

INSPECTION REPORT

NETHERTHONG PRIMARY SCHOOL

Holmfirth

LEA area: Kirklees

Unique reference number: 107660

Headteacher: Mrs J A Mills

Reporting inspector: Mrs Lynne Read
21199

Dates of inspection: 3 - 4 March 2003

Inspection number: 246702

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	School Street Netherthong Holmfirth
Postcode:	HD9 3EB
Telephone number:	01484 222487
Fax number:	01484 222426
Appropriate authority:	Governing body
Name of chair of governors:	Mrs Caroline Woolfe
Date of previous inspection:	16 March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
21199	Lynne Read	Registered inspector
19365	Gordon Stockley	Lay inspector
15236	Morag Thorpe	Team inspector

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House
Station Road
Cambridge
CB1 2RS

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Netherthong Primary is situated in the rural village of the same name, close to Holmfirth. With 225 pupils on roll, it is about the same size as most primary schools. It is a popular choice with parents and around one third of pupils travel some distance to attend. The housing consists of mostly private with some council-owned properties. A total of three per cent of pupils are known to be entitled to free school meals and this is low. Overall, social and economic circumstances are above average. Children entering the Foundation Stage (the reception class) have widely varying levels of social skills and learning experiences; overall they are average. A total of 17 per cent of pupils are on the school's list of special educational needs and this figure is below average. Some need specific help with learning whilst others have emotional and behavioural difficulties. There are three pupils with a statement of special educational need and this is slightly below average. Most pupils have a British background and a small number have Asian and African heritage. All speak English as their first language. The school has been awarded 'Beacon' status, because of the high quality of its provision.

HOW GOOD THE SCHOOL IS

Netherthong Primary is a very good school with many excellent features. Attainment in English, mathematics and science is well above the national average. Pupils' achievements are very effectively supported by the very good quality of teaching and the extensive range of learning opportunities in the curriculum. The headteacher and governors provide excellent leadership and management, constantly seeking to improve provision even further. The school provides very good value for money.

What the school does well

- Standards in English, mathematics and science are well above the national average. Pupils attain levels that are above those expected in art and design, design and technology, history and music.
- Teaching is of a very high standard throughout school.
- The very broad curriculum provides a very good range of learning opportunities to develop pupils' academic, creative and physical skills. The school provides a varied selection of experiences to enrich and extend pupils' interests and talents.
- The school makes very good use of information gathered about pupils' learning to set challenging lessons in English, mathematics and science.
- There is an excellent emphasis on developing and nurturing pupils' personal development. As a result, pupils have very good attitudes to learning, behaviour is very good and there are excellent relationships throughout school.
- The school maintains a very high standard of care for its pupils and staff work very hard to ensure that all pupils, whatever their needs, are fully involved in all aspects of school life and can achieve their best.
- Parents have a very high opinion of the school. Very good communications between home and school lead to a profitable partnership that brings many benefits to the pupils' learning.
- The headteacher provides excellent leadership and is very well supported by the senior management team and subject leaders. The governing body works hard to provide excellent leadership and management for the work of the school.

What could be improved

- No significant weaknesses were identified at the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has maintained very high standards in Years 1 and 2 since the last inspection and improved those in Years 3 to 6. There were no key issues identified in the 1998 report. The four development points highlighted have all been addressed very successfully. The curriculum has been strengthened and the emphasis on investigation and applying skills in problem solving is now a major strength. The accommodation for the Foundation Stage children has been extended to improve the provision for creative and physical activity, which is very good. The school has been constantly moving forwards during the five years, basing development plans on the rigorous evaluation of performance. Teaching has shown a further improvement with many more very good or excellent lessons seen during this

inspection. The extremely high quality of leadership and management has been sustained. Overall, improvement is very good.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A	A	A	C
Mathematics	A*	A	A	A
Science	A	A	A	B

Key	
Very high	A*
well above average	A
above average	B
Average	C
Below average	D
well below average	E

Children enter school with varying levels of prior learning and experiences. A detailed analysis of their skills shows that attainment on entry is average overall. During Years 1 and 2, they make very good progress and, in the 2002 National Curriculum tests, their attainment in reading and mathematics was in the top five per cent of schools within the country. In writing, it was well above average. Many pupils enter the school between Years 3 to 6 when class sizes are permitted to be larger. The school keeps very detailed records of pupils' achievement that show continued very good progress across all areas of English, mathematics and science. Considering the percentages of pupils who had special educational needs in the 2002 Year 6 group, attainment at the expected level 4 was very good; 89 per cent in English and mathematics and 100 per cent in science. Around one half of pupils achieved the higher level 5 in mathematics and science with 40 per cent doing so in English. When compared to similar schools, results for pupils in Year 6 in English were not as high as in the other two subjects. This is because several pupils missed the higher level 5 by a tiny margin. In science, results were 0.2 of a point short from gaining the 'A' grade. Evidence gathered during the inspection indicate very good rates of progress throughout school with pupils achieving very well, regardless of their starting point or any special educational need they may have. Gifted and talented pupils work at advanced levels in the appropriate subjects. Attainment across the curriculum is generally good with above-average work seen in art and design, design and technology, history, and music. Pupils' skills in English, mathematics and ICT are very well extended as they study other subjects and this makes a significant impact on their progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils thoroughly enjoy coming to school and are keen to learn. They are very well-motivated in their lessons and maintain very good levels of concentration. Pupils take pride in their achievements.
Behaviour, in and out of classrooms	The standard of behaviour is very good. Pupils generally show great respect and consideration for others. A few pupils in Years 3 to 6 have less well developed skills in turn-taking during class discussions. From the Foundation Stage upwards, children and pupils collaborate very well, readily sharing ideas and resources.
Personal development and relationships	Relationships are excellent among all groups and make a significant contribution to pupils' progress and to the pleasant learning atmosphere. Pupils are confident and show developing maturity as they take responsibility for their own conduct.
Attendance	Attendance rates are well above average when compared to schools

	nationally. Pupils arrive in good time for lessons, eager to start work.
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TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very good

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

The very good quality of teaching is largely responsible for the very good results. Teachers provide a very interesting range of activities in the Foundation Stage to develop children's skills across all areas of learning. They are currently looking at ways of promoting writing skills at a faster pace. In Years 1 to 6 there is a very good emphasis on teaching the basic skills of literacy and numeracy. Throughout school, teachers plan and prepare lessons very well, setting a clear purpose for learning. Lessons often conclude with a review of pupils' work. This allows for the good development of pupils' self-evaluation skills and helps the teacher to assess their learning. Consequently, the next steps can be planned precisely, building in challenge and support. Subjects are often linked so that pupils are able to practise and consolidate their skills in English, mathematics and ICT. Teachers build in very good opportunities for investigation and problem solving that allow pupils to apply the skills, knowledge and understanding that they learn. In all classes, teachers set challenging targets for pupils' learning. Marking is thorough, refers to pupils' targets and includes pointers for improvement. The homework tasks are meaningful and often include research or extension work. Lessons include extended activities for the higher achievers or gifted and talented pupils that lead to attainment at the higher levels. Very good support for pupils who have special educational needs ensures that they meet their individual targets and make very good progress. Teachers keep a constant eye on the attainment of boys and girls, younger and older pupils in each year and pupils from all ethnic groups to ensure that all pupils are meeting expectations.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school provides a broad range of interesting learning opportunities across the curriculum, enriched by specialist presenters, educational visits and community links. The staff are extremely successful in ensuring that all pupils have full access to every aspect of school life.
Provision for pupils with special educational needs	There is very good provision for pupils who have special educational needs. They have individual education programmes and targets that are shared with parents and regularly reviewed. All pupils share in the varied opportunities offered by the school. Specially trained support staff provide focused sessions for pupils and the co-ordinator provides very good advice for staff.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral and cultural development is excellent. School rules and procedures encourage pupils to respect other people's views, values and feelings. Pupils clearly know right from wrong and are polite and helpful. Social development is very good.
How well the school cares for its pupils	Adults in the school care for pupils' individual needs very effectively. Positive strategies and reward systems underpin the promotion of very good behaviour. Established policies and routines provide a very good standard of safety. Pupils' progress is constantly checked and the information gathered is very effectively used to plan the next targets for learning.

Parents have a very high opinion of the school and express great confidence in the headteacher and her staff.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent, active leadership. She is very well supported by the deputy headteacher and the senior management team and provides the main driving force in maintaining a clear direction for the school. There is very strong team work amongst all staff, including non-teaching personnel. Subject managers have a very good overview of teaching and learning in their subjects. They are successful in directing the planning for improvement through their annual reviews and reports.
How well the governors fulfil their responsibilities	The governors use their extensive range of expertise and experience to provide excellent leadership and management. They are constantly striving to ensure the best provision for their pupils. Their active involvement in improvement planning gives them an excellent overview of the strengths of the school and a secure awareness of the priorities for development in both the short and long term.
The school's evaluation of its performance	Excellent. The headteacher keeps an accurate and thorough view of the quality of teaching, pupils' performance and trends in attainment, in which the assessment manager very ably assists her. An annual cycle of evaluation is in place and governors continually monitor the success of the school development plan by gathering evidence on how standards and provision are improving.
The strategic use of resources	Resource management is excellent. The school's budget is carefully targeted to support the priorities for development and to meet its responsibilities as a Beacon school. Best value is routinely sought, in terms of cost and quality.

The accommodation has been sympathetically extended to fit in very well with the original building and to serve pupils' needs well. Resources are carefully chosen and are of high quality. Some excellent displays of pupils' work celebrate achievements and provide a stimulating learning environment. All staff show a strong commitment to the school's aims and to maintaining high standards.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like coming to school. • The school is well led and managed. • Behaviour is good and the school helps their children to become mature and responsible. • The teaching is good. Their children are expected to work hard and they make good progress. • The school works closely with parents; they are welcomed at all times to discuss issues. 	<ul style="list-style-type: none"> • The information about how their children are getting on. • Homework.

The inspection team agrees wholeheartedly with the positive views expressed. The amount and quality of homework are judged as good and tasks support classroom learning very well. There is a good amount of information about pupils' progress and the staff are always willing to discuss matters on request. The annual written reports fully meet requirements but vary somewhat in detail and quality.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science are well above the national average. Pupils attain levels that are above those expected in art and design, design and technology, history and music.

1. Pupils' attainment on entry to the school is average. They make very good progress during their time at Netherthong and attain standards in English, mathematics and science that are well above the national average. This very good attainment has been maintained since the time of the previous inspection and pupils' achievements have improved further in several other subjects. In the returned parents' questionnaires, 93 per cent agreed that their children are making good progress.
2. During their time in the Foundation Stage, children gain a solid grounding in communication, language and literacy. By the time they enter Year 1, pupils have reached the goals in learning expected of the age group and some have progressed further in speaking and listening and in reading. Overall, standards are slightly above those usually found in this age group. Pupils make rapid progress in Years 1 and 2. In the 2002 national tests for Year 2 pupils, their attainment in reading and writing was well above the national average, and that for similar schools. In reading, 65 per cent of pupils attained the higher level 3. This is a very high result that puts the school in the top five per cent in the country. For writing, 29 per cent achieved the level 3, which is well above average. As part of the school's drive for improvement, staff are looking at ways of promoting writing skills at a faster pace in the Foundation Stage. In the national tests for Year 6, attainment in English was well above the national average. In comparison with similar schools it was average. Several pupils missed the higher level 5 by one or two points, and this explains the comparatively lower grade. School tracking records show that these pupils had been working within the higher level 5 for some time and that they had made very good progress in their lessons. Their test result did not reflect their attainment fully.
3. In Years 1 and 2, pupils' skills in the recognition and articulation of letter sounds are well developed and help pupils to read unfamiliar text and spell accurately. Pupils recognise a very wide range of words on sight and many use the clues within the plot to decipher new text. They recognise the features of both fiction and non-fiction texts and know how to use the contents and index sections to find information. All take books home regularly and are very well supported by parents. By the time pupils reach the end of Year 2, their writing is very well structured. Capital letters and full stops are used consistently to demarcate sentences with many pupils also using speech, exclamation and question marks correctly. Imaginative writing is of a very high standard with pupils choosing vocabulary to create effect. For example, during one lesson in Year 2, pupils decided that 'inky blackness' was a much better alternative than 'dark'. They chose 'eyes staring back at him' and 'eyes like fog lamps burning' as more powerful ways of describing 'eyes in the dark'. Pupils use a wide range of devices in their writing to engage the reader, such as ellipsis to create suspense, words written in upper case for emphasis and the use of questions to address the reader directly. These techniques would be more usually seen in work of much older age groups. Skills in speaking and listening are very well developed and there are some excellent standards of drama.
4. By the end of Year 6, pupils read fluently and show very good levels of comprehension. They recall in detail what they have read and have exceptionally well developed skills of prediction, inference and deduction. Pupils in Year 5 examined the writer's portrayal of 'the monster', realising that the writer had chosen to divulge only the negative aspects of the character in order to influence the reader. Pupils state their preferences for favourite works, justifying their views. They extend their reading experiences across a wide range of genre, both fiction and non-fiction. They understand classification systems and locate information when they need it. Pupils enjoy investigating the imagery in poetry and appraise the use of simile and metaphor in a mature way. In Year 4 pupils used the techniques to create some emotive poems about 'their mum'. The rap poems on display show how pupils adapt and model their style, engage in creative word play and use rhythm to good effect. By the end of Year 6, pupils' writing is lively, thoughtful and sophisticated. In their fiction writing, pupils have a secure grasp of punctuation and grammar,

using subordinate clauses effectively to add detail. They show a good awareness of audience in their choice of vocabulary. Non-fiction writing skills are very good and pupils have a secure grasp of when and how, to use standard English. In some letters of complaint they used forceful vocabulary and phrases such as 'I was appalled and upset to find...' or 'I expect a refund'. Handwriting is generally of a high standard, with some pupils developing their own, neat style. Pupils are very confident in expressing their opinions and show a clear understanding of how language changes according to the context in which it is used.

5. Children's mathematical understanding is effectively promoted in the Foundation Stage and the majority attain the learning goals set for them. In the national tests for Years 2 and 6, pupils' attainment in mathematics was well above the national average. The Year 2 results in 2002 put the school in the top five per cent in the country with 100 per cent attaining the expected level 2 and a very high 68 per cent achieving the level 3. For Year 6, results showed that 89 per cent of pupils attained the expected level 4 with 47 per cent achieving the higher level 5. Progress throughout Years 1 to 6 is very good.
6. By the end of Year 2, pupils have a very good understanding of number and calculate in their heads accurately. They add three numbers, double or halve amounts and make reasonable estimates of answers to mathematical problems. They understand the concept of multiplication and recall facts from the 2, 5, and 10 times tables at random. Working at advanced levels, pupils use pen and paper methods to work with numbers in the hundreds. They clearly understand the value of each digit, explaining whether it represents a hundred, ten or unit. Pupils are very confident in using different methods to calculate answers. When adding or subtracting, they use their knowledge of doubling, rounding up or down or partitioning numbers. They work out which is the best way, considering time and accuracy. Most are confident when solving problems that involve halves and quarters. They apply their mathematical skills very effectively when dealing with problems related to money. Pupils readily identify geometrical shapes such as cylinder, cube and cone, and know their properties.
7. Mathematical skills develop well throughout Years 3 to 6 and by the end of Year 6, pupils work very confidently with decimals, fractions and percentages. They solve complex calculations that involve all four rules of number and their problem solving skills are excellent. Many pupils add and subtract by splitting numbers, and this greatly increases the speed at which they calculate. Pupils know the importance of checking the accuracy of their answers by rounding off and estimating. They effectively apply their understanding of shape and space. In one lesson, Year 6 pupils accurately calculated the sizes of angles in a triangle using their knowledge of geometry and algebra. Learning was excellent. They use formulae effectively to calculate surface area and capacity and have a secure understanding of symmetry. Data handling skills are very good. Pupils collect and tabulate their own data and display patterns and relationships through graphs and pictorial diagrams. They often use computer programs to support this work and are confident in handling databases and spreadsheets.
8. Pupils' skills of scientific enquiry develop very well in Years 1 and 2. In the 2002 teacher assessments, Year 2 pupils attained standards in line with the top five per cent of schools within the country, with 65 per cent achieving the higher level 3. In the 2002 national tests for Year 6 pupils, 100 per cent attained the expected level 4 and, of these, 53 per cent went on to achieve the higher level 5. These results are well above the national average. By the end of Year 2, pupils observe closely, make suggestions on how to find solutions to problems and begin to develop theories to explain what they see. For example, they devised a test to see which material will most easily slide down the ramp. They gathered their evidence and then came to a conclusion about surfaces, based on all the facts. By the end of Year 2, pupils have a very good awareness of the life cycles of plants and animals and classify living things according to specified criteria, such as habitat.
9. In Years 3 to 6, pupils' skills of observation, experimentation, investigation and problem solving are very good indeed. They experience a wide range of practical and investigative activities, recording their findings in a variety of ways, including tables, diagrams, charts and graphs. They carry out fair tests and investigations, often independently. In Year 5 one group of pupils planned an investigation, paying great attention to measurements and timing in an attempt to eliminate any variable factor that might make the results unreliable. As they worked through their plan, they found the weaknesses for themselves and decided how these could be overcome.

Throughout, they talked and worked as scientists, well aware of the need for accurate evidence. Pupils in Year 6 linked their work on the circulatory system to personal and health education. They investigated the effects of exercise on the body and came to realise why keeping fit is an important part of people's lifestyle. Pupils throughout Years 3 to 6 make relevant observations, measure accurately and use equipment appropriately and safely.

10. Pupils achieve very strongly in many other subjects. By the time they leave the Foundation Stage, many children have exceeded the goals set for them in knowledge and understanding of the world, creative and physical activities. They use information and communication technology (ICT) effectively. This gives them a broad foundation of learning and prepares them well for the National Curriculum work. Attainment in design and technology is above the level expected by the end of Year 6. Learning is good and well supported by strong links with other subjects. For example, pupils use their scientific, mathematical, ICT and writing skills to design, make and evaluate their products. They use their artistic skills very effectively to achieve a high quality of finish, as seen in the 'slippers' and 'fairground' projects. In history, pupils' skills of enquiry are very well developed and pupils have a very good understanding of how the past is represented in different ways and from different view points. The study of Boudicca in Year 3 shows how pupils compared facts with legend to ascertain a reliable view of the individual and her mission. The Year 5 study of 'Old Netherthong' illustrates pupils' good skills in asking appropriate questions, collecting and selecting evidence and recording the information in various ways. Attainment in art and design is above that expected and learning is well supported through links with design and technology. Pupils' performing skills in music are good. They read conventional notation when singing or playing and are working above the average level 4 in this respect. Some pupils take advantage of additional music tuition to enhance their talents. For many in this group, attainment is very high; one pupil composes music for percussion that is of an exceptional standard, considering his age. All have opportunities to take part in the school's performances, including a recent joint concert with a local colliery band.
11. Pupils use their ICT skills very effectively to support their learning across the whole curriculum. They extend their word processing skills when making posters, producing newspaper articles and presenting writing in a more interesting way through using different fonts or colour, especially in Years 2 to 6. Art and design work is extended through the use of graphics programs. Some Year 2 pupils have created 'Mondrian' style pictures using this technique. Pupils find information to supplement their studies from CD ROMs and the Internet. Programs that include the organisation, analysis and presentation of data are widely used, especially to extend work in mathematics and science. In Year 2 pupils made a block graph showing their favourite colours, while those in Year 5 chose to show the findings of their pet survey using a spreadsheet. Pupils in Year 6 used Powerpoint facilities to enhance the presentation of their work, entitled 'facts about my school'.
12. The high standards of attainment and the very good progress are directly attributed to the very good teaching and the very wide breadth of the curriculum. During the inspection, lesson observations and a scrutiny of work indicated similar high standards to those seen in the 2002 tests. The school is likely to achieve the targets set for this year in English and mathematics, although there is a higher-than-average percentage of pupils with special educational needs in this year's group. This illustrates the very good quality of the school's provision for these pupils and the support that they receive.

Teaching is of a very high standard throughout school.

13. The quality of teaching is very good and, in 25 per cent of lessons, it is excellent. It is a major strength of the school and has a significant positive impact on pupils' learning. The teachers are skilled across a wide range of subjects and one advanced skills teacher makes a major contribution to the science curriculum. Because this is a Beacon school, teachers from other establishments often visit to watch these very good practitioners at work. The different pockets of expertise are well recognised throughout the local authority. Teachers plan exciting activities to capture pupils' interests and this generates enthusiasm in lessons. Parents' returned questionnaires show that 98 per cent agree that teaching is good. Similar views were expressed at the parents' meeting and letters written to the inspection team reflect the same high opinion. Parents also spoke very positively about the quality of supply teachers that the headteacher

employs to cover classes when teachers are ill or on training courses. The quality of teaching has improved further since the previous inspection.

14. Teachers have a very good understanding of the most effective ways to teach literacy and numeracy and are successful in supporting pupils to develop skills in these areas. Excellent links between subjects ensure that pupils have many opportunities to extend their reading, writing and mathematical expertise to the full. Lessons are very well planned and structured; teachers have very high expectations and learning is brisk. There is a very good emphasis on teaching the basic skills. Pupils in Years 1 and 2 are taught to blend letter sounds in order to read and to split them up when spelling. This factor underpins some very good achievement as many pupils read and spell at a higher level than expected by the end of Year 2. The national strategies for literacy and numeracy are firmly established in school and teachers have adapted them to meet the needs of pupils. For example, in Year 2 the teacher often has extended sessions on writing where pupils may explore the writer's craft and try out some techniques for themselves. The longer session promotes skills very effectively and leads to some work of an excellent standard for the age group. Teachers include very good opportunities for non-fiction writing when recording other subjects. For example, some pupils wrote an account of Henry the VIII's life and others wrote an instructional text in geography entitled 'How to Survive in Death Valley'. Such work builds very well on pupils' developing literacy skills and allows for free expression. One pupil wrote 'Catherine Parr survived Henry's nastiness' and another explored the callousness and greed of the factory owners who employed child labour. Mathematical skills are very well extended, especially through science work. Teachers expect high standards of accuracy in measuring and allow pupils to choose how they will record their findings, using a good range of charts and graphs. Teachers' knowledge of ICT has been extended through a consolidated training programme and pupils have good opportunities to consolidate their computer skills when researching or recording their work in other subjects.
15. In the Foundation Stage, the teachers and nursery nurse work closely together to provide an interesting range of experiences. Children of differing abilities and prior experiences are very well catered for through an established assessment process that directly informs what will be taught next. They provide an appropriate balance between activities that adults lead and those that the children select for themselves. Adults pay great attention to establishing routines and to developing confidence and independence in the children. This sets a very firm foundation for later learning.
16. In Years 1 to 6 the teachers make clear to pupils what is to be learnt, giving a clear focus to the lesson. They often conclude lessons with a session to assess learning, to tackle any misconceptions and to congratulate pupils on their successes. These are very effective strategies in creating a purpose for pupils' learning and allowing them to evaluate how well they are doing. In one English lesson, pupils proudly recited the 'Vowel Rap' they had learned and in one mathematics lesson they demonstrated how accurately they could find the 'missing number' in a puzzle. Teachers direct questions of differing levels of difficulty to ensure that everyone is actively involved. Teaching assistants are well deployed to help those who might find it difficult to keep up with the fast pace of whole-class sessions. All oral contributions are valued and handled sensitively and this encourages pupils to 'have a go'. Lesson preparation is very good. Carefully chosen resources are organised and are readily available; pupils' books and other consumables are always to hand and classroom routines are very firmly established. This means that lessons start on time and proceed without interruption. Pupils access further resources independently, helped by the careful storage and labelling system in school. Pupils' work is always conscientiously marked and often includes encouraging praise where good standards are achieved or sustained effort made. Teachers write very useful comments to point out ways to improve and often refer to the pupils' targets so that they know how well they are doing. In a Year 2 English lesson, the teacher referred to common points for development resulting from the marking of some writing assignments. This was done in a very positive way so that pupils were able to focus on improvement and had a clear idea of their own learning.
17. The commendable features of teaching in the best lessons include a challenging pace, the development of mental agility, and opportunities to explore, experiment and investigate. In one hour-long writing lesson, the pupils in Year 4 explored some descriptive poetry, revising similes and learning about metaphors. The teacher supported them as they planned a poem of their own, using imaginative language, and then set the task of completing a first draft. The results were of

an excellent standard and achieved within a limited timeframe. Teachers allow pupils the freedom to make mistakes, evaluate the problem and make improvements. For example, in one science lesson, the teacher supported a group of pupils who were working through an investigation that they had planned. As they worked, they discovered several errors and decided how these could be overcome. This type of learning from direct experience is very powerful and very well used at Netherthong.

18. The teaching of pupils who have special educational needs or who may be experiencing learning difficulty is very good throughout the school and enables them to make very good gains in learning. The requirements of individual education plans are built into daily activities and designated staff provide support to meet individual and group needs, especially in English and mathematics. This ensures that all pupils are fully integrated into the life of the school community. Teachers recognise pupils' gifts and talents and provide work that will challenge them further. There is a manager for this area who ensures that provision is stimulating and contains enrichment activities to keep the pupils well motivated. Through the very good balance of creative, physical, academic and oral work, teachers ensure that everyone can do well at something.

The very broad curriculum provides a very good range of learning opportunities to develop pupils' academic, creative and physical skills. The school provides a varied selection of experiences to enrich and extend pupils' interests and talents.

19. The school provides a very broad and interesting curriculum. It includes all subjects of the National Curriculum, religious education, personal, health, citizenship and social education. There is very good enrichment of learning, through a varied range of experiences. Pupils who are gifted or talented have special sessions to extend and challenge them. Issues relating to coverage of some areas of learning in the Foundation Stage that were highlighted in the previous report have all been fully addressed and very good improvements have been made. The national strategies for literacy and numeracy are well established and adapted to meet the needs of the pupils. The success of the curriculum is seen in the high standards achieved. In replies to the parents' questionnaire, 99 per cent agreed that 'my child likes school', and this is a further indicator of the quality of learning experiences.
20. The quality and range of learning opportunities for children in the Foundation Stage are good. The curriculum for these children is based on the nationally recognised areas of learning. They have opportunities for creative work through a wide range of practical activities, such as painting, role play or 'composing' music. Children act out scenarios in the class 'church' and have attended 'a mock wedding'. Their imagination is engaged as they share books in the cosy reading corner. Physical skills are developed successfully through dedicated lessons in the hall and opportunities to use the secure outdoor play areas. There is a good emphasis on developing skills in literacy and mathematics. Staff and adult helpers constantly engage children in conversation, extending vocabulary and confidence. There are planned activities, directed by the teacher, for literacy and mathematics that move learning forward, together with opportunities for children to practise their new skills in the writing area, by counting games or through construction activities.
21. In Years 1 to 6, the curriculum provides pupils with many memorable experiences, including listening to specialists who come to school and from visiting places of interest. In discussions, the pupils talk enthusiastically about the visit of the 'Tudor King' that had fired their interest. The 'rap poet' enthused the pupils who produced some very good poems in that style. Other visitors include theatre companies, a local policeman, the nurse and some musicians. Representatives of sporting clubs provide additional activities such as dance, aerobics, tennis or football. Visiting musicians provide regular instrumental tuition for those who are interested. There are many visits and the school ensures that all pupils take part. The science museum visit is used as a starting point for topic work and the trip to a restored prisoner of war camp enhances pupils' understanding of life during the Second World War. Resources in the local area are very well used to provide practical learning experiences for the pupils, for example when they visit the church, farm or mosque. Pupils' cultural development is enhanced as they travel to watch the Huddersfield Giants play rugby or attend Halle concerts. They have valuable opportunities to extend their performing and presentation skills. For example, they have been involved in a

creative arts project with disabled pupils and performed in the annual Kirklees Music Festival. Older pupils have a residential visit to an activity centre that supports their social development as well as providing experiences in outdoor pursuits and ICT work. The programme of work outside the classroom is extensive and helps to broaden pupils' horizons and provides an extra dimension to learning.

22. The school places a great emphasis on developing pupils' skills of independent learning, investigation and problem solving and this is a major strength of the planning programme. Embedded within the science planning are very good opportunities for pupils to decide exactly what they want to find out, gather the resources needed, predict outcomes, plan and carry out the experiment and finally, compare the results with the predictions. A similar approach is seen in the mathematics curriculum where pupils are often challenged to apply their skills to solve problems and explain their reasoning. Observational skills are also taught very well, often through work in art and design. Pupils are encouraged to consider perspective and to include detail in their compositions. Listening skills are effectively promoted through music lessons where pupils combine pitch, timing, beat and loudness to create effect. Added to all this are the imaginative lessons that support the development of physical and creative skills. For example, pupils enjoy dance sessions where they interpret music creatively through their movements. The less formal sessions promote independent learning very effectively for all ability groups. These are organised once each week when there is a cyclical programme of activities. Tasks are largely practical, building on what pupils have learned during the week. Successful completion requires a good amount of collaboration and self-discipline. Excellent links between subjects allow pupils to consolidate their skills in literacy, numeracy and ICT.
23. There are good facilities within school to support private study with a well stocked library, a good range of classroom reference books and ready access to computers. There are plenty of opportunities for personal research and these are supplemented through the homework club run by the learning mentor.
24. Through the school's thorough assessment system, pupils who have gifts or talents are recognised early and given the extra challenge that they need. During the inspection, one group was working at a very high level in reading, exploring the characterisation in the story and discovering which writing techniques the author had used to influence his readers. The school has appointed a manager to co-ordinate the work for gifted and talented pupils. There is a very stimulating programme of work for them and teachers incorporate extension activities where appropriate.
25. The very good links that the school has developed with parents, other schools and the community contribute very effectively to pupils' education. Dedicated parent helpers bring their specialisms and talents to enhance the curriculum. Pupils benefit through stimulating activities, such as art, drama or ICT sessions. The high school offers the use of facilities and equipment and teachers take advantage of this, for example to promote pupils' design and technology work. Local businesses sponsor events such as the annual 10 kilometre run or the summer fair, both of which provide extra revenue for resources. The range of extra-curricular clubs offered to pupils is very good. There is an interesting selection covering activities in dance, sport and art and a stamp club run by a parent. All activities are accessible to both girls and boys and a good number of pupils take part.

The school makes excellent use of information gathered about pupils' learning to set challenging lessons in English, mathematics and science.

26. The school has excellent procedures and arrangements for assessing pupils' academic attainment and uses the information effectively to plan future lessons. The extremely rigorous target setting process has a direct, positive effect on the high standards seen at the school and ensures that the higher achievers are fully challenged. A variety of tests in English and mathematics are used to track individual progress throughout the school. In science, pupils' achievements are assessed at the end of each unit of work. The results of all assessments are thoroughly analysed to discover exactly what each pupil knows and what needs to be taught next. The information is then translated into individual learning targets for pupils. In Year 6 teachers use the results of assessment to organise two sets of pupils for English and mathematics lessons. This system is very effective in ensuring that all pupils have the support and challenge

that they need within smaller teaching groups. Teachers in all classes refer to pupils' targets when marking work so that they know exactly how well they are doing.

27. Patterns of attainment are scrutinised by the subject managers who look for possible areas requiring further development. Analysis by gender, birthdate, ability and ethnic grouping is routinely undertaken to make sure that there is no bias in provision. The tracking of each pupil's attainment is very useful in helping the school to interpret the overall grades achieved in the National Curriculum tests and for ensuring that all pupils are achieving their best. For example, last year the grades showing the gains in pupils' learning between Year 2 and Year 6 were lower than the school's records indicated. On analysis, there were some clear reasons for this, which are discussed earlier in the report. The tracking records provide convincing evidence that all pupils make very good progress. This information is very useful for informing the school's self-evaluation process.

There is an excellent emphasis on developing and nurturing pupils' personal development. As a result, pupils have very good attitudes to learning, behaviour is very good and there are excellent relationships throughout school.

28. In accordance with its mission statement, the school is a caring community that promotes a strong sense of right and wrong through all aspects of its work. Provision for spiritual, cultural and moral is excellent and it is very good for social development. There have been further improvements since the last inspection when provision in all four areas was judged as very good. The easily-understood rules reflect a moral code centred on honesty, respect and co-operation. Pupils act according to the key words of 'care' and 'team' that are constantly promoted by teachers and well known to parents. All adults speak to the pupils with courtesy and this is very successful in promoting mutual respect. Parents commend the school highly for its work in developing very positive attitudes amongst pupils. In returned questionnaires, 98 per cent of parents agreed that behaviour is good. At the meeting, parents spoke about the school's success in promoting good manners and politeness. During the inspection, there was no sign of any oppressive behaviour or bullying.
29. The successful promotion of pupils' personal development is reflected in the very high standard of behaviour. The school has introduced some successful strategies to foster and maintain a secure awareness of social and moral issues in their pupils. This is part of the 'care' approach. From the first days in school, children are taught a clear understanding of right and wrong through a positive behaviour strategy. Rules are simple and consistently applied by all adults. Lunchtime supervisors have training courses to ensure that they understand and follow the school's procedures and helpers are well briefed about expectations. A well-established reward system provides very good motivation for hard work and thoughtful actions. Pupils accept their stickers and certificates with pride. There are mentions in the newsletters for good work or behaviour, achievements are recognised in assemblies and parents learn about their children's successes through letters sent home. Adults and children speak and act calmly and a raised voice is rare. This is largely because the discipline and behaviour policy is not so much imposed by adults but is owned and shared by all members of the school community. There have been no exclusions in recent years.
30. The pupils' attitudes to school are very good and contribute greatly to the positive learning environment that exists and the very good progress made. This is a major strength of the school. During lessons pupils are well motivated, work hard and respond very positively to the constant encouragement and praise that they receive. They share resources, listen to each other thoughtfully and offer constructive suggestions when engaged in collaborative projects. Pupils tidy away willingly after lessons and they are very sensible when involved in practical tasks. They are at ease expressing their feelings to the class teacher and in front of their friends, especially in discussion time where they frequently offer thought-provoking contributions. On occasions, in Years 3 to 6 some pupils try to dominate class discussions or to answer out of turn. These few do not follow the principles they are taught. Some Year 4 pupils showed how they value their families when they wrote a poem for their mothers. They included phrases such as 'the safest place is in your arms' to show that they have a good appreciation of the less tangible gifts in life.

They show a healthy respect for the beliefs and feelings of others and willingly offer help and support where it is needed.

31. The school's very well planned personal, social, health and citizenship education programme permeates all areas of the curriculum and supports pupils' personal development further. Pupils' spiritual, social, moral and cultural development is extended very well through their studies in religious education. They discuss feelings and emotions in a mature way, showing empathy and concern. Through their work on world religions, pupils develop an awareness and understanding of other people's beliefs. They express their opinions on ethical issues and moral dilemmas, showing an ability to consider all views. Pupils fully understand the concept of interdependence between people, the environment and all living things and exercise respect and consideration. As a result, their personal development is beyond that normally expected of the age group. Netherthong has joined the Healthy Schools' Initiative. Pupils are taught about the benefits of eating foods, such as fruit, whilst recognising the unwelcome effects of consuming too much of others, such as sweets. This helps pupils to make informed choices. They also discover the benefits of exercise and, at a level suitable for their age, learn about substance abuse. The school organises 'health weeks' when pupils are encouraged to participate in exercise sessions such as skipping and to think carefully about their diet.
32. Pupils are expected to make a contribution to the running of the school and they enjoy taking increased responsibility as they grow older. This is part of the 'team' philosophy. Year 6 pupils cover a very wide range of jobs, such as organising the hall for collective worship, getting out and clearing away playground equipment and acting as telephonists at lunchtime. All carry out their appointed tasks diligently and enthusiastically. Some act as play leaders, supervising and organising the younger children in their playground. Pupils have a very good awareness of environmental issues and are active in re-cycling and litter collecting. They have been instrumental in designing their play areas and in tree planting. Members of the school council collect the views of pupils and express them clearly at meetings. The school is currently working towards the 'Investors in Pupils' award to extend pupil involvement even further. They are currently looking at waste management as a shared responsibility. The high degree of consultation and co-operation between adults and pupils encourage the latter to play an important part in managing the day-to-day routines. The role played by pupils in the school's self-evaluation process and development planning helps to ensure a truly corporate approach. It also helps to develop their awareness of citizenship and politics.
33. Pupils consider those less fortunate than themselves when they collect funds for charities. Relationships amongst members of the school community, regardless of ethnic or social background, are excellent. The result is a harmonious community.

The school maintains a very high standard of care for its pupils and staff work very hard to ensure that all pupils, whatever their needs, are fully involved in all aspects of school life and can achieve their best.

34. At all times, teachers and other adults in school are very alert and responsive to individual needs. There is very good provision for first aid, with a good number of trained personnel and clear guidance for all adults. Lunchtime supervisors provide a high standard of care. They know the pupils very well and carry out their duties diligently. A good range of play activities is organised to keep everyone occupied. During the inspection, one group thoroughly enjoyed their activities based around the 'parachute'. There are very good procedures and day-to-day routines to ensure the health, safety and well-being of pupils. The governors have detailed policies that are rigorously followed to ensure that pupils have a safe, secure environment in which to learn and play. As the child protection officer, the head teacher ensures that all staff are well trained and aware of their responsibilities. The staff guidance clearly states what is expected of each adult in the organisation and operation of the school. This results in a consistent, secure approach. The headteacher and cleaner-in-charge actively check the buildings and grounds on a daily basis to ensure that the highest standards of safety and cleanliness are maintained. Any issues are tackled immediately. The governors have a clear policy on health and safety and check that risk assessments are carried out for all visits or out-of-school activities. They are currently focusing on the traffic conditions in the narrow road outside school in response to parents' concerns. The systems and procedures in place firmly underpin the caring atmosphere in school.

35. Provision for pupils who have special educational needs ensures that they make very good progress. The staff in the school work as a strong team to ensure that all groups of pupils have full access to all areas of school life. Those who have behavioural or emotional difficulties are sensitively supported so that they gain full benefit from their lessons. Pupils' individual education plans are detailed and provide a good guide for lesson planning and for providing the right support at the right time. Parents understand their children's targets and are advised on how to help at home. The weekly open sessions offer good support when the co-ordinator is available to talk to parents about their children's progress or to offer further advice. Parents wrote to the team to express their appreciation of the support given, not only to the pupil but also to the family. The breadth of learning experiences that the school provides helps to ensure that those pupils who find difficulties in one area have lots of opportunities to succeed find skills in another. For example, some pupils who need help with writing are recognised as good artists or for their sporting talents. Classroom grouping is changed from lesson to lesson to reflect these needs and talents. As a result, pupils grow in confidence and develop good levels of self-esteem.
36. All children and pupils in school benefit from the range of teaching approaches that include a balance of auditory, visual and kinaesthetic methods to match pupils' learning styles. Staff are very careful to design activities that will interest both boys and girls. The recent poster campaign that proclaims 'clever is cool' was successful in motivating the very large numbers of boys in one year group. The learning mentor helps to overcome barriers, often working with both pupil and family. Her daily 'drop-in' sessions encourage parents to share problems and to find solutions or support, where needed. The school seeks out help from outside specialist agencies, where appropriate.

Parents have a very high opinion of the school. Very good communications between home and school lead to a profitable partnership that brings many benefits to the pupils' learning.

37. Nearly a half of the questionnaires sent out to parents were returned and the response was very positive. Further views were sought during the pre-inspection meeting and during the inspection itself. The partnership between home and school is as strong as it was at the last inspection and continues to support pupils' learning very effectively.
38. Parents commend the quality of teaching and the fact that their children are expected to work hard and make good progress. They value the school's attention to pupils' personal development and say that pupils respond very positively to the rewards and praise that they receive. They report on the very good level of care and supervision.
39. In the returned questionnaires, 14 per cent of parents felt that they were not well informed about their children's progress. Those at the meeting and in conversations during the inspection gave an opposite view. The evidence gathered indicates that the amount of information provided is very good but that there is room to improve the format of the written reports. There is 100 per cent attendance at parents' interview evenings and high numbers come to the annual open afternoon. The annual written reports used in the past lack consistency although they do give an accurate picture of progress and attainment. The teachers are reviewing the format at present to ensure that each one includes the pupils' targets and comments about personal development. A minority of parents felt that their children did not have the right amount of homework. Taking into account the study assignments, investigations and research work given, the inspection team judges the homework set as very good. The tasks often help to introduce a new topic or to reinforce and extend what has been learned in class. For example, during the inspection, some pupils were given a practical science activity to enhance their work on pulse rates. There is a clear homework policy and all work is marked to a good standard and is valued.
40. The majority of parents appreciate the clear communication between home and school. They welcome the newsletters that keep them informed of forthcoming events and the curriculum information that tells them what their children will be studying over the term. The informative website is regularly updated and is used frequently as a further source of information. The vast majority of parents feel happy about approaching school and say that teachers are readily available to discuss concerns or provide information about how their child is getting on. They

value the service of the learning mentor who provides daily 'drop-in' sessions. Working parents say they are well catered for and can telephone during the day or make a suitable appointment to fit in with their schedule. The prospectus and annual report to parents are very well presented and reflect the very professional ethos of the school. They are both written in a clear style and provide the essential information that parents need. The annual parents' questionnaire is a further indicator of the very good partnership between home and school. The results are analysed and identified issues are tackled through school development planning. The improvement of the reports is an example of how this works in practice. A copy of all school policies, the school development plan and minutes of governor meetings are all freely available in the school entrance for parents to see.

41. There is an active parents' association that is a valuable asset to the school. Members provide social events for pupils and their families as well as raising impressive amounts of funds. Pupils benefit from the gifts made that include benches in the playground, a video camera, a networked printer and bookstands.
42. The school benefits from a number of adult helpers, many of whom are parents or family members. They help in classrooms and on school visits, often using their own talents, for example in drama, ICT or art, to enthuse and interest the pupils. Each one knows exactly which pupils they will work with and exactly what to do. When asked, the helpers said that they felt valued and enjoyed their time in school.

The headteacher provides excellent leadership and is very well supported by the senior management team and subject managers. The governing body works hard to provide excellent leadership and management for the work of the school.

43. The headteacher sets extremely high expectations of staff and pupils. Her excellent leadership and management are major strengths of the school and were recognised as such at the previous inspection. The headteacher's expertise and experience are highly valued by the governors. She constantly drives the school forward, looking for areas where further improvements can be made. As a result of her leadership, the school has maintained standards of attainment that are well above the national average for several years. She is very well supported by the deputy headteacher and the senior management team. They are extremely successful in promoting an environment where personal, creative, physical and academic achievements are recognised and celebrated. All staff and governors are firmly committed to the school's aims and the corporate approach to management. An analysis of returns from the parents' questionnaires shows that 98 per cent are satisfied that the school is well led and managed. There is a great sense of pride in this Beacon school that is rightly shared by staff, parents, pupils and governors.
44. The delegation of responsibilities to staff, both teaching and non-teaching, is very effective and efficient. It ensures the exceptionally smooth running of the school on a day-to-day basis. The subject co-ordinators for English, mathematics and science constantly monitor teaching and learning in their subjects to ensure that the high standards are maintained. They are pro-active in their approach, quickly recognising problems before they become issues and taking direct action. They maintain a good range of high quality resources for learning and provide expert support in planning for their colleagues. A knowledgeable co-ordinator gathers, analyses and evaluates assessment data. The subject managers then use this valuable information to check that pupils are making the expected progress, to set new targets and to identify any area of the curriculum that may need improvement. This is a major and very effective element in the school's systems that are designed to evaluate how well it is doing. Managers of the other subjects check planning and completed work and have opportunities to observe lessons. They also have a very good overview of teaching and learning in their subjects which enables them to produce annual action plans, thus maintaining the drive for improvement. Classroom assistants and non-teaching staff all have a clear list of responsibilities. A series of handbooks details routines and expectations so that everyone is well informed.
45. Members of the governing body have an extensive range of experience between them which they use to ensure the highest quality of provision. There is a very positive and productive relationship between the governing body and the school. Managers of the different subject areas are

welcomed at governors' meetings when they are asked to present action plans or progress reports. Governors have great confidence in the headteacher but expect her to be accountable and ask her some searching questions. Some governors offer support in classes and share their talents with pupils; others bring their professional expertise to the work of the committees. Through their class links, governors have a very good understanding of teaching and learning in the school and are able to keep abreast of developments. They are actively involved in the evaluation of how well school is performing and check that spending decisions lead to improvements in provision. Governors seek good value for money, not simply in terms of cost but also of quality. This is reflected in the very high standard of resources and the extremely pleasant school environment. Overall, the governing body has a thorough working knowledge of the school that directly informs their decision making. Their long term strategic planning reflects their commitment to improvement, often building on what is already very good. Governors consult and inform the school community extremely effectively. They analyse the results of parents' questionnaires, check what the school council has to say and produce a very informative annual report. Files containing minutes of their meetings are permanently on display in the entrance hall so that anyone may refer to them.

46. Systems of self-evaluation at the school are rigorous and excellent. Their effectiveness is borne out by the fact that the inspection process found no evidence of significant weaknesses. All members of the school community are regularly consulted and all comments are welcomed and fully considered. The governors and headteacher are not afraid to make bold decisions. When members of the local youth asked if they could use the school grounds for sport in the evenings, a trial period was agreed. This proved mutually beneficial and the school pupils now benefit from the basketball nets that the youths donated.
47. Administrative support at the school is highly professional and very efficient. The bursar provides an excellent analysis of income and expenditure that allows the headteacher and governors to keep very well informed about spending patterns. The governors are able to keep reserves to the minimum because they have an accurate long term view of roll numbers and staffing requirements. The extended accommodation and grounds provide a spacious, bright and varied environment for learning. There are plentiful areas for displays of work that are well used to celebrate pupils' achievements and to create focal points for discussion and appreciation. The outside play and garden areas are spacious and have been thoughtfully designed. Great care has been taken in developing the building to make sure that it meets all the pupils' requirements. Standards of maintenance and cleanliness are very high. The headteacher and staff take great care to provide a child-friendly environment with resources at the correct level, stimulating displays and inviting reading areas.

WHAT COULD BE IMPROVED

The inspection team did not identify any major areas for improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

There are no significant weaknesses at the school and therefore no key issues identified.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	6	12	6	0	0	0	0
Percentage	25	50	25	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points..

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	225
Number of full-time pupils known to be eligible for free school meals	7

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statement of special educational need	3
Number of pupils on the school's special educational needs register	37

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	5
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2002	16	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	15	16
	Girls	15	15	15
	Total	31	30	31
Percentage of pupils at NC level 2 or above	School	100 (97)	97 (97)	100 (97)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	15	15	15
	Total	31	31	31
Percentage of pupils at NC level 2 or above	School	100 (97)	100 (97)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2002	20	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	19	20
	Girls	16	15	18
	Total	34	34	38
Percentage of pupils at NC level 4 or above	School	89 (97)	89 (90)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	20	20
	Girls	15	16	16
	Total	33	36	36
Percentage of pupils at NC level 4 or above	School	87 (90)	95 (97)	95 (97)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
Parent preferred not to say
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
175	0	0
3	0	0
3	0	0
0	0	0
1	0	0
2	0	0
2	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
4	0	0
0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.6
Number of pupils per qualified teacher	24
Average class size	31

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	179

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	549198
Total expenditure	554457
Expenditure per pupil	2464
Balance brought forward from previous year	15324
Balance carried forward to next year	10065

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	3.3
<hr/>	
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.5
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	185
Number of questionnaires returned	76

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	29	1	0	0
My child is making good progress in school.	64	29	7	0	0
Behaviour in the school is good.	68	30	0	1	0
My child gets the right amount of work to do at home.	42	39	11	3	5
The teaching is good.	72	26	1	0	0
I am kept well informed about how my child is getting on.	51	34	13	0	1
I would feel comfortable about approaching the school with questions or a problem.	80	17	0	1	1
The school expects my child to work hard and achieve his or her best.	79	17	3	0	1
The school works closely with parents.	66	30	1	1	1
The school is well led and managed.	86	12	1	1	0
The school is helping my child become mature and responsible.	71	28	1	0	0
The school provides an interesting range of activities outside lessons.	53	37	4	1	5

Some lines may not total 100% because figures have been rounded up or down.