

INSPECTION REPORT

COOKRIDGE PRIMARY SCHOOL

Cookridge

LEA area: Leeds

Unique reference number: 107894

Head teacher: Mr S Tomlinson

Reporting inspector: Mrs J Bell
2456

Dates of inspection: 31 January – 2 February 2000

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior and Infant
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Tinshill Drive Cookridge Leeds
Postcode:	LS16 7DH
Telephone number:	0113 2141031
Fax number:	0113 2301416
Appropriate authority:	The governing body
Name of chair of governors:	Mr P Gathercole
Date of previous inspection:	June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mrs J Bell	Registered inspector
Mr A B Anderson	Lay inspector
Mr P Clarke	Team inspector

The inspection contractor was:

Eclipse (Education) Limited
14 Enterprise House
Kingsway
Team Valley
Gateshead
NE11 0SR

Tel: 0191 487 2333

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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

The school serves its immediate area in Cookridge, an area west of Leeds. There are 287 pupils on roll, 152 boys and 135 girls. The school has 19 per cent of pupils eligible for a free school meal, close to the national average. There are 47 pupils on the school's register of special educational needs, with 10 pupils at stages three to five. Of these, five have a statement of special need. Pupils are mainly from white families with 16 from other ethnic groups. There are eighteen pupils with English as an additional language although none receives extra tuition in English. The school admits pupils from across the full range of attainment and the intake is broadly average.

HOW GOOD THE SCHOOL IS

This is a good school. The effective leadership and good teaching, mainly at Key Stage 2, enables pupils to achieve high standards in English and science, and sound standards in mathematics by the time they transfer to secondary education. The school provides a stimulating curriculum that promotes pupils' learning and their personal and social development. The high quality relationships are major factor in the good ethos in the school. The school provides good value for money.

What the school does well

- Pupils' attainment in English is well above average and in science is above average by the time they transfer to secondary school.
- Relationships are very good and create a positive atmosphere for learning.
- Pupils enjoy school; they are eager to learn, behave very well and develop good personal and social skills.
- The teaching of children aged under five is good; at Key Stage 2 it is good, with a few lessons that are very good and occasionally excellent.
- The school provides a rich curriculum that is enhanced by a good range of extra-curricular activities and out of school visits. The provision for pupils' moral, social and cultural development is very good.
- The head teacher provides good leadership and is well supported by staff and governors.

What could be improved

- The standards in mathematics, particularly in Key Stage 1 where they are low.
- The effectiveness of the monitoring and evaluation of teaching and learning and their impact on the curriculum, particularly in Key Stage 1.
- The way the school uses information gained from assessment to group pupils and to plan work that builds on what they already know, particularly for the higher attainers.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has worked hard to maintain the good standards achieved by pupils, with the exception of mathematics, particularly at Key Stage 1. The role of co-ordinators has been strengthened and they support well the development in their specialist subjects. However, they do not yet have a sufficient role in identifying where, and how, teaching and learning can be improved. All statutory requirements for acts of worship, and religious education at Key Stage 2 are met. The teaching time in Key Stage 2 has been increased. The provision of a perimeter fence has resolved the health and safety issues identified. Teachers have worked well on procedures for the assessment and recording of pupils' progress. However, they do not always make sufficient use of the information to plan work that matches what all pupils know and can do, particularly the pupils who are capable of greater challenge. The school has had a long period of disruption when it was the subject of the local authority's plans for its closure and

amalgamation with another school. Although the school's future is now secure the period of instability made it harder for the school to meet its planned targets. The school has made satisfactory progress and is now well placed to continue its planned improvements in monitoring teaching and learning.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	A	A	A	well above average A above average B average C below average D well below average E
mathematics	A	B	C	C	
science	A	A	B	B	

The children under five in the reception class achieve at the level expected for their age in language and literacy and in their mathematical development. About a quarter of children are likely to attain above this by the age of five. At end of Key Stage 1, pupils attain standards that are in line with the national average in reading and writing but are well below this in mathematics. When compared with similar schools, their attainment is also average in reading and writing and well below average in mathematics. By the age of eleven, the pupils' attainment in English is well above average when compared to all schools and also to schools with a similar intake. Standards in science are above average in relation to all schools and to those with a similar intake. In mathematics, standards attained in the most recent tests are broadly in line with those attained nationally and when compared with similar schools. The pupils' current work confirms these standards, with some slight improvement in mathematics that reflects the school's focus on this area. Standards are high in music throughout the school and many pupils in Years 5 and 6 effectively use information technology to support their learning. The school sets realistic targets for improvement and these enable many pupils to learn effectively, to make good progress over time and to achieve standards that are sufficiently high for their level of ability. Pupils with special educational needs are well supported and make good progress in relation to the targets set for them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils have very good attitudes to learning and respond well to their tasks. They are eager to learn and show pride in their work.
Behaviour, in and out of classrooms	Behaviour is good in lessons and at break-times. Pupils respect others and care for their friends and their school.
Personal development and relationships	Personal development is very good and older pupils take good care of the younger children. Relationships throughout the school are very good.
Attendance	Attendance is good and pupils enjoy coming to school.

The pupils develop very good attitudes to their learning and respond well to the stimulating range of activities and experiences provided in many lessons. They are eager to come to school and are enthusiastic about their work. Many of the pupils in Key Stage 2 show pride in their finished work. Children under five are settled well in the reception class and show independence in getting out and returning equipment. Behaviour is good, both in class bases and at playtimes. Pupils' personal

development is very good; they learn to take responsibility and older pupils work well without immediate adult supervision.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory	Good, and very good in a few lessons

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 quality of teaching was good in 67 per cent of lessons, including 15 per cent where it was very good or excellent. It was satisfactory in 33 per cent of lessons. No unsatisfactory teaching was seen. The best teaching is at Key Stage 2 where it adds value to the pupils' learning and achievement. The high proportion of good teaching ensures that pupils' learning is effective; they make good progress and achieve well in the reception class, and throughout Key Stage 2. The teaching of language, literacy and numeracy is mainly good in the reception class. The teaching of English and science is satisfactory throughout Key Stage 1 and pupils make sound gains in their knowledge and understanding in these subjects. Although the teaching of mathematics, including numeracy, was broadly satisfactory in the lessons seen at Key Stage 1, there are weaknesses in teaching. These limit pupils' learning and results in unsatisfactory progress in mathematics over time. This is due in part to the teachers' over-reliance on the published scheme, and to the limited use of assessment information that results in a lack of challenge, particularly for the higher attainers. The teaching of English, including literacy, is good, and sometimes very good at Key Stage 2. Science is taught well at Key Stage 2, particularly in Years 5 and 6, where the teaching is occasionally excellent. The teaching of mathematics at this key stage is broadly satisfactory but sometimes lacks sufficient challenge due to the lack of critical analysis of the published scheme. Pupils with special educational needs are well supported, both in class, and when withdrawn for extra help. They make good progress in respect of the targets set for them.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and provides a rich range of experiences and activities for the pupils. Staff provide a wide range of extra-curricular activities, out-of-school visits and residential trips that enhance pupils' learning and achievement.
Provision for pupils with special educational needs	These pupils are well supported in class and when withdrawn for extra help. They make good progress.
Provision for pupils with English as an additional language	There is no extra support for these pupils but all are supported well in class and make mainly good progress in relation to their prior attainment.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The staff provide very good role models that promote pupils' moral and social development. The 'Cookridge Code' effectively reinforces pupils' very good behaviour. Pupils develop a very good awareness of their own and other cultures through literature, art, dance, sport and music. Their spiritual development is developed well within the subjects of the curriculum.
How well the school cares for its pupils	The school has a caring ethos and ensures that provision for pupils' welfare is good. It monitors behaviour well but staff do not use information gained from assessments of pupils' progress to plan work that builds sufficiently on earlier work.

The school offers a broad and balanced curriculum that is relevant to the ages and interests of its pupils. The staff plan for a rich, stimulating range of activities and experiences that motivate pupils well. Teachers provide a wide range of extra-curricular activities that are well supported. The curriculum is enhanced by well-planned out-of-school visits, linked to topic work. Older pupils make gains in their personal, social and cultural development through residential visits to France and Whitby. The school makes very good provision for pupils' moral, social and cultural development. The provision for spiritual development is good. The caring ethos of the school, the very good role models of staff and the school's own clear code of behaviour effectively support the pupils' welfare. Their behaviour, attendance and personal development are monitored carefully. Assessment and recording procedures are well established but staff do not always use the information gained to plan the next units of work that build sufficiently on what pupils already know, particularly for the higher attainers in mathematics.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher leads the school well and provides a clear direction for improvement. He is well supported by the deputy head teacher and staff. He has worked hard to develop a team approach and teamwork is good. The day-to-day organisation and management of the school work well and are clearly understood by staff and pupils.
How well the governors fulfil their responsibilities	The governors are very supportive of the school and are well informed. They fulfil their statutory responsibilities and have a clear overview of the school's life and work.
The school's evaluation of its performance	The school has begun to monitor and evaluate its work but this does not yet sufficiently involve subject co-ordinators or have an impact on teaching, learning and curriculum development.
The strategic use of resources	Good use is made of all resources and the staff and governors ensure that funding is spent to get best value for the pupils.

The head teacher provides effective leadership and manages the school well, with the good support of the deputy head teacher, staff and governors. The head teacher has worked well with staff to build an effective team. The recent long period of disruption, while decisions about the future of the school were being made, has been well managed to ensure that morale has remained high and the good ethos of the school maintained. The governors are very supportive of the school and are well informed. They effectively support the management of the school through their work in committees. The school's monitoring has begun but does not yet enable subject and key stage co-ordinators to impact sufficiently on the work in classrooms. The school has sufficient, suitably qualified and experienced staff. All resources available to the school are used well to promote pupils' learning. The school provides good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The high expectations of children that encourage them to do their best.• Children like school.• The children make good progress.• The teaching is good and teachers provide a good range of extra-curricular activities.• Staff are approachable if there are any concerns.• Parents like the way that pupils are encouraged to help others.	<ul style="list-style-type: none">• A small minority wanted a more consistent approach to homework throughout the school.

The inspectors endorse the parents' positive comments. The amount of homework provided is similar to other primary schools and increases as children move up through the school. The type of work given varies and is linked to the topics studied.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils' attainment in English is well above average and in science is above average by the time they transfer to secondary school.

1 The pupils achieve well above average standards in English and high standards in science by the time they transfer to secondary education at the end of Key Stage 2. These high standards reflect the substantial amount of good, and sometimes very good, teaching that adds value to the pupils' learning and has a very positive impact on their achievement in this key stage.

2 Children in the reception class make a good start to their education. The staff give a high priority to the development of language and literacy and reinforce the children's speaking and listening skills within all activities linked to the areas of learning. The children's knowledge and understanding of early scientific concepts is developing well through the wide range of practical activities that enable them to explore and experiment. The school's assessment of the children on entry shows that in recent years their attainment has been below average. However the most recent intake reflects the broad range of attainment. The children make good progress in the reception class and about a quarter are likely to achieve above the expectations for their age by the time they are five.

3 At the age of seven, pupils attain average standards in reading, writing and science. They make satisfactory progress in developing sound reading skills and use a wide range of strategies to help them read unfamiliar words. The pupils enjoy reading and writing, and write for a range of different purposes, such as accounts in history and geography. They develop a good understanding of how to use vocabulary through work on poems. For example, Year 2 pupils worked together to volunteer a good range of words to describe the action of falling leaves. They identified verbs such as 'tumble' and 'twist' and could identify accurately the verbs used in the poem they studied. In science, pupils have good opportunities to learn through practical investigations. By Year 2 they are developing a secure understanding of why some objects float and others sink and, through their experiments, begin to be aware of the impact of shape on whether boats will float well.

4 Teachers in Key Stage 2 have high expectations of their pupils. The national literacy strategy is implemented well with a good range of interesting tasks that enable pupils to make good progress. By the age of eleven, pupils' speaking and listening skills are often very good and they express their ideas confidently and imaginatively. They write well and produce effective work related to history and geography topics. The high proportion of good teaching at this key stage has a positive impact on pupils' learning in English. Teachers use well-chosen texts that stimulate the pupils' interest; for example, in a very well taught lesson, Year 6 pupils were introduced to a wide range of excerpts from literature that enabled them to explore the styles of writing used in different types of literature such as mystery, humorous, historical, science fiction and horror stories. They showed a good understanding of these different types of story and were able to write excerpts in their chosen style.

5 Science is well taught throughout Key Stage 2 and pupils have a good understanding of how to plan, carry out and record their investigations. They are developing a secure understanding of appropriate scientific vocabulary and use it well. For example, in a Year 5/6 lesson the excellent teaching enabled pupils to effectively recall what they had learned about the classification of animals. The skilful questioning by the teacher reinforced their use of terms such as vertebrate, invertebrates and arachnids.

Relationships are very good and create a positive atmosphere for learning.

6 Parents feel that the whole ethos of the school is very positive; it encourages pupils' learning and reinforces the right attitudes and values. The relationships between staff and pupils are very good. All staff provide good role models and make clear their expectations in respect of how pupils should conduct themselves. They treat pupils with respect and courtesy and value their contributions in lessons. This has a very positive impact on pupils' learning and promotes their self-esteem. Pupils gain the confidence to take part in discussions and to volunteer answers secure in the knowledge that, even if they are wrong, their answer will be listened to and an explanation given.

7 The pupils relate well to each other and work well together. Pupils in Year 3/4 collaborated well in small groups as they tested different surfaces to find which produced the least friction and allowed their model car to run the fastest. They listened attentively to each other's suggestions and were quick to praise good ideas about possible types of surface. Teachers in Years 5 and 6 take account of the pupils' increasing maturity, and humour is used well. They have a good rapport with their pupils and this creates a good atmosphere that successfully reinforces pupils' learning and achievement.

Pupils enjoy school; they are eager to learn, behave very well and develop good personal and social skills.

8 The pupils enjoy school and the good range of curricular, and extra-curricular activities, provided by the staff promote their eagerness to learn. Children entering the reception class are ready to learn and this is reinforced through the well-planned activities provided within all the areas of learning. The children develop good attitudes to their learning and this is built upon as they move up through the school. Pupils work hard, concentrate on their tasks and many are proud of their finished work. Most pupils have good attitudes to their work and respond well to the high expectations held by many staff. For example, children in the reception class, many of them still under five, responded well in their physical development lesson and produced controlled, curled or stretched shapes. In Year 2, pupils persevered with the task of re-ordering a poem after it had been cut into strips, each containing a line, even though some found it difficult to recall the poem.

9 The effective teaching, particularly at Key Stage 2, is characterised by a high level of enthusiasm and this is shared well with the pupils ensuring their positive response. For example, pupils in a Year 5/6 class responded well in their mental arithmetic session and confidently explained their thinking to the rest of the class. Pupils in the top years of the school respond well to their teacher's challenges in information technology and in Year 6, access their own web site and use the Internet to find information to support their learning.

10 Behaviour is good and reflects the teachers' high expectations and the regard pupils give to the school's own code of conduct, 'The Cookridge Code'. This is an agreed set of aims that effectively underpins the good ethos of the school. Pupils work and play sensibly together; their behaviour is good in lessons and at break-times. Pupils are taken on many out of school visits as part of their learning and older pupils are involved in residential visits to France and Whitby. The staff are proud of the way the pupils enhance the reputation of the school within its immediate and wider community.

11 Pupils' personal and social development is very good and they show a mature awareness of the need to be tolerant and to respect the needs of others. They are always ready to help others and parents value this. Pupils care for each other and are particularly supportive of those with special educational needs. For example, they offer help with reading questions or finding information on CD-ROM. Older pupils help younger children in the classroom at wet break times, and in the playground. When pupils join a class during the term they are welcomed by other pupils who mentor them well and enable them to settle quickly into the school routines.

The teaching of children under-five is good; at Key Stage 2 it is good, with a few lessons that are very good and occasionally excellent.

12 The overall quality of teaching was good in over two thirds of lessons seen, with a few lessons in Key Stage 2 where it was very good and occasionally excellent. Teaching is mainly good with children under five in the reception class where it enables them to make a good start to their education. They are well prepared for work at Key Stage 1. The nursery nurse is well deployed and takes a complementary role in teaching groups and individuals. Staff in the reception class have a good understanding of the learning needs of young children. They provide a good range of activities and enable the children to investigate and learn through first-hand experiences. These experiences provide a secure foundation for the subjects of the National Curriculum. An effective oral session prepared the children well for future work in numeracy as they counted numbers forward up to six and then backwards. They then took turns to identify and place the numbers in their correct order on a 'washing line'.

13 At Key Stage 2, the substantial amount of good, and sometimes very good or excellent teaching adds value to the pupils' learning and experiences. They make good progress and transfer to secondary education with a broad range of knowledge, understanding and skills that they can apply to new work. The teachers plan lessons carefully and ensure a balance between direct teaching, work in groups, and individual work. The teachers plan well together to ensure that pupils in the same year group have access to the same opportunities and experiences. Teachers are very enthusiastic; they enjoy teaching and this motivates pupils well. The teachers often employ good questioning skills and make well-timed interventions to extend pupils' learning and ensure they fully understand. In the most effective teaching, mainly in Years 5 and 6, teachers challenge pupils' thinking. For example, in a science lesson, the excellent introduction stimulated pupils to think and to use and apply what they already knew about the similarities of living things.

14 Many teachers have good subject knowledge and use their specialist skills to enhance pupils' learning. For example, music is taught well by the co-ordinator and this promotes high standards. A choir practice had very good pace and the teacher's high expectations and enthusiasm were shared with the pupils. They thoroughly enjoyed the session and this was reflected in their singing.

The school provides a rich curriculum that is enhanced by a good range of extra-curricular activities and out of school visits. The moral, social and cultural development of pupils is very good.

15 The curriculum is well planned to ensure that pupils have equal access to a rich and stimulating range of activities and experiences, particularly at Key Stage 2. The national strategies for literacy and numeracy are implemented well and, although they have a heavy time commitment, the school has successfully maintained the breadth of the curriculum. All subjects of the National Curriculum are represented in sufficient depth that enables pupils to develop good knowledge, understanding and skills in art, history and geography. For example, pupils in Key Stage 2 have produced high quality work on life in Ancient Egypt. Pupils at Key Stage 1 have been introduced to a good range of activities that have enabled them to learn about the Vikings and to present lively displays for the entrance hall of the school. Information and communication technology is used well to support the other subjects. All children have their own files and many of the older pupils competently add or edit work. Pupils in Year 6 used a digital camera effectively to help to design the school's website and work well with their teacher to keep it up to date.

16 The school's provision for pupils' moral, social and cultural development is very good. The caring ethos of the school, the very good role models of staff and the school's own clear code of behaviour effectively support the pupils' moral development. The teachers provide a good range of extra-curricular activities that includes music, many sports opportunities, a chess class and a literacy club. These substantially enhance the curriculum. They are well attended and effectively reinforce

pupils' personal and social development. Pupils and parents value the range of opportunities that staff provide and parents often provide transport to and from events. Over recent years the school has made a conscious effort to improve the pupils' sporting achievements. Pupils are very successful in local and regional sporting events; they do well in inter-school rugby, football and netball matches, in athletics and in table tennis, where they have access to professional coaching. This success supports the self-esteem of pupils and enhances the reputation of the school. These activities have a positive impact on pupils' social development and learning. For example, the work that is done in the extra-curricular recorder clubs supports the high quality of the music in school. Music from different times and countries effectively enhances pupils' awareness of their own culture and that of others.

17 The school provides a good range of out of school visits linked to the curriculum topics. The pupils visit historical sites and museums and carry out investigations in the environment. Key Stage 1 pupils have made many visits in the local area. These have included trips to Butterfly World and Roundhay Park. Key Stage 2 pupils visited Clarke Hall dressed in 17th century costume and were able to cook, make music, and play games as they might have been done at that time. Pupils have visited a mosque as part of their work in religious education and gained a good awareness of the beliefs and customs of other faiths. In Year 5, pupils learn through first-hand experiences on their residential field studies trip to Whitby and pupils in Year 6 visit France. They are well prepared, through opportunities to learn basic French conversation before they go. The exciting range of visits enables pupils to value their own historical heritage and to gain an empathy with other people and their traditions. The opportunities to work together, and to share experiences beyond the classroom, reinforce pupils' understanding of the needs of others and their respect for different values and beliefs.

The head teacher provides good leadership and is well supported by the staff and governors.

18 The head teacher has been in post just over two years and provides good leadership. He is well supported by the deputy head teacher, staff and governors. The head teacher has worked hard to build a close-knit staff team and the high quality teamwork ensures that the aims and values of the school are shared to provide a good ethos for learning. Staff, parents, and governors worked well together in their successful campaign to keep the school open after a long consultation to amalgamate with another school. The head teacher kept morale high and ensured that the unsettled situation did not have a negative impact on the quality of pupils' learning. With the future of the school secured, it is well placed to continue its planned developments.

19 The head teacher works well with staff to promote the pupils' learning and support their achievement. The staff are committed to improving the learning opportunities for all pupils and value their success. The aims of the school are reflected well in its day-to-day life and work. Pupils, parents, staff and governors are proud of their school and the very good relationships make a strong contribution to the achievements of many pupils.

20 The governors are very supportive of the school; they are well informed and support the management of the school through their useful committee structure. Many governors are closely involved with the school through links with the curriculum or aspects such as special educational needs. They are involved in supporting the setting and monitoring of priorities for the school through its development plan. They are now well placed to take an earlier role in this important aspect of strategic planning.

WHAT COULD BE IMPROVED

The standards in mathematics, particularly in Key Stage 1 where they are low.

21 The results of the most recent National Curriculum tests for pupils at the end of Key Stage 1 show that standards in mathematics are well below the national average and that of similar schools. Pupils' work reflects these levels and shows that many have made unsatisfactory progress over time. There are several reasons for this. Teachers rely too heavily on a published scheme and this results in many pupils working through pages of work on concepts that they already know. There is limited use of the information gathered from the assessment of pupils' progress in order to match work more closely to their needs. This provides insufficient challenge for those pupils capable of higher attainment in the national tests. There are too few opportunities for pupils who finish their work quickly to have opportunities to apply what they have learned to solve problems; extension work is often more examples of the work already done. Other pupils, who are absent for units of work, do not have opportunities to return to work they have missed and this results in gaps in their knowledge that lowers the levels attained in tests.

22 The pupils make good progress throughout Key Stage 2 and, by the age of 11, attain standards in the national tests that are in line with the national average and with that attained in similar schools. However, these standards are not as high as those in English and science and they have declined over time. Although the published scheme is used more selectively within this key stage, the staff have not yet carried out a critical analysis of the published scheme to ensure it ensures enough challenge and builds sufficiently on the pupils' earlier learning. Pupils capable of higher attainment at this key stage also spend too long practising aspects of number work in which they are already very confident. For example, several pages of multiplication sums when they obviously understand and can apply their learning well.

23 The national numeracy strategy is implemented satisfactorily, particularly in the mental arithmetic sessions, where pupils' learning is often good. However, staff have not yet completed the training for the numeracy initiative. They have not yet analysed the published scheme to decide how best it fits the published guidance contained in the national numeracy framework. As a result, many pupils' do not achieve sufficiently high standards in mathematics.

The effectiveness of the monitoring and evaluation of teaching and learning and their impact on the curriculum, particularly in respect of Key Stage 1.

24 The school development plan identifies the school's aim of monitoring teaching and learning, with particular emphasis on the appropriateness of teaching methods for specific aspects of learning. The head teacher has visited classrooms to monitor teaching and provided useful feedback to individual teachers. The outcomes have also been used to identify priorities for staff training. However, this monitoring has not had a sufficiently specific focus. For example, it has not enabled the school to identify why the standards in mathematics are unsatisfactory at Key Stage 1 and why they have declined over the last three years at Key Stage 2.

25 The co-ordinators for literacy and numeracy have had some opportunities to observe work in other parts of the school. These classroom visits have enabled them to see that these subjects are implemented satisfactorily. However, the monitoring by co-ordinators has not been sufficiently linked to identifying ways for improvements in teaching and learning. For example, although the published scheme for mathematics has been in use in Key Stage 1 for two years, monitoring did not include a critical evaluation of how best it should be used before it was adopted this year in Key Stage 2. In some subjects, such as English, the co-ordinators have only held the responsibility for a term. They have visited classes but mainly to gain a view of work in a different key stage to their own. They have many positive ideas for developing their subject but are aware that they do not yet have a clear view of its strengths and areas that require improvement.

26 The school has a co-ordinator for each key stage but their role in gaining an overview of the curriculum is not clearly defined. They have too few opportunities to monitor the effectiveness of teaching and learning in their key stages, or to gain awareness of how these impact on the curriculum for pupils from the reception class to Year 6. Staff work closely together and are involved in many informal discussions with subject co-ordinators but these do not have sufficient impact on practice throughout the school.

The way the school uses information gained from assessment to group pupils and to plan work that builds on what they already know.

27 Teachers make regular, careful assessments of the progress made by pupils. These are often done at the end of a topic or unit of work and provide useful information to be shared with parents in the consultation meetings and written annual reports. Staff keep detailed written records of pupils' attainment in all tests, including the regular tests in mathematics and English and the standardised tests in Years 4 and 5. Although the head teacher and deputy head monitor the pupils' results in national tests these are not yet analysed in depth by the co-ordinators for English, mathematics and science in order to identify any particular weaknesses in specific questions or differences in the attainment of boys and girls.

28 Teachers know the pupils well and use this knowledge to pose suitable questions to pupils of different levels of attainment. For example, this was very effective in the well-taught mental arithmetic sessions in the numeracy hours in the Year 5 and 6 classes. All teachers make regular assessments of pupils' progress in lessons but the information gained is used sufficiently to enable them to group pupils with others of similar attainment for specific tasks. The outcomes from the ongoing assessments of pupils' attainment are not frequently used by teachers to plan the next units of work that build on what pupils already know and can do.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29 In order to further improve standards, the head teacher, staff and governors should:

- (1) Improve standards in mathematics, particularly in Key Stage 1 by:
 - a) ensuring staff complete training for the national numeracy strategy;
 - b) ensuring that staff do not place too much reliance on the published scheme for mathematics and use it more selectively;
 - c) providing greater challenge in work, particularly for the pupils capable of higher attainment.
- (2) Improve the monitoring and evaluation of teaching and learning and their impact on standards by:
 - a) providing opportunities for co-ordinators to gain an overview of teaching and learning and to improve development in their subjects throughout the school;
 - b) developing the role of the key stage co-ordinators to enable them to have an overview of the effectiveness of work across the age range of the school.
- (3) Improve the match of work to the needs of all pupils by:
 - a) ensuring that the information gained from the assessment of pupils' progress is used to plan work that builds upon what they already know.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	10	52	33	0	0	0

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

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	287
Number of full-time pupils eligible for free school meals	54

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	47

English as an additional language

	No of pupils
Number of pupils with English as an additional language	18

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	29

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.4
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	20	23	43

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	17
	Girls	20	21	18
	Total	35	36	35
Percentage of pupils at NC level 2 or above	School	81% (94%)	84% (92%)	81% (97%)
	National	82% (80%)	83% (81%)	87% (84%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	17	20
	Girls	22	18	23
	Total	37	35	43
Percentage of pupils at NC level 2 or above	School	86% (94%)	81% (97%)	100% (97%)
	National	82% (81%)	86% (85%)	87% (86%)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	16	19	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	14
	Girls	18	14	17
	Total	31	27	31
Percentage of pupils at NC level 4 or above	School	89% (77%)	77% (72%)	89% (83%)
	National	70% (65%)	69% (59%)	78% (69%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	14
	Girls	18	15	17
	Total	31	28	31
Percentage of pupils at NC level 4 or above	School	89% (82%)	80% (80%)	89% (88%)
	National	68% (65%)	69% (65%)	78% (72%)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	8
Pakistani	5
Bangladeshi	0
Chinese	1
White	247
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	26.1
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	117

Financial information

Financial year	1998 - 1999
	£
Total income	477,221
Total expenditure	507,148
Expenditure per pupil	1,900
Balance brought forward from previous year	19,000
Balance carried forward to next year	-10,927*

* The school no longer has a deficit budget and have a projected carry over of £8,854 in April 2000.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	287
Number of questionnaires returned	137

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	24	0	0	0
My child is making good progress in school.	70	28	0	1	1
Behaviour in the school is good.	60	38	1	0	1
My child gets the right amount of work to do at home.	57	35	7	1	0
The teaching is good.	77	22	0	0	1
I am kept well informed about how my child is getting on.	60	33	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	79	21	0	0	0
The school expects my child to work hard and achieve his or her best.	81	19	0	0	0
The school works closely with parents.	62	36	1	0	0
The school is well led and managed.	70	29	0	0	1
The school is helping my child become mature and responsible.	65	32	1	0	2
The school provides an interesting range of activities outside lessons.	65	23	6	0	7