

## SUMMARY OF THE INSPECTION REPORT

### HAWRIDGE AND CHOLESBURY CE COMBINED SCHOOL

Hawridge

Headteacher: Mr J L Chudley

Date of inspection: 29/09/98 – 01/10/98

Previous inspection: May 1995

The school was inspected by four inspectors, led by Mrs Brenda Iles, Registered Inspector. This document summarises the full inspection report, which is available from the school.

### INFORMATION ABOUT THE SCHOOL

Number of full-time pupils:	153	
Pupils with English as an additional language:	0	(below average)
Pupils entitled to free school meals:	2	(below average)
Pupils on register of special educational needs:	24	
Average class size:	31	

The school is experiencing a period of rapid change. There has been an increase in the number of pupils attending the school from beyond the catchment area, the number of pupils with special educational needs has risen and changes to the age of transfer have resulted in the loss of two year groups and subsequent funding. There have been changes in staffing and membership of the governing body. The headteacher is to retire at the end of the academic year.

Pupils' achievements are mainly above average when they start school.

### WHAT THE SCHOOL DOES WELL

- The leadership of the school provides clear direction for the future.
- The curriculum and the assessment procedures are of good quality.
- Teaching is mainly of good quality.
- Very high standards are attained in English. Standards in mathematics are well above average and in line with those of similar schools.
- Pupils with special educational needs are well provided for.
- Financial planning is of a very high standard. Budget control and day-to-day administration are excellent.

## WHERE THE SCHOOL HAS WEAKNESSES

- Higher attaining pupils are not fully challenged in mathematics and science.
- Teaching is not monitored systematically.
- For children under five not yet ready to begin the National Curriculum, plans are not sufficiently well linked to the Desirable Learning Outcomes.
- There are some weaknesses in the provision for pupils' spiritual development and in preparing pupils for life in a culturally diverse society.
- Class sizes are above average; classrooms are cramped.

The school has many strengths and a few weaknesses. The weaknesses will form the basis of the governors' action plan, which will be sent to all parents and guardians of pupils at the school.

## HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

There has been significant improvement since the last inspection in developing curriculum information, assessment procedures and extending provision for music and information and communication technology. Provision for more able pupils has also been addressed well in English. However, there remains a lack of challenge for higher attaining pupils in mathematics and science. Systematic procedures for monitoring and evaluating teaching and the impact of the curriculum have not yet been implemented fully. The vision for future improvement is clear.

## STANDARDS IN SUBJECTS

The table shows the standards achieved by 11 year olds in 1997 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools
English	A	A
Mathematics	A	C
Science	D	E

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

The high level of attainment in English and mathematics reflects the priorities and emphasis placed on literacy and numeracy since the last inspection. These improvements have resulted in high standards of literacy and numeracy. The action taken to secure effective provision for more able pupils and those with special educational needs in English is evident in results compared to similar schools.

Weaknesses in attainment in science revealed by the 1997 end of Key Stage 2 tests were analysed and addressed through curriculum changes and the introduction of specialist teaching in Key Stage 2. The most recent results in 1998 and inspection evidence show that standards in science have improved. Attainment is at least average overall and higher in relation to investigations and life processes. There remains insufficient challenge for higher attaining pupils in mathematics and science. However, the small size of cohorts and varying proportions of more able pupils and those with special educational needs from year to year mean that comparative results should be treated with caution. Standards in information and communication technology (ICT) are average and in religious education they meet the expectations of the agreed syllabus. Progress in art and music is good and in design and technology, geography, history and physical education it is satisfactory.

The school has set challenging targets for improvement which include 48 per cent pupils attaining above average levels in English, 84 per cent attaining at least average levels in mathematics and 89 per cent pupils attaining at least average levels in science.

## QUALITY OF TEACHING

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science	Good	Good	Very Good
Information technology		Satisfactory	Satisfactory
Religious education		Satisfactory	Satisfactory
Other subjects	Good	Good	God

Teaching is at least good in half the lessons. Two lessons in ten are very good and a few are excellent. One lesson in ten is unsatisfactory. Weaknesses lie in the inconsistent management of pupils' exuberant behaviour in two classes.

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

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Pupils usually behave well. In some lessons pupils do not listen to others or wait their turn to talk. Minor playground incidents arise from a lack of space and play equipment.
Attendance	Attendance is above average and pupils like coming to school.
Ethos*	Pupils have positive attitudes to learning and are eager to achieve highly. Relationships between pupils and staff are good.
Leadership and management	The school is well led. The headteacher has heavy teaching commitments, which inhibit time for monitoring and evaluation. Governors are very supportive. Co-ordinators' roles are not fully developed.
Curriculum	Curriculum plans are of good quality. The curriculum for children under five is not appropriately referenced to the Desirable Learning Outcomes. Homework is used well. Clubs and educational visits enhance learning.
Pupils with special educational needs	Individual needs are identified at an early stage. Pupils receive very good provision, especially in literacy. They make good progress.
Spiritual, moral, social & cultural development	Provision is mainly satisfactory, though pupils are not adequately prepared for life in a culturally diverse society; there are insufficient opportunities for quiet reflection and spiritual development is weak.
Staffing, resources and accommodation	Staff are appropriately qualified and experienced. Classrooms are cramped. The building is not as clean as it should be. Resources are adequate.
Value for money	The school provides good value for money.

\* Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.

## THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"><li>• Children like coming to school and are happy.</li><li>• Parental involvement in school life.</li><li>• Opportunities to share problems and queries.</li><li>• Standards children achieve.</li><li>• The values and attitudes the school promotes.</li></ul>	<ul style="list-style-type: none"><li>• The amount of curriculum information.</li><li>• Large class sizes</li><li>• The amount of information about their children's attainment and progress.</li></ul>

Inspection evidence supports parents' positive views and acknowledges that classes are larger than average. Information that parents receive about the curriculum is sufficient and of good quality. Reports provide useful information but do not consistently indicate targets for improvement.

## OTHER INFORMATION

*The contractor appointed by OFSTED for this inspection was SES, 6 Star Corner, Barby, Rugby, Warwickshire CV23 8UD.*

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