

# INSPECTION REPORT

## **STEEPLE MORDEN CE VC PRIMARY SCHOOL**

Steeple Morden, Royston

LEA area: Cambridgeshire

Unique reference number: 110793

Headteacher: Mrs L Shankland

Reporting inspector: Mr J Warren  
17893

Dates of inspection: 14 - 15 October 2002

Inspection number: 247052

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

School category: Voluntary controlled

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: 7 Hay Street  
Steeple Morden  
Royston

Postcode: SG8 0PD

Telephone number: 01763 852474

Fax number: 01763 853112

Appropriate authority: Governing Body

Name of chair of governors: Mr C Metz

Date of previous inspection: February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Steeple Morden Primary School is an established primary school for boys and girls, aged four to eleven years. It has a mixture of old and very new buildings, some of which were completed only at the beginning of the autumn term 2002. It serves the villages of Abington Pigotts, Litlington, Odsey and Steeple Morden. Some pupils also attend who live in surrounding areas. It has 189 pupils, which makes it smaller than other primary schools. Eight of its pupils are eligible for free school meals, which is fewer than the national average. All pupils at school are from white, European backgrounds and no pupil speaks English as an additional language. Twenty-four pupils are identified by the school as having special educational needs, which is broadly in line with that expected in schools nationally. One pupil has a statement of special educational needs and this is below the national average. Children's attainment on entry is above average for their age.

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

Steeple Morden Primary is a very effective school and makes good provision for its pupils. By the time they leave school, pupils achieve high standards because teaching overall is good and the work pupils do is demanding. The headteacher, governors and staff work together very well to improve the school and to maintain high standards. The school provides good value for money.

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

- The school makes outstanding provision for the care and welfare of its pupils.
- Learning is generally very effective, so that by the time pupils leave they achieve high standards.
- Pupils' attitudes to learning and to one another are very good. They behave well and are eager to learn; this makes a big contribution to the good progress they make in school.
- Teaching overall is good and sometimes very good or excellent.
- The headteacher is a most effective leader and is well supported by governors and senior staff in managing the school and planning for the future.
- The governing body are highly effective. They support the work of the school by providing critical advice and strategic direction based on their excellent knowledge of the school.

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

- There are no major areas for improvement.

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

At the time of the last inspection, all areas of the school's work were judged to be good, with the exception of the climate for learning, which was requiring some improvement. The school has maintained high standards and the quality of education is very good. The school's climate for learning has improved and is now very good. The management and efficiency of the school are very good and all teaching is satisfactory and more often better than satisfactory. This is a good improvement on the last inspection, which saw some unsatisfactory teaching.

### **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
	1999	2000	2001	2001
English	C	A	A	C
mathematics	C	A	A*	A
science	A	A	A	A

<i>Key</i>	
well above average	A
above average	B
average	C
below average	D
well below average	E

The table shows the school's performance in the 2001 national tests for 11 year olds. It shows that compared to all schools Steeple Morden did very well and achieved results in English and science which were well above average. In mathematics they achieved results which puts them in the top five per cent nationally. Results from 2002 are again high in English, mathematics and science when compared with the average for all schools. Results in 2002 were not quite as high as in 2001 but this was due to the significant number of pupils with special educational needs who were in that class. Standards achieved by seven year olds are high. Over time, the school consistently achieves standards, which are higher than all schools nationally. Targets for 2003 are appropriately challenging and if achieved will ensure that the school maintains its record of good performance. Pupils enter the reception class with above average attainment and make good progress as they move through the school.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils' attitudes to school are very good. They listen well and are eager to learn.
Behaviour, in and out of classrooms	Pupils' behaviour is good. They behave well in class and move around school in a sensible orderly way.
Personal development and relationships	Pupils' personal development is very good. They take responsibility for their actions and respond in a very mature way. They have very good relationships with each other and with the adults in and around school.
Attendance	Attendance is good.

From very early in their time in school, pupils display very good attitudes to learning. They listen attentively, respond thoughtfully and work independently and conscientiously. Behaviour is good.

There is virtually no inappropriate behaviour; pupils are extremely polite and courteous. For example, pupils recently won a 'fair play award' at a sports tournament, where people commented on their very good behaviour and sportsmanship. Most pupils in school develop into mature and considerate young people. They support each other and cooperate fully in whatever they do. Older pupils take responsibility for themselves and willingly support younger pupils in the school. Pupils involvement in the school council is mature and effective and helps inform the work of the school.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Very 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 of English and mathematics are strengths of the school. Nearly three quarters of English teaching was deemed to be good, very good or excellent. More than half was very good or excellent. All the mathematics teaching seen was good or better. Teachers plan thoroughly and challenge pupils to extend their learning. Lessons are lively and use information and communication technology (ICT) and other subjects to help develop understanding. Pupils with special educational needs and those who are gifted and talented are given very good opportunities and so make good progress. All pupils learn to take responsibility for their actions and their learning. Pupils read well with understanding and pleasure. They write very well, but there are too few opportunities for sustained writing. They develop good understanding of important mathematical concepts and are very adept at using mental strategies to solve problems.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good range of quality learning opportunities for its pupils through a broad and balanced curriculum.
Provision for pupils with special educational needs	Pupils with special educational needs are well provided for. The school measures and tracks the progress of these pupils and provides very good support for them.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for pupils' spiritual and cultural development and very good provision for their moral and social development. Newly formed links with a nearby school serve to develop pupils' awareness of the variety of cultures in Britain today.
How well the school cares for its pupils	The school takes excellent care of its pupils.

The school provides a good range of subjects and, where appropriate, weaves the subjects together, to give pupils a context for their learning. For example in an English lesson, pupils were involved in role play, based on their history topic, which then formed the basis of their writing.

The school takes excellent care of its pupils, ensuring that the welfare of the pupils is at the heart of all that it does. Assessment of pupils' academic performance is matched to their personal needs so that a fullest dimension of support is offered. All teachers have very good knowledge of their pupils and this knowledge is used to good effect.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership and very good management of the school. She has an extended vision for improvement that is based on raising standards for all pupils. She uses a wide range of strategies to ensure that the vision is managed effectively.
How well the governors fulfil their responsibilities	The school benefits from an excellent governing body. They fulfil all their responsibilities and offer a great deal of support and critical advice to the school.
The school's evaluation of its performance	The school conducts effective evaluation of its performance and takes necessary actions to address needs.
The strategic use of resources	The school makes very good use of resources.

The headteacher provides most effective and clear leadership. She is well supported by senior managers and subject coordinators in school. This leadership is based on secure knowledge of the school's strengths and areas for development combined with excellent people management skills, but rooted very firmly in the needs of pupils. The headteacher skilfully involves everyone in the school community allowing staff, parents, governors and pupils to contribute to moving the school forward. School development planning is detailed and prioritised but sometimes lacks precision when measuring the impact of actions in classrooms.

The governing body are exceptionally well organised and provide powerful critical advice and great support to the work of the school. They make full use of the principles of best value.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>• The leadership and management of the school.</li><li>• The high quality of teaching in school.</li><li>• The progress their children make.</li><li>• How hard their children are expected to work.</li><li>• How the school helps their children to become mature and responsible.</li></ul>	<ul style="list-style-type: none"><li>• The amount of homework their children are expected to do.</li><li>• The range of activities provided outside the lessons.</li><li>• How well they are informed about their children's progress.</li></ul>

The inspection team agree with all that the parents indicated pleased them about the work of the school. The team think most pupils receive appropriate amounts and type of homework and that there is a very good range of activities provided outside of lessons. School reports do not contain sufficient detail on pupils' progress in all subjects so the inspection team agrees with parents on this issue.

## **PART B: COMMENTARY**

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

- 1      **The school makes outstanding provision for the care and welfare of its pupils.**
- 2      The school takes great care to support pupils academically and personally. The whole ethos of the school centres around the pupils and all staff and systems have this at the heart of their work.
- 3      Even before children start in the reception class the school begins the process of introducing them to the ways of the school. Parents are well informed and supported in preparing for this very important time. Visits to school are encouraged, and the school responds promptly to any concerns parents have about their child's progress or development.
- 4      All pupils are assessed regularly as they move up the school and these assessments concern the development of the whole child, not just academic progress. Pupils who do not make as much progress as they should, or those who have the potential to achieve more, are given extra support and guidance. For example, pupils perceived to be able to achieve more quickly than others, are identified early in their school career, and given specialist support to challenge them to achieve higher standards. One group of Year 6 pupils were challenged to extend their scientific understanding through the construction of graphs, both on paper and on computer which helped them draw conclusions from their science work. The learning support assistant knew these pupils very well and worked skilfully to improve their understanding. Similarly, pupils who have difficulty learning are given extra support to ensure that they make better progress. A computer 'loan' scheme is operated by the school to ensure pupils can continue to develop their information and communication technology (ICT) skills at home.
- 5      The school works hard to develop pupils' understanding of other cultures. This includes establishing links with another school that has a more culturally diverse population and introducing a Japanese mature student to the work of the school. The school has also been accepted to an 'International school' development. When fully operating, this project will bring pupils into contact with a wide range of people and cultures from outside Britain. This will enhance their cultural understanding and development. Notwithstanding these developments, the school is constantly seeking to improve the care it takes of its pupils, and is working to improve the procedures for tracking pupil's progress through upgraded computer systems.
- 6      All child protection and health and safety systems are rigorously enforced and governors work with school staff to monitor the effectiveness of policies and practice. Twice each term, governors and the caretaker check the safety of the building and all equipment. Pupils and staff are encouraged to voice concerns.
- 7      **Learning is very effective in the school, so that by the time pupils leave they achieve high standards.**

- 8 Throughout the school, there is a clear emphasis on learning and an expectation that pupils will achieve high standards. The school rightly places a strong emphasis on the core subjects of literacy, mathematics and science, but also ensures that pupils learn important things in other subjects.
- 9 Early in Reception pupils are taught basic phonics and number work so that they are soon able to identify simple letter sounds and count on in number to five and six. They have opportunities to design and make simple beds for 'Teddy' and engage in role-play activity in the 'Three bears cottage'. These young children can listen attentively and talk with confidence.
- 10 As they move through the infants, pupils make very good progress. Pupils in Year 1 write their own storybooks and can explain clearly what they are doing and what the story will be about. Their writing is imaginative and well written in clearly structured sentences. In Year 2 pupils use a good range of vocabulary and can spell common words correctly. In mathematics, these pupils can use a range of strategies to add increasingly difficult numbers. They are able to explain how they are working things out and why a particular strategy is useful for checking answers. In science pupils learn about pushes and pulls and sort things by simple criteria. In music they recognise the sounds made by different instruments and experiment successfully with symbols to represent sounds
- 11 By the time they leave the infants, most pupils achieve standards in English and mathematics that are above average for their age.
- 12 Pupils continue to make good progress in the juniors. In writing, pupils show good development of skills. In Year 3 they choose more interesting and varied vocabulary as they write poems based on different pictures. In Year 4 pupils respond well to fiction books, showing understanding of the main points, and expressing preferences. Some show deeper understanding of characters and refer to the text to explain their preferences. They read well with rhythm and expression and read much more complex material than might be expected for their age. As they move up the school pupils' skills and understanding develop quickly. Pupils write in an increasingly adventurous and interesting range of styles, for example, copying the style of a well-known author. These pupils use an extensive vocabulary and are able to construct sentences, which captured the reader's interest. By the time they are in Year 6, pupils can understand complicated text and make deductions and inferences from it. They discuss and debate ideas articulately. They read with enjoyment from a wide range of texts and identify characters and styles they like. Their writing is well punctuated and correctly spelt, and they write in a range of styles for different audiences. For example, one pupil's own book entitled 'Dragonfly' was outstanding. The story structure was excellent and the ending left the reader wanting to know more.
- 13 In mathematics, progress is also good. Pupils are able to identify increasingly complex shapes, and recognise the difference between regular and irregular shapes. Older pupils can perform complex number operations in their heads, quickly and accurately. Many pupils are able to work with numbers in excess of five digits. They can explain with clarity their

- methods of working. Pupils understand the concept of probability and reasonably predict the chances of different events occurring.
- 14 In the national tests for 11 year olds in 2001, pupils did very well in English and science and exceptionally well in mathematics, achieving results that placed them in the top five per cent nationally. In 2002, pupils again did well in English, mathematics and science, although not as well as the previous year. In that class there were a significant number of pupils who had special educational needs. Although these pupils appeared to attain less well than they should, in relation to their earlier attainment, they had made significant learning gains. Pupils in school now are working at high levels of understanding.
- 15 Pupils' attainment in other subjects is also good. In science, they have good understanding of scientific concepts such as fair testing and the need to control variables. They conduct tests carefully and accurately. For example, in a lesson on materials where pupils were trying to identify factors affecting the rate of solubility of common materials. The more able pupils constructed graphs, which showed the 'line of best fit' so that they could consider the results gained from the investigation and draw accurate conclusions. Pupils work confidently using information and communication technology; they use it to write stories, develop poetry writing. Older pupils plot graphs on the computer to summarise results in other subjects, such as science or mathematics. Pupils in Year 6 are able to develop computer generated presentations, appropriate for different audiences.
- 16 By the time they leave school, most pupils' attainment is above that expected for them in English, mathematics and science.
- 17 **Pupils' attitudes to learning and to one another are very good. They behave well and are eager to learn; this makes a big contribution to the good progress they make in school.**
- 18 At the time of the last report, some concerns were noted about the behaviour of a few pupils. Behaviour is now good and so this concern has been fully addressed. Pupils behave in an orderly way in classes, around school and in the playground. The youngest children in school move quietly and sensibly when moving to the assembly hall. During a wet playtime, pupils were observed all over the school, playing quietly, sensibly and cooperatively. They are clearly aware of what is expected of them and for most of the time, respond appropriately. All pupils are friendly and courteous.
- 19 Pupils have very good attitudes to learning and enjoy their work in school. In class they listen attentively and respond confidently. They are clear about their tasks and go about them with enthusiasm. Year 1 pupils confidently explained their writing task explaining why they liked it, why it couldn't be finished on that day and when they would finish it. Most pupils work conscientiously and with independence, rarely having to be refocused by teachers. Pupils are however confident enough to challenge others when appropriate. This was seen in a Year 6 lesson, when a pupil challenged the teacher's opinion on the text being studied and offered reasons why they disagreed.

- 20 Pupils' attitudes to others are very good. They are very supportive of each other, and work and play cooperatively. They listen to the opinions of others and offer advice if they can. When listening to a friend read a book about a robot's attempts to write poetry, the whole group of Year 6 pupils joined in with their opinions and views about the book. This gave the original pupil the confidence to expand their views about the book.
- 21 Older pupils revel in the responsibility of looking after younger pupils in school. They play with them at break times and are kind and considerate. They view this role as a reward, rather than as a job to be done, in the same way that they look forward to wearing a different school uniform in Year 6, which they see as the symbol of responsibility and achievement. All pupils are encouraged to take responsibility for their actions; they respond well to this challenge so that their personal development is good. By the time they reach Year 6, most pupils are mature and responsible, with a clear sense of what is right and wrong.
- 22 **Teaching overall is good and sometimes very good or excellent.**
- 23 At the time of the last inspection, some teaching was unsatisfactory. Since then teaching has improved. No unsatisfactory teaching was seen during the inspection. Eighty-four per cent of teaching seen was good, very good or excellent. Ten per cent of teaching was excellent; these are high proportions of good and better teaching.
- 24 All teachers have very high expectations of their pupils. From their earliest days in school, teachers expect pupils to work hard, behave well and to interact well with everyone they meet. Teachers are concerned that all pupils make good progress and work hard to ensure pupils with special educational needs, pupils who are gifted and talented, and pupils whose circumstances are not so favourable, all receive any extra support they might need.
- 25 Teaching in Reception seizes every opportunity to develop children's language, literacy, and knowledge and understanding of the world, for example when celebrating a child's birthday, a card was read and shared with the children, simple scientific concepts were introduced as the birthday candle was lit and children's social development was emphasised as they shared the pleasure of the occasion. Children enjoy a wide range of appropriate, well resourced and accessible activities. Children could be given more choice and independence when choosing activities.
- 26 In the infant classes, teaching is very good. Teachers plan thoroughly, using good knowledge of what pupils can do, so that different activities and other forms of support offer challenge to all pupils. The teaching benefits from good subject knowledge, which leads to confident, clear and enthusiastic explanations and demonstrations of ideas. In a very good Year 1 literacy lesson, writing a story book, the teaching made very clear to the pupils what they would be doing, how long they would need to complete it, and what it might look like when finished. The task was well modelled on lively interesting text, which enthused the pupils. The very good relationships built by the teacher, combined with her clear expectations, allowed the pupils to be confident and independent while remaining focussed and busy. In an excellent music lesson, teaching used good subject knowledge to facilitate

- very clear and precise questioning, and good explanations; these attributes combined with excellent behaviour management and classroom organisation, ensured that all pupils enjoyed the lesson and made significant learning gains.
- 27 Teachers use 'circle time' to promote the personal development of their pupils. They use this time to encourage listening skills and develop opportunities to express opinions in a secure atmosphere. For example, the use of a puppet, is an excellent means of developing class ethos, encouraging pupils' listening skills, and when taken home, developing writing for enjoyment.
- 28 Teaching in the infants benefits from very good knowledge of what pupils already know and what they need to practise more. This was evident in a numeracy lesson where some pupils were struggling on the concept of 'partitioning'. The teacher used carefully chosen explanations, and focussed support for the pupils who needed it most so that they could increase their understanding. The work of the learning support assistant was a significant help to these pupils. The teacher uses very good behaviour management strategies and classroom organisation, to ensure that a very good learning environment is created. Questioning used in teaching is good, encouraging pupils to explain their thinking.
- 29 In junior classes, teaching is always satisfactory and often good or better. Teachers always prepare well and plan carefully to ensure the needs of all pupils are met. High expectations of work to be done are another consistent feature of teaching in these classes. Most teachers insist on, and manage very good behaviour in lessons so learning time is maximised. Teachers have good knowledge of their subjects and this was evident in an art and design lesson where pupils were drawing sports action pictures and in a dance lesson where pupils were creating elements of the water cycle. Teachers' subject knowledge is also one of the key features of successful literacy and numeracy lessons. An excellent literacy lesson featured pupils enacting scenes from a Victorian workhouse. This role-play was used to excellent effect to stimulate pupils' writing. The teacher used sensitive questioning, clear exposition of key features of successful writing, very sensitive class management and good modelling to bring the best out of the pupils.
- 30 In the best lessons, teachers have created a climate for learning that guides pupils yet allows them autonomy and independence. Relationships are very positive and pupils' contributions are valued and celebrated. Teachers know their pupils very well and group them according to what they know and can do, although more attention might be paid to the dynamics of groups containing boys and girls. Work is adjusted, or the level of support changed, to ensure all make good progress. Marking of books in one class was very well used to guide the pupils onto what they should try next. This 'highlight and comment' approach is not yet used throughout the school but the school has plans to use this method for everyone.
- 31 Information and communication technology is well used to support pupils' learning, for example, where they construct graphs to summarise probability investigations, and where they devise electronic presentations to celebrate and share the outcomes of the successful residential trip organised by the school.

- 32 Teachers skilfully weave other subjects into literacy and numeracy teaching. For example, history is learned alongside elements of English, notably drama and writing, and mathematics data handling skills are reinforced in science through the construction of graphs.
- 33 **The headteacher is a most effective leader and is well supported by governors and senior staff in managing the school and planning for the future .**
- 34 The headteacher is a very effective figure in establishing, maintaining and managing the implementation of the school vision. This vision centres on the achievement of the school's aims and central to these aims are the needs of pupils.
- 35 All pupils are well known to the headteacher. She takes a professional and detailed interest in each pupil's progress and any circumstances, which are contributing to that progress. To ensure that all pupils have access to after school clubs she has helped to arrange for a minibus to transport some pupils to the school. Pupils who do not have access to a computer at home can use a school 'loan' machine in a scheme operated by the headteacher. She has a very good balance of care and professional expertise to ensure that pupils receive what they are entitled to. This concern is at the heart of her work in securing changes that will improve the work of the school.
- 36 The headteacher leads by example and takes responsibility for all that goes on in school. Since the last inspection she has worked very hard to improve what was identified then as a good school and she has achieved that. Staff have been recruited skilfully to enhance the team and through her leadership she has inspired and motivated them. As a result, staff give willingly of their time, planning and teaching rigorously, organising after school clubs, organising residential visits and preparing support packs to help parents help their own children.
- 37 The headteacher has excellent relationships with pupils, staff, governing body and parents. At the parents' meeting many parents singled the headteacher out as the main reason for their satisfaction with the school. Although governors properly require her to account for what happens in school, they recognise her very high level of professional expertise and respect her judgements.
- 38 The headteacher skilfully leads the management of the school, through careful strategic thinking and planning. Pupils' performance is analysed regularly and the outcomes of this analysis are used to inform future developments. Plans are outlined clearly for the next few years although how the impact of some plans is to be measured and evaluated is not sufficiently clear. The headteacher confidently delegates responsibility to appropriate staff and they respond well to this. For example, the coordinator for English monitors the provision and outcomes in her subject and discusses needs and targets with the headteacher to inform school development plans and then reviews the impact of the action taken.
- 39 The headteacher ensures that clear channels of communication are maintained with everyone connected with the school. Frequent newsletters to parents and good opportunities for face-to-face discussions are positive features of this communication. Pupils' test papers and results are discussed with parents so all can see where pupils did well and where they need

support. The ongoing development of assessment strategies is being managed with the support of teachers and governors. Training is offered to all to ensure improvements are achieved. Parents, teacher governors and pupils are consulted when planning school developments.

40 **The governing body are highly effective. They support the work of the school and provide critical advice, strategic direction based on their excellent knowledge of the school.**

41 The governing body of the school is a highly organised, skilled and knowledgeable group who commit large amounts of their time to the school. They are very well led by the chair of governors who ensures that all meet their responsibilities. Through clear committee structures and regular meetings, the governors have developed a very secure knowledge of the school's strengths and areas for development. This knowledge is clearly targeted at raising standards and improving the quality of education.

42 At a strategic level, the governors are very proactive in maintaining an overview of the school's work and offering advice to guide and prioritise initiatives. Careful analysis of performance data ensures that they are in a good position to challenge the school on its targets for improvement. They are most rigorous in this challenge and have an excellent relationship with the headteacher and other staff so that the challenge is taken in the spirit it is intended. Performance management is used by the governors to good effect.

43 Governors carefully monitor the performance of the school in close partnership with staff, so that they have clear knowledge of the school's work. For example, all governors have responsibility for a subject and the governor responsible for science was involved in monitoring the performance in this subject, which included shared lesson observations. This gave the governor a clearer view of the quality of teaching and of the standards achieved by pupils. The governor could also see the use being made of resources to support learning and therefore the value for money being given.

44 At an operational level, governors are heavily involved in the work of the school. They take a clear responsibility for maintaining close contacts with parents and bringing the views of parents to the notice of the school. Each governor has an 'allocated' number of parents which they telephone at least once a year. This ensures that every parent has the opportunity to communicate with the school. This is excellent practice. Governors were instrumental in setting up the Steeple Morden After School and Holiday Club, to provide good quality childcare for the local community. This is now a thriving and self-funding initiative, which brings many benefits to the school. The governors have also taken a lead in providing for better access to the school for parents' cars, ensuring a safer environment for pupils and better relationships with the local community.

45 The governing body constantly compare their school with others in search of best practice. For example, they plan to visit a school which has high numbers of pupils attaining higher levels; they challenge themselves to see if what they are doing meets the needs of the pupils and community and are happy to consult stakeholders to be clear about what they want.

When the school prospectus was being rewritten, samples of different prospectuses were obtained and parents invited in to view them and express their views. The school could then devise a prospectus that was responsive to need. These examples serve to illustrate and support the judgement that the principles of best value are rigorously applied by the governing body.

#### **WHAT COULD BE IMPROVED**

- 46 **The school has no major areas for development. The school has a clear view of the necessary developments and these are already documented in the school development plan.**

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	15

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	6	8	4	0	0	0
Percentage	10	30	40	20	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 five percentage points.*

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	182
Number of full-time pupils known to be eligible for free school meals	n/a	8

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	1
Number of pupils on the school's special educational needs register	n/a	24

### **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	6
Pupils who left the school other than at the usual time of leaving	3

## Attendance

### Authorised absence

	%
School data	5.3
National comparative data	5.6

### 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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	12	17	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	16	16	16
	Total	28	28	28
Percentage of pupils at NC level 2 or above	School	97 (100)	97 (100)	97 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	16	16	17
	Total	28	28	29
Percentage of pupils at NC level 2 or above	School	97 (100)	97 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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
	2001	14	15	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	14
	Girls	13	12	14
	Total	25	25	28
Percentage of pupils at NC level 4 or above	School	86 (86)	86 (86)	97 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	14
	Girls	12	11	14
	Total	24	24	28
Percentage of pupils at NC level 4 or above	School	83 (86)	83 (86)	97 (93)
	National	72 (70)	74 (72)	82 (79)

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

*Ethnic background of pupils***Exclusions in the last school year**

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	168	4	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

### *Teachers and classes*

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	22.75
Average class size	26

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

Total number of education support staff	7
Total aggregate hours worked per week	122

### *Financial information*

Financial year	2001/2002
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	£
Total income	441565
Total expenditure	442933
Expenditure per pupil	2295
Balance brought forward from previous year	21249
Balance carried forward to next year	19881

### *Recruitment of teachers*

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

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	189
Number of questionnaires returned	97

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	25	1	1	2
My child is making good progress in school.	54	39	4	0	3
Behaviour in the school is good.	53	45	1	0	1
My child gets the right amount of work to do at home.	33	56	11	0	0
The teaching is good.	57	41	0	0	2
I am kept well informed about how my child is getting on.	42	45	10	1	1
I would feel comfortable about approaching the school with questions or a problem.	77	21	1	1	0
The school expects my child to work hard and achieve his or her best.	62	38	0	0	0
The school works closely with parents.	57	41	2	0	0
The school is well led and managed.	81	18	0	0	1
The school is helping my child become mature and responsible.	73	27	0	0	0
The school provides an interesting range of activities outside lessons.	46	41	8	0	5