INSPECTION REPORT

Eccleston Mere Primary School

St Helens

LEA area: St Helens

Unique reference number: 104783

Headteacher: Mr. Philip Friend

Reporting inspector: Mr. Tim Boyce

OIN: 20932

Dates of inspection: October 4th – 6th 1999

Inspection number: 181910

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	County
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Saleswood Avenue Eccleston St Helens
Postcode:	Merseyside WA10 5NG
Telephone number:	01744 25549
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Appropriate authority:	The governing body
Name of chair of governors:	Mr. G. Holmes
Date of previous inspection:	6 th – 9 th March 1995

THE INSPECTION

This short inspection was carried out under Section 10 of the School Inspection Act 1996 as part of development work associated with the Government's proposals for a differentiated system of school inspections

INFORMATION ABOUT THE INSPECTION TEAM

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The Registrar Inspection Quality Division The Office for Standards in Education Alexandra House 33 Kingsway London WC2B 6SE

REPORT CONTENTS

PART A: SUMMARY OF THE REPORT

Information about the school How good the school is What the school does well What could be improved How the school has improved since its last inspection Standards Pupils' attitudes and values Teaching and learning Other aspects of the school How well the school is led and managed Parents' and carers' views of the school

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELLParagraph

The headteacher is an outstanding and inspirational leader	01-05
Standards are very high and all pupils achieve their full potential	06-08
The quality of teaching is good throughout the school	09-12
The provision for pupils with special educational needs is excellent	13-15
The curriculum is rich and exciting	16-19
The school has an excellent ethos	20-22

WHAT COULD BE IMPROVED

Continue the development of information technology	23-24
Further develop the planning of the curriculum for children under 5	25-26

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

PART C: SCHOOL DATA AND INDICATORS

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Eccleston Mere Primary School provides full time education for 247 pupils aged from four to eleven years. It is situated in Eccleston, part of the Metropolitan Borough of St Helens. Whilst the school has a lower than average proportion of pupils on the register of special educational needs, there are a higher than average number of pupils with statements of special educational need. Classes are larger than average, but there are support staff working in most lessons. The school is currently planning to form a new class at Key Stage 1. This will reduce the average class size.

Pupils in the school come from a wide range of different backgrounds, and the socio-economic circumstances of the majority of families are broadly average. The percentage of pupils eligible for free school meals is higher than the national average. Most pupils are white, but approximately three per cent come from other ethnic groups. Most four year-olds attain average standards when they start school.

HOW GOOD THE SCHOOL IS

This is a highly effective school that provides an excellent quality of education overall. It consistently enables all pupils to achieve standards that are well above average in almost all aspects of their education. The many significant strengths of the school far outweigh those areas that could be improved.

WHAT THE SCHOOL DOES WELL

- The headteacher is an outstanding and inspirational leader who sets a very clear educational direction for the school. The management is very effective. The headteacher, deputy head, senior staff and school governors work together well as a team and constantly strive to achieve higher standards in all aspects of the school's work.
- Standards are very high and all pupils achieve their full potential in most subjects. Standards in English, mathematics and science are well above average at the end of both key stages.
- The quality of teaching is very good throughout the school and has a very positive impact on pupils' learning. Work is carefully matched to the needs of individual pupils to very good effect.
- The provision for pupils with special educational needs is excellent. They make excellent progress.
- The curriculum is a major strength. It is rich and exciting, and encourages excellent attitudes to learning. Pupils are interested and involved in all activities and look forward to coming to school.
- The school has an excellent ethos. The contribution made by pupils, the staff and the wider community is greatly valued. It strongly supports pupils' learning and personal development.

WHAT COULD BE IMPROVED

- Continue the development of information technology so that the standards are raised still further, by improving the implementation of the very good planning throughout the curriculum.
- Further develop the planning of the curriculum for children under five, by matching the existing very good programme of learning activities more closely to the Early Learning Goals to meet the needs of the youngest children in the nursery class scheduled to open in September 2000.

The areas for improvement will form the basis of the governors' action plan, which will be sent to all parents and carers of pupils at the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection in March 1995 judged Eccleston Mere Primary to be a very good school. Since that time very good progress has been made in many important areas and it is now an excellent school overall. The results achieved by pupils in the national assessments at the age of 7 and 11 have improved significantly since 1995. In 1999 more than 85 per cent of 11 year olds achieved a level above the national average in English. Over 95 per cent achieved a level above the national average in both mathematics and science.

The quality of education, including the quality of teaching, is now much better than that reported in the previous inspection. All the key issues for action and points for improvement identified in the previous inspection report have been dealt with very effectively. Whilst there is still scope for further improvement in the provision for information technology (IT), the school has made good progress in this subject. The school is very well placed to maintain its high standards and to continue its improvement.

STANDARDS

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

Performance in			Key		
	schools	similar schools	very high	A^*	
English	В	А	well above average above average	$A \\ B$	
Mathematics	В	А	average	C D	
Science	А	А	below average well below average	D E	

Standards are good for children under five and they almost all achieve the desirable learning outcomes by the age of five, with just over thirty per cent exceeding this standard. By the age of seven, pupils achieve standards in reading, writing and mathematics that are well above average when compared with similar schools. These very good standards are maintained throughout Key Stage 2 and, by the age of eleven, standards in English and mathematics are above the national average and are well above average when compared with similar schools. Standards in science are well above the national standard and the standard achieved in similar schools. The work pupils were doing during the inspection confirmed these very high standards. The standards achieved in practical and experimental science are a particular strength.

Standards in literacy and numeracy are very high. Literacy skills are very good and they are applied very effectively across the curriculum. Standards of numeracy are very good in numeracy lessons, but opportunities for the incidental application of numeracy are sometimes missed. Standards in IT are satisfactory overall, but more work is required, particularly at Key Stage 2, to raise standards to the very high levels achieved in other subjects, and to further improve the contribution of IT to other subjects. Standards in religious education are very high.

Aspect	Comment	
Attitudes to the school	Excellent. Pupils have very positive attitudes to their work. They are very enthusiastic about school and are always very interested and involved in the activities they are set.	
Behaviour, in and out of classrooms	Behaviour is very good at all times.	
Personal development and relationships	Personal development is very good and pupils make very good use of the many varied opportunities they are given to take responsibility, conduct independent research and use their initiative. Relationships throughout the school are excellent and pupils always treat adults and each other very considerately. They have great respect for the feelings, values and opinions of others.	
Attendance	Attendance and punctuality are very good and pupils enjoy coming to school. There are excellent systems to promote consistently high attendance.	

PUPILS' ATTITUDES AND VALUES

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years	
Lessons seen overall	s seen overall 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.

Throughout the school the quality of teaching and learning seen was consistently very good. The teaching in all the lessons seen was always at least satisfactory, or better. Of these lessons, 16 per cent were satisfactory, 16 per cent were good, 56 per cent were very good and 12 per cent were excellent. This is a much higher percentage of effective and very effective teaching than is usually found and has a very positive impact on the learning made by all pupils.

Outstanding features of the best teaching seen during the inspection include excellent relationships, exceedingly high expectations of academic performance and behaviour, and the very good use of assessment data so that work is always effectively matched to pupils' individual need. Teachers teach literacy and numeracy very effectively. All staff provide excellent role models for the pupils.

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, balanced, rich and relevant and is a major strength of the school. Activities are very stimulating and thoroughly involve pupils on what they are doing. The school is aware of the need to further develop the planning of the curriculum for children under 5 to meet the needs of the younger children in the nursery class scheduled to open in September 2000. Strategies for teaching numeracy are good. Strategies for teaching literacy are excellent. The provision for extra-curricular activities is excellent.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is excellent. All pupils with special educational needs are welcomed and make excellent progress. Special needs support staff work sensitively and very conscientiously to meet the needs of pupils in their care, to excellent effect.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The overall quality of the provision is very good and has a very positive impact on the personal development of all pupils. The provision for social and moral development is excellent. The provision for spiritual and cultural development is very good. The school has very good links with local secondary schools.
How well the school cares for its pupils	The quality of care is excellent. The school is very clean, very well maintained and is a well ordered community. Procedures for child protection are very comprehensive and effective.

OTHER ASPECTS OF THE SCHOOL

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The quality of leadership and management is very good overall, with many excellent features. The headteacher is an exceptional leader, with a very clear educational vision that is communicated effectively to governors, staff, pupils, and the local community. The deputy head, senior staff and governing body fulfil their management roles well, working together very effectively as a team. The ethos of the school is very positive.

How well the governors fulfil their responsibilities	The governors are fully involved in the life of the school and fulfil their responsibilities very effectively. Governors have complete trust and confidence in the headteacher, but take their role as 'critical friend' very seriously.	
The school's evaluation of its performance	The school is very good at evaluating its own strengths and weaknesses a has effective procedures for identifying and targeting areas for improveme. The evaluation of quality and standards is completed very effectively by headteacher, the deputy head, the governing body and senior staff. The sch uses external measures of quality, including 'Eco-school' and 'Investors' People' to further raise standards, to very good effect.	
The strategic use of resources	Very good. The school makes very effective use of time, money, the somewhat limited accommodation, and the wide range of good quality resources to the benefit of pupils. The headteacher, deputy head, governors, and the very effective administrative staff manage financial planning very well. Very good use is made of all staff, parents and members of the local community, who make a very significant contribution to learning and the quality of care.	

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved	
 The standards achieved by the children; The provision for special educational needs; The attitudes and values that the school promotes; 	 One or two were not happy with the amount of work children were expected to do at home; One or two did not feel that the school 	
 The overall ethos of the school; The behaviour of the pupils; The high expectations of teaching staff; The broad and interesting curriculum. 	 handled complaints and suggestions from parents well; One or two did not feel that the school gave them a clear understanding of what is taught. 	

The inspection team agrees with all the strengths identified by the parents. The amount of homework set is appropriate and is in line with government guidelines. The school has effective procedures for dealing with complaints and suggestions from parents and keeps parents well informed about what is happening in school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The headteacher is an outstanding and inspirational leader who sets a very clear educational direction for the school. The management is very effective with governors and senior staff constantly striving to achieve higher standards in all aspects of the school's work.

- 1. The headteacher has a very clear vision for the school that he communicates clearly and shares very effectively with all members of the school community, who together are committed to making the school one of the best in the country. The firm commitment to high standards and the belief that all pupils should be given the best possible opportunities to achieve their full potential underpins all aspects of the school's work. This very positive ethos is expressed with great clarity in the aims of the school that are posted in each classroom, preface every document produced by the school. These are followed and applied with great consistency by all members of the school community.
- 2. The headteacher, senior staff and subject co-ordinators work very well together, rigorously monitoring quality and standards throughout the school. They do this using a wide variety of formal and informal techniques. Teachers' planning, which is of a very high standard, is carefully monitored to ensure continuity of good professional practice. The quality of work is evaluated through systematic classroom observation, the careful examination of displayed work and the detailed analysis of completed work. The headteacher keeps his finger firmly on the pulse of the school and the quality of his own monitoring is second to none. He knows each pupil very well and they are encouraged to bring him their best work at regular intervals. He always makes time to praise and reward, or offer words of encouragement, and makes a point of seeing all finished exercise books. Pupils thoroughly enjoy the opportunities they are given to share their work with him and to explain what they have been doing. Certain pupils, particularly those with significant special educational needs, make almost daily visits to have their efforts praised and rewarded by him, and greatly appreciate his interest both in themselves and their work.
- 3. The school is constantly seeking effective ways to help all pupils to realize their true potential, whatever their level of ability. Assessment data is evaluated with considerable care and every effort is made to ensure that all pupils are doing their best at all times. Rigorous performance targets are set for each class and individual, and care is taken to ensure that all groups make very good progress whatever their gender, prior attainment or social circumstance. In addition to annual appraisal interviews and observations, individual staff have regular professional development meetings with the headteacher, when they are set personal and professional performance targets related to their classroom performance.
- 4. Members of the governing body are fully involved both in strategic planning and the daily life of the school. A number of governors help out in school on a regular basis, supporting teachers in classrooms and helping pupils working with computers, for example. Governors are well aware of the school's strengths and "concerns", and make a full and active contribution in whatever way they can. They have high levels of personal and professional expertise and are conscientious and well organised. Under the talented leadership of the chair the members of the governing body fulfil their statutory responsibilities very effectively. Governors have complete trust and confidence in the headteacher, but take their important role as 'critical friend' very seriously.
- 5. The financial management of the school is very effective and care is taken to target money in a way that will best enable the school to achieve the challenging targets established in its development plan. The school is very careful to make sure it gets the best return on the financial decisions it makes in terms of their impact on learning and personal development. This process has recently been extended to include detailed evaluations of the educational impact made by visitors and school visits. The headteacher is very well supported in his financial management of the school by the very efficient and effective administrative and bursary staff.

Standards are very high and all pupils achieve their full potential in most areas of the school. Standards in English, mathematics, science, and many other subjects are well above average.

- 6. Standards of attendance are very high and are very effectively supported by very rigorous monitoring and reporting procedures. Pupils have very positive attitudes to their work, are interested in the activities set for them and enjoy coming to school. At the meeting for parents several commented that their children were reluctant to miss school even if they were ill. Standards of behaviour are very good and there is no evidence of bullying or other oppressive actions. Pupils from a Year 4 class reported that life around the school and on the playground was generally very calm and that any arguments are quickly resolved. Standards of personal development are very good and pupils quickly learn from a very young age that their opinions and actions are valued and appreciated.
- 7. The very effective learning that takes place throughout the school results in the majority of pupils achieving academic standards that are above, and often well above the national average in English, mathematics and science at the end of both key stages. It is a notable strength of the school's curriculum that high academic standards have been achieved whilst retaining breadth and balance both within and between subjects. Pupils not only achieve very high standards in scientific knowledge, for example, but have a very good understanding of scientific processes gained through the very high quality practical and investigative work they undertake.
- 8. Pupils make very good progress in a whole range of subjects, including geography, history and religious education, and the majority achieve standards that are better than those usually found. The work on environmental education is a particular strength and the school is justifiably proud of its hard-won 'Eco-school' status. Standards in less academic subjects including art, music and physical education, are also good. The school prides itself on the work and achievements of its pupils in the full range of subjects and activities.

The quality of teaching is very good throughout the school and has a very positive impact on pupils' learning. Work is always carefully matched to the needs of individual pupils, to very good effect.

- 9. Teaching throughout the school has many significant strengths, and several of these are particularly notable. Teaching is founded on the excellent relationships that have been established between all staff and pupils. The opinions of all pupils are respected and valued and they are effectively encouraged to contribute in lessons. In one excellent 'In the News' lesson observed, pupils confidently contributed detailed information to a class discussion on the geographical significance of the Paddington train disaster. Later in the lesson pupils were urged to estimate the population of Greater London with the words, "Give it a try, the worst that can happen is that you will get it wrong". Several children underestimated the figure by a significant degree, but their answers were respected and class members were skilfully steered towards a more appropriate figure.
- 10. Another very positive feature of the best teaching seen during the inspection was the exceedingly high expectations the teachers have of the pupils' academic performance and behaviour. Teachers consistently demand that all pupils do their very best, whatever their ability. Pupils are well aware of teachers' high expectations and always try to do their very best, to very good effect.
- 11. Planning is very thorough and most lessons build systematically on the work done both in previous lessons and set as homework. Assessment procedures are very effective and teachers make very good use of assessment data when identifying learning objectives and further assessment opportunities. As a result, tasks are very well matched to the individual needs of the pupils who learn very effectively, irrespective of their prior attainment. Lower ability groups are well supported, whilst higher achieving pupils are effectively challenged to extend their thinking.
- 12. Teachers take great care to ensure that lessons are both exciting and relevant, and that the tasks set motivate and interest the pupils, ensuring they all make very good progress. In one particularly good science lesson, younger pupils watched and learned in wonder as simple household "chemicals" were combined to create a harmless gas. Teachers and pupils both make

very good use of time and in the best lessons seen strict deadlines are set for the completion of tasks.

The provision for pupils with special educational needs is excellent and they make excellent progress.

- 13 The school works very hard to make sure that all pupils with special educational needs feel valued and play a very full part in the life of the school. Each individual who enters the school, including members of staff, governors, parents and pupils contribute to this welcoming ethos. The effective inclusion of pupils with special educational needs makes a significant contribution to the personal development of all pupils who commendably value and support each other.
- 14 Pupils with special educational needs are proud of the work they do and are keen to celebrate their achievements with the staff, their friends and their peers. They often photocopy their work either to take home to show their parents or to include in their record of achievement. Teachers and support staff are very effective. They work sensitively and imaginatively to produce interesting and exciting plans for each individual in their care. Careful assessments are made at the end of each lesson so that the rate of learning is closely monitored and staff know which target to concentrate on next.
- 15 The pupils have highly appropriate education plans, which are closely matched to individual special educational needs and effectively meet all needs. The excellent management of these and the very good teaching and support ensure that pupils make excellent progress. Many parents of pupils with significant special educational needs chose to send their children to the school because of its good reputation in this field, which is well deserved. They appreciate the way in which the school brings out the best in their children.

The curriculum is rich and exciting and encourages excellent attitudes to learning. Pupils are interested and involved in all activities and look forward to coming to school.

- 16 Every lesson is relevant and exciting, stimulates the pupils' interest and has a significant impact on their learning. Activities are carefully planned to sustain pupils' concentration and interest. For example, in one excellent science lesson, good humour was used very effectively to encourage the pupils to contribute their ideas confidently. The title of the lesson, 'The Great Ice Cube Challenge', grabbed their attention whilst the carefully planned activities motivated pupils and led them to develop good problem solving skills. Many lessons are so exciting that the children often do not want to go out to play and they look forward to coming to school.
- 17 There are excellent planned opportunities to enrich the curriculum. One very good example of this is the school's recent involvement in 'Eco-School' Award. This reflected the school's commitment to encourage pupils to put forward their own ideas, to take responsibility for their decisions in caring for the environment. A wide range of visits also supports the curriculum very well. Pupils in Year 5 still remember vividly their trip to the Planetarium, in Liverpool, and all the things they learnt about it when they were in Key Stage 1. Many parents at the parent's meeting commented positively about their children's involvement in the 'Living History' project'. Numerous visitors, including the 'ladies sewing circle', make a welcome and valuable contribution to pupils' learning and greatly enjoy their time in school. One such visitor enthralled the pupils with his story telling ability and made a significant contribution to the spiritual development and religious knowledge of the pupils. All pupils and staff responded wholeheartedly and with great enthusiasm and thoroughly enjoyed the experience.
- 18 Very good opportunities are provided for pupils to work alone or collaboratively in various groups. In one excellent numeracy lesson, pupils were encouraged to work together in teams to investigate probability through a number of relevant planned activities. In many lessons, pupils are consistently taught to be mindful of equal opportunities when for example studying Victorian life and attitudes and reflected in the very successful integration of pupils with special educational needs.

19 There are excellent opportunities for pupils to take part in an extremely wide range of very high quality extra-curricular activities, which include judo and the family band. The school band regularly takes part in local concerts and pupils achieve great success at the local swimming gala. Pupils leave the school and make a smooth transition to secondary education. They have very fond memories of the many exciting opportunities they experienced during their time at Eccleston Mere Primary School.

The school has an excellent ethos. The contribution made by pupils, the staff and the wider community is greatly valued. It strongly supports pupils' learning and personal development.

- 20. The ethos of the school is very positive and is based on care, respect and the highest expectations. These principles are consistently applied through all aspects of the school's work and underpin its overall success. The quality of care is apparent from the first moment a visitor enters the school and is welcomed by the friendly and efficient administrative staff. This positive message is clearly re-enforced by the state of order and cleanliness which exists throughout the school and in the very high quality displays of pupils' work and achievements which celebrate the very good progress they are making. Great care is taken to create a positive and stimulating teaching and learning environment and significant contributions have been made by artists in residence who have, for example, worked with pupils to create stimulating and attractive displays in communal areas. The work on the history of Eccleston in the foyer and the "time-tunnel" are very good examples.
- 21. The school is a harmonious community based on trusting and respectful relationships in which everyone is valued and made to feel that they matter. Every single member of the school and the wider community trusts and respects the contributions made by others. This has a very significant impact on the personal and professional development of all those associated with the school, particularly the pupils, and results in positive attitudes, secure relationships and very effective learning environment. The celebration assembly, when five pupils were rewarded for their citizenship, is a very good example of the high esteem in which all pupils are held. There could only be one overall winner of the externally awarded prize, but all the nominees were recognised for the quality of their contributions and were spontaneously applauded by their friends and peers.
- 22 Expectations are exceedingly high throughout the school and the school does everything within its power to ensure that all pupils achieve their full potential in terms of both academic achievement and personal development. Whilst striving, with great success, to achieve these very high standards, the school remains a friendly, caring, supportive institution with a very definite family atmosphere that is extended into the wider community to very good effect.

WHAT COULD BE IMPROVED

Continue the development of information technology, so that the standards are raised still further, by improving the implementation of the very good planning throughout the curriculum.

23 The school has worked very hard since the last inspection to improve the quality of provision and raise standards in information technology (IT). Standards are now at least in line with national expectations by the end of Key Stage 1, and broadly in line at the end of Key Stage 2. Standards in the early years of Key Stage 2 are generally good, but some pupils in the upper years of the key stage have not had the depth of experience required to fully develop their confidence and capabilities. A significant financial investment has been made in the subject and the school is now equipped with an appropriate number of good quality computers. This provision will be improved still further when the school has the use of its new computer suite in September. There has also been a significant investment in staff training. Teaching and support staff have given a lot of time and effort to developing their personal skills and subject knowledge and several staff have recently achieved formal qualifications in the subject. This professional development is ongoing and the school is well placed to continue the improvement that has been made to date. 24 The co-ordinator manages the subject very effectively and, with her colleagues, has developed a very comprehensive and useful scheme of work that fully meets statutory requirements. Given time and consistent implementation, this will help improve the progress made by pupils and raise, still further, the standards that they achieve. Whilst the planning identifies very clearly where the subject can be integrated across the curriculum, this has not yet been fully implemented in all classes. In the past this has limited opportunities for pupils to apply and refine their skills.

The school is aware of the need to further develop the planning of the curriculum for children under five, by matching the existing very good programme of learning activities more closely to the Early Learning Goals to meet the needs of the youngest children in the nursery class scheduled to open in September 2000.

- 25 The teaching for the under fives is very good and the children take part in a very well planned and very appropriate programme of learning activities which effectively develop early skills and learning to an above average level. The planned activities for the children under five are exciting and very interesting. Children greatly enjoy completing the various tasks, including whole class "big-book" sessions during literacy lessons when they are effectively encouraged to make choices and work together collaboratively. Staff greatly value the contribution made by all the children, effectively raising their self esteem and developing confidence. This has a very significant impact on their learning.
- 26 There is a comprehensive development plan for the new nursery that details the building and staffing needs. The school is aware of the need to further develop the planning of the curriculum for children under five, specifically to systematically develop the creative area of learning and fine motor control skills in the physical development area of learning. This will effectively link the very good activities taking place in the reception class to the Early Learning Goals outcomes and will provide an excellent basis for the planning of the curriculum for the youngest children when the nursery opens in September 2000.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER

- Continue the development of information technology, so that the standards are raised still further, by improving the implementation of the very good planning throughout the curriculum.
- Further develop the planning of the curriculum for children under five, by matching the existing very good programme of learning activities more closely to the Early Learning Goals to meet the needs of the youngest children in the nursery class scheduled to open in September 2000.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

Number of discussions with staff, governors, other adults and pupils

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
12	56	16	16	0	0	0

24

16

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		247
Number of full-time pupils eligible for free school meals		76

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		10
Number of pupils on the school's special educational needs register		23

English as an additional language	No of pupils	1
Number of pupils with English as an additional language	0	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%		%
School data	4.1	School data	0.0
National comparative data	5.7	National comparative data	0.5

Unauthorised absence

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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1998	22	15	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
	Boys	17	21	21
Numbers of pupils at NC level 2 and above	Girls	14	14	14
	Total	31	35	35
Percentage of pupils	School	84	95	95
at NC level 2 or above	National	77	81	84

Teachers' Assessments		English	Mathematics	Science
	Boys	18	21	20
Numbers of pupils at NC level 2 and above	Girls	13	14	14
	Total	31	35	34
Percentage of pupils	School	83	95	92
at NC level 2 or above	National	81	85	86

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total	
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1998	19	16	35	

National Curriculum Test/Task Results		English	Mathematics	Science
	Boys	14	15	18
Numbers of pupils at NC level 4 and above	Girls	12	8	12
	Total	26	23	30
Percentage of pupils	School	74	66	86
at NC level 4 or above	National	65	59	69

Teachers' Assessments		English	Mathematics	Science
	Boys	14	14	18
Numbers of pupils at NC level 4 and above	Girls	12	9	13
	Total	26	23	31
Percentage of pupils	School	75	65	89
at NC level 4 or above	National	65	65	71

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	239
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR - Y6

Total number of qualified teachers (FTE)	9.2
Number of pupils per qualified teacher	26.7
Average class size	35.1

Education support staff: YR - Y6

Total number of education support staff	8
Total aggregate hours worked per week	199.5

Exclusions in the last school year

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

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	1998/99
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	£
Total income	442,847
Total expenditure	453,190
Expenditure per pupil	1,827
Balance brought forward from previous year	25,633
Balance carried forward to next year	15,289

Questionnaire return rate

Number of questionnaires sent out

238 71

Number of questionnaires returned

Responses (percentage of answers in each category):

I feel the school encourages parents to play an active part in the life of the school

I would find it easy to approach the school with questions or problems to do with my child(ren) The school handles complaints from parents well

The school gives me a clear understanding of what is taught

The school keeps me well informed about my child(ren)'s progress

The school enables my child(ren) to achieve a good standard of work

The school encourages children to get involved in more than just their daily lessons

I am satisfied with the work that my child(ren) is/are expected to do at home

The school's values and attitudes have a positive effect on my child(ren)

The school achieves high standards of good behaviour

My child(ren) like(s) school

	r			
Strongly	Agree	Neither	Disagree	Strongly
agree	-		_	disagree
76	23	0	0	1
10	25	Ŭ	Ŭ	1
72	26	1	0	1
12	20	1	0	1
	• •	1.0	-	
47	39	12	0	2
41	47	7	3	1
45	43	10	1	1
		10	-	-
76	19	0	5	0
70	19	0	5	0
<u> </u>		-	0	0
69	31	0	0	0
54	31	9	6	0
79	20	0	1	0
.,		Ŭ	-	Ũ
79	20	0	1	1
19	20	0	1	1
	1.5			
84	15	0	1	0

OTHER ISSUES RAISED BY PARENTS

Several parents commented on the excellent leadership provided by the headteacher.