are aware of this shortcoming and have already identified boys' writing as a priority for improvement. The governors have acted in recent years to develop the provision in the nursery. This they have accomplished successfully as far as indoor provision is concerned but the development of the outdoor provision has not gone far enough. To improve further, the headteacher and her staff, with the support of the governing body, should:

- raise standards in writing, initially to the national average, then to a standard comparable to those in reading, by:
 - increasing the frequency and range of opportunities for pupils to write independently and at length in English and in other subjects;
 - specifying clearly in the yearly and termly planning the number and frequency of opportunities that pupils will have to write at length in English and the other subjects and the main learning objectives for writing;
 - providing relevant training for teachers and their assistants to help them make the most of independent writing opportunities in subjects other than English;
 - providing, if funds allow, extra support for pupils with low attainment in writing in Years 5 and 6;
 - analysing performance data and pupils' work to identify precisely where the pupils lack skills in writing and then setting specific curricular targets;
 - setting measurable and achievable targets for overall improvement and reporting regularly to the governing body on progress towards the targets;
(Paragraphs 23 and 24)

- improve the outdoor provision for all pupils in the Foundation Stage by:
 - increasing as a matter of urgency, as funds allow, the range of outdoor resources, large and small, fixed and transportable;
 - planning the daily outdoor provision in greater detail so that the recommendations of the nationally agreed curriculum for pupils in the Foundation Stage can be taught in full and the adults who supervise the outdoor provision have clearer guidance;
 - providing relevant training for teachers and their assistants to help them make the most of the outdoor provision.
(Paragraphs 25 and 26)

NB The two main aspects for improvement, marked (*) above, have already been identified by the school and included in their 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	0	5	7	6	1	0	0
Percentage	0	26	37	32	5	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 about 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)	16	179
Number of full-time pupils known to be eligible for free school meals	0	22

FTE means full-time equivalent.

Special educational needs

	Nursery	YR-Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	4	46

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	3.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
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
	2000	16	10	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	10	10	10
	Total	26	26	26
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	83 (82)	88 (86)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	10	10	10
	Total	26	26	26
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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
	2000	10	9	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	10	10
	Girls	8	9	9
	Total	14	19	19
Percentage of pupils at NC level 4 or above	School	74 (94)	100 (100)	100 (94)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	7	8
	Girls	7	7	7
	Total	12	14	15
Percentage of pupils at NC level 4 or above	School	63 (88)	74 (100)	79 (88)
	National	70 (68)	72 (69)	79 (75)

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	2
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	164
Any other minority ethnic group	4

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)	8
Number of pupils per qualified teacher	22.38
Average class size	25.6

Education support staff: YR-Y6

Total number of education support staff	6
Total aggregate hours worked per week	128

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	32
Total number of education support staff	2
Total aggregate hours worked per week	25
Number of pupils per FTE adult	10.7

FTE means full-time equivalent.

Financial information

Financial year	2001-2
	£
Total income	468007
Total expenditure	481352
Expenditure per pupil (195 NOR)	2468.47
Balance brought forward from previous year	55530
Balance carried forward to next year	42185

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3
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	211
Number of questionnaires returned	110

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	34	3	1	0
My child is making good progress in school.	59	35	4	0	2
Behaviour in the school is good.	60	35	1	0	4
My child gets the right amount of work to do at home.	40	45	11	0	4
The teaching is good.	65	31	3	0	1
I am kept well informed about how my child is getting on.	39	44	15	1	1
I would feel comfortable about approaching the school with questions or a problem.	69	28	2	1	0
The school expects my child to work hard and achieve his or her best.	65	32	2	0	1
The school works closely with parents.	52	41	5	1	1
The school is well led and managed.	70	25	2	0	3
The school is helping my child become mature and responsible.	60	36	2	0	2
The school provides an interesting range of activities outside lessons.	34	47	12	0	7

Other issues raised by parents

No other issues were raised other than those reported in the summary.