

INSPECTION REPORT

Alsager Highfields C. P. SCHOOL

Alsager, Stoke-on-Trent

LEA area: Cheshire

Unique reference number: 110032

Headteacher: Mr J Girbow

Reporting inspector: Mrs J Clarke
25509

Dates of inspection: 7 - 8 March 2000

Inspection number: 182492
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 to 11
Gender of pupils:	Mixed
School address:	Fairview Avenue Alsager Stoke-on-Trent
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs T Bickerton
Date of previous inspection:	1 - 4 July 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Alsager Highfields Community Primary School is located in the centre of Alsager, which is a small town in the south of Cheshire. The school is on two sites, which are very different in character. The main school building is modern in design. The annexe building is of a traditional style. Since the previous inspection, the number of pupils attending the school has risen from 213 to 244. The school is average in size for a primary school. The increase in school numbers results from more pupils attending the school from outside the school's catchment area. The number of pupils known to be eligible for free school meals is rising and at present it is broadly in line with the national average. Pupils come from a range of social and economic backgrounds. The free school meals indicator reflects the changing socio-economic climate of the school's catchment area. There are two pupils in the school for whom English is not their first language. Almost all of the children who join the reception class have had some previous education, often in the school's playgroup. On entry children's attainment is below the levels typical of five-year-olds. At the time of the inspection, there were 16 children aged four and 14 children aged five attending the reception class. They attend the school full-time. The percentage of pupils who have special educational needs, (19.5%) is broadly in line with the national average and the percentage of pupils with statements of their special educational needs, (0.8%) is below the national average.

HOW GOOD THE SCHOOL IS

This is a very effective school. Standards in mathematics, science and English are high at the end of Key Stage 2. The school is effective in working with pupils with generally low standards of attainment when they start school. The teachers help the pupils to become independent and to form excellent attitudes to their work. The pupils receive effective teaching. The very good relationships the pupils have with their teachers and support staff have a significant impact on how they learn. The pupils achieve well throughout the school and produce a considerable quantity of very high quality work. The high expectations the teachers have of the pupils encourage them. The curriculum is very good and enables the pupils to appreciate a wide range of subjects and extra-curricular activities. The support that the parents give to the school is shown by the significant numbers of parents who help in and around the school. They provide good support for the pupils in the classrooms. The leadership of the school is very good. The headteacher, deputy headteacher and the governing body have a clear vision of the school's strengths and the areas for the school to develop. This knowledge enables the school to make the best use of the money and expertise at its disposal. The headteacher is very well supported by an effective team of teaching and non-teaching staff and they all work very well together. The school gives very good value for money.

What the school does well

- Standards achieved by the pupils at the end of Key Stage 2.
- Attitudes and personal development of the pupils and the relationships within the school.
- The leadership and management of the school including the commitment of the governing body.
- Teaching throughout the school.
- The wealth of opportunities provided by the broad curriculum.
- The very good support the parents give to the school.

What could be improved

- The areas in the literacy and numeracy curricula that the school has identified for refinement.
- The information provided for parents in advance about their child's curriculum.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

At the end of the previous inspection, which took place in July of 1996, the school was left with no key issues for action. However, the school has continued to seek to improve its work. It responds effectively to recent government initiatives, the needs of the parent body and the local community.

It is reflective about its work and seeks to improve standards and the opportunities provided for all pupils. Since the previous inspection the school has maintained high standards at the end of Key Stage 2. The quality and range of the curriculum have improved further and are now very good, with a wealth

and variety of opportunities and experiences included. The provision for the pupils' spiritual and cultural development has been further extended in the curriculum and these opportunities are now very good. The leadership and management of the school have continually developed and sought to improve. The headteacher and governors clearly know the school's strengths and have identified useful areas to advance and develop. They monitor teaching, the curriculum and the standards the pupils achieve at the end of both key stages. The leadership checks the effectiveness of its management and consults widely to ensure that the school is delivering an effective service and responding to parents' views.

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	B	A	C	C	Well above average A above average B Average C Below average D Well below average E
Mathematics	A	A	A	A	
Science	A	B	B	C	

The school's results for eleven-year-olds in the 1999 end of key stage tests showed that the pupils scored well above average for mathematics, above average for science and average for English. Pupils' achievements in mathematics have been very strong over the last three years. Pupils' attainment in science and English has been improving over recent years although in 1999 the pupils' attainment in English was average. The present eleven-year-olds are achieving very high standards in mathematics and science and high standards in English. Boys and girls achieve equally well and standards show a trend of improvement matching the national trend. At the age of seven, the pupils' attainment is generally in line with the national average and is at a level expected of pupils of their age. Year-on-year attainment on entry to the school has varied. The children currently in the reception class have levels of attainment below that expected. The majority of children have had some pre-school experience in the school's playgroup. By the time they are seven they have achieved well to attain average standards. The school has put into place a range of initiatives to ensure that pupils make the maximum amount of progress and those pupils who need extra support are given the support they need.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like coming to school and show interest in their learning. The teachers throughout the school help the pupils to shape and improve their attitudes to their work. The oldest pupils in the school have developed independence and excellent attitudes to their learning.
Behaviour, in and out of classrooms	Pupils' behaviour is good both in and out of the classroom. A small number of pupils find it difficult to behave well on occasion. They are encouraged and shown how to improve their behaviour.
Personal development and relationships	The relationships between the teachers and the pupils are very good and have a positive effect on the way the pupils learn. The pupils' personal development is very good with the oldest pupils in the school setting a very good example for the youngest children.
Attendance	Attendance in the school is very good. The pupils arrive punctually and lessons start on time.

The school is very effective in enabling the pupils to develop and shape their attitudes to learning. By

the time they leave this school their attitudes to their work are outstanding. Behaviour throughout the school in lessons and the playground is good. Pupils are courteous and trustworthy and are caring in their support for each other.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Good	Good	Good

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

Teaching in the school is good. It contributes significantly to the progress that the pupils make in their lessons. This leads to the good standards achieved at the end of Key Stage 2. In 81 per cent of lessons observed the quality of teaching was at least good with 19 per cent satisfactory. 25 per cent of all lessons were judged very good and six per cent excellent. The teaching of literacy and numeracy is at least good throughout the school. The teachers have been effective in assimilating the new strategies into the school curriculum. Learning in the school is well supported by good teaching. The pupils with special educational needs are given good support in the classroom and targeted specific support in small group situations. The pupils for whom English is their second language are given good support and are helped to achieve well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and meets statutory requirements. There is a very good range of learning opportunities available to enable the pupils to access a wide range of academic and expressive subjects through a practical activity-based curriculum.
Provision for pupils with special educational needs	There is good provision for pupils with special educational needs. The school has given extra specific support for these pupils and identifies those who need extra help from an early age.
Provision for pupils with English as an additional language	The provision for pupils with English as an additional language is good and they are well supported in their class by the teachers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' moral and social development is good overall. The pupils know the difference between right and wrong. The pupils' spiritual development is promoted through rich and stimulating lessons. The provision for the pupils' cultural development is very good with the pupils having the opportunities to learn about a wide range of different cultures and faiths.
How well the school cares for its pupils	The school takes good care of the pupils. The good arrangements for child protection are clearly understood by all the staff in the school.

The school has effective links with the parents. Parents regularly give time to help teachers in the classrooms to share particular skills or work closely under the guidance of the classteacher. Parents and mid day supervisors have access to courses run by the school to enable them to work more effectively with the children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
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Leadership and management by the headteacher and other key staff	The leadership of the school is very good. The headteacher has a clear vision of raising standards in the school and maintaining the wealth of opportunities the school offers the pupils. Monitoring of teaching by the headteacher and curriculum leaders and of its impact on learning is developing systematically.
How well the governors fulfil their responsibilities	The governors give very good support to the staff and the pupils of the school. They have a clear picture of the school's strengths and the challenges it faces and are committed to its improvement. They make a very good contribution to the effective running of the school.
The school's evaluation of its performance	The school knows its strengths and areas for development. The staff work hard to improve their teaching and they take on board new initiatives and strategies well.
The strategic use of resources	The school makes very effective use of its resources and ensures that the school gets the best use from its funding. The school makes sure it gets effective services from its contractors.

The headteacher and governing body have a strong commitment to maintaining the high standards in the school and to look for areas where the school can develop still further. The governing body is fully committed to the school and brings considerable expertise and interest in the school. It is clear about its strengths and has identified areas for development. The school's funding is lower than the national average. Standards are high at the end of Key Stage 2 and the pupils have made good progress from a relatively low starting point. The school is active in searching for the best value for their limited resources. The school provides very 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"> • Parents appreciate the teachers' hard work. • Values and attitudes promoted by the school. • The care, welfare and support the school gives to the whole family. • The creative teaching by the teachers. • The standards the school achieves. 	<ul style="list-style-type: none"> • The parents would like to have more information in advance of the subjects their child will study.

The inspectors support the positive views of the parents. The inspectors agree that the school could extend the good information that it provides for the parents by giving parents information in advance of the topics to be covered by the pupils.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards achieved by the pupils at the end of Key Stage 2.

1. The standards achieved in the core subject of English by the present eleven-year-olds are higher than those expected nationally. Standards in mathematics and science are very high. The standards achieved by the oldest pupils have been very good in mathematics for the previous four years. Pupils' attainment in science and English have not been quite so high as those for mathematics.
2. The children begin their formal schooling in the reception class. The assessment that the children have on entry to this class indicates that the children's attainment is generally below the levels expected for children of their age. The attainments of many of the children are particularly low in reading, writing and number. Most of the children who start this school have had some pre-school experience at the pre-school playgroup. They make good progress in their personal and social development. For example, they learn the class routines and the teacher's expectations and know that they should put up their hands when they want to answer a question. They walk very well to the school to have their lunch where they manage their lunches well. The children in the reception class make good progress as a result of good teaching and a secure curriculum based on practical activities. In their science lessons the children look carefully at the jelly cubes deciding whether they would melt better in warm water or cold. This causes great excitement and interest. The exciting and interesting introduction to school builds a firm foundation for their future. The children learn about "Monty" the mouse and follow his adventures through his storybook and his work in their class. They learn to recite a number of counting rhymes and songs. The children begin to write their own sentences and learn to correctly form their letters. In mathematics they learn the names of solid shapes and count and recognise numbers to ten.
3. By the time they are seven, the pupils have continued to make good progress and they attain standards in line with the national average in English, mathematics and science. The pupils extend their knowledge of shapes and recognise the different shapes present on maps of the playground. In literacy lessons they rewrite the story of the boy who cried wolf from Aesop's fables and identify where they need to place speech marks. Their writing is clear and their letters well formed with some of the pupils beginning to write in a cursive style. The impact of exciting lessons and good relationships in the class with the teacher ensure that the pupils make good progress throughout the key stage.
4. By the time the pupils are eleven, they write for a wide range of audiences and in a variety of styles. Their writing shows technical understanding. For example, some pupils use commas and semicolons accurately. Pupils discuss the text from the passage they are studying and display sensitive understandings of significant parts of the story. In their writing about topics such as war and bullying, pupils show a clear awareness of problems and personal concerns. In mathematics, pupils solve problems using and applying their understanding of reducing fractions to their lowest terms. They use the computers to generate pie charts of their data. In science lessons, the pupils experiment with different tasks to ensure that they learn well. They test and try to identify a range of fruits and vegetables without the opportunity to see what it is they are tasting, thus demonstrating that all their senses are essential to effective enjoyment of food. The oldest pupils in the school demonstrate that they work well in response to the high expectations placed on them by the class teacher. They respond particularly well to the challenging activities that are provided for them. Pupils make rapid progress in their lessons. They are enabled to do this through the good foundations and clear expectations that have been effectively and consistently promoted year-on-year throughout the school.

Attitudes, personal development of the pupils and the relationships within the school.

5. The children start school in the reception class enthusiastic to learn and engaged by exciting lessons and stimulating activities. Their attitudes to learning and lessons are satisfactory. By the time the pupils reach Year 5 and 6, they are very independent in their work and their attitudes are outstanding. These excellent attitudes are fostered by the school's shaping and encouragement of the pupils to achieve well. The impact of this encouragement is seen in the quality and quantity of work in the pupils' books. Pupils take great pride in their work and are pleased to talk and discuss their achievements. The older pupils are confident when they discuss issues concerning the school. They talk knowledgeably about the problems they are encountering with the pond and the necessity of developing the pond area still further, conveying a sensitivity that adds effectively to their maturity. The oldest pupils in the school are expected to set the tone and ethos of the school and be very good role models for the younger pupils. The pupils certainly manage to meet this high expectation which is placed upon them.
6. Relationships in the school are very strong. The teachers clearly know the pupils very well and encourage and help them become secure and confident in their work. They help the pupils to make good choices about their work and in their dealings with one another. The class teachers give good guidance to the pupils and it is clear to the pupils that they are valued by the staff. A very positive mutual respect is generated.

The leadership and management of the school including the commitment of the governing body.

7. The implementation of the school's aims is clearly seen in the management and the decision making in the school. The headteacher is a highly effective leader who has a clear commitment to high standards and the personal development of the pupils. The headteacher is very well supported by an enthusiastic and committed deputy headteacher. The governing body is very well informed and has a clear understanding of the strengths of the school and the areas needing development. They take an active interest in the school. Governors accompany pupils on residential educational visits. They monitor teaching in the school and regularly meet with the subject co-ordinators to discuss initiatives and recent developments. The governors regularly monitor the school budget throughout the financial year and plan appropriately for subsequent years. Parents on the governing body ensure that the parents' views of initiatives and proposals are well understood. The governing body actively seeks the parents' views on a range of subjects, for example, it recently sent a questionnaire to all parents to gather their views on the issue of homework. The governors have an accurate picture of the standards achieved by the pupils in the school. They realise that with a rising free school meal percentage the maintenance of their very high standards is not going to be an easy task. This detailed knowledge enables the governors to target funds for specific initiatives.
8. The subject co-ordinators have worked effectively to develop their subjects and inform their colleagues. The literacy and mathematics co-ordinators have monitored pupils' work and some lessons. This has helped them give valuable feedback to colleagues and to identify areas for the school to take forward and develop. This has helped in modifying and tailoring the curriculum and improving teaching in the school.
9. Information from test results, county and national data are carefully analysed by the school to ensure that the school is achieving well and is looking for areas where it could do better. This has led to the school looking at its literacy resources to ensure that they are active in engaging the interests of all the pupils, especially the boys. A careful analysis of the books in the school ensured that new spending was specifically targeted. Funds available to the school are used and managed very well. The school actively seeks the best value for its funding and competitive rates are always sought. The school monitors the services it employs and seeks to ensure that the contractors give an efficient and cost effective service.

Teaching throughout the school is good.

10. Teaching is generally good throughout the school. A quarter of the lessons observed during the inspection were very good and one excellent lesson was seen. Throughout the school the teachers engage and interest the pupils in their lessons. The teachers of the youngest pupils use a variety of puppets and soft toys to engage the pupils' interests. This ensures that the pupils are fully involved and engrossed in their lessons and they learn well.
11. Practical activities and investigations are planned by the teachers to challenge and aid the pupils as they learn. Subject areas are linked and the pupils see a clearly defined and clear sequence of lessons. This effectively aids and builds the pupils' understanding and learning. Lesson objectives are shared with the pupils so that they have ownership of their learning. The class teachers ensure that the pupils have a clear understanding of the relevance and need for their learning. For example, the pupils in Year 4 had been working on dances to reflect the ideas of a chocolate factory. Then they performed their dances for the reception class. The reception class in return played their percussion instruments and sang for the Year 4 pupils. In this way each class was able to celebrate the achievements of the other and had an audience for their performance.
12. The teachers have high expectations of the pupils. This is especially so with the oldest pupils in the school. Pupils are clearly expected to have a full and active participation in all lessons. The pace of lessons is brisk and the quality of work produced by the pupils throughout the school is very good. The pupils have a clear commitment to improving their work and they listen very carefully to the advice and suggestions of their class teacher. The presentation of their work is consistently very good. The pupils show great pride and pleasure in their achievements. For example, the Year 6 pupils are at present working on a dance that they are to perform for their parents as part of their class assembly. They have worked for a comparatively short space of time in lessons and on their own during playtimes to produce a highly evocative piece of work. This work is to a very high standard. The clear drive to improve and produce an exemplar piece is obvious in the commitment and approach of the pupils.
13. The quality of display of pupils' work throughout the school is outstanding. Pupils' work is highly valued and displayed in imaginative and creative ways. The result is exciting and stimulating classrooms in which the pupils' self-esteem and self-worth are celebrated. Alongside this is the clear understanding of the vital importance of practical activities and the storage of resources so that the pupils are able to access them easily. The pupils value the wide range of artefacts and objects of interest in the school and talk about their impact upon their own work. They talk about the work of their peers and the qualities and the achievements of others.
14. Teachers manage the pupils well. There are clear guidelines for the pupils and they demonstrate that they know how to behave. A small minority of pupils find good behaviour difficult and these pupils are helped and guided by the class teachers to achieve better standards of behaviour. The teachers are unfailingly patient and supportive of the pupils. The teachers' very good relationships with the pupils ensure that pupils work in a secure and calm environment. Pupils with special educational needs are well supported in the classroom by their class teachers. They are also given additional support in individual and group sessions. The pupils respond well to this extra help and try hard to improve their work. The pupils for whom English is a second language make good progress in lessons and achieve well.

The wealth of opportunities provided by the broad curriculum.

15. The curriculum throughout the school is broad and balanced and wholly relevant to the pupils. The school places an emphasis on an interesting and varied curriculum, which caters effectively for the pupils' needs. There is an appropriate emphasis on the academic subjects but also the social and practical subjects, to widen the pupils' horizons. An effective development has been the implementation of a story topic approach to the teaching of literacy and this links in effectively with other curriculum areas. This approach has provided coherence and relevance and a great interest in literacy throughout the school. It has enabled the teachers to pursue in depth issues raised in the text. For the younger pupils studying one book in depth enables them to identify with a character from the book. The National Numeracy Strategy has also been introduced into the school curriculum and is providing an additional support to the school's already successful mathematics curriculum.

16. The school provides a wide range of extra-curricular activities for the pupils which covers practical, creative, sporting and academic areas. The pupils are enthusiastic in their support of these activities. The school also provides an opportunity for all the pupils in Key Stage 2 to attend a residential educational visit at local centres. The pupils' curriculum is enriched by a wide range of visitors to the school, with educational visits enabling the pupils to have the opportunity to visit a range of places of interest. These opportunities make a positive impact upon the standards that the pupils achieve and on their social and cultural development.

The very good support the parents give to the school.

17. Many of the parents, carers and grandparents of the pupils in the school make a considerable commitment to the school in terms of time and active support. There is a thriving parents' association that gives good support to the school. Throughout the school parents help in class with a wide range of activities both practical and academic. This additional support in the classrooms enables the teachers to create more opportunities for the pupils. This makes a significant impact not only upon the provision in the classes but also on the attainment of the pupils. The adults help pupils with their written work, working on the computer, painting and with design and technology projects. One of the parents comes into school each day to sell tuck to the pupils at playtimes and returns in the afternoons to help them construct their waterwheels in their design and technology lessons.
18. Some of the parents have attended a course at the local high school to learn the requirements of the information technology curriculum for the pupils in both key stages. The parents feel that this course has been beneficial for them as parents and has enabled them to support the pupils better in the classroom. The school has a very effective partnership with the local high school to facilitate not only training but also the sharing of expertise. The parents are looking forward to their next course, which is about the use of the Internet in school.

WHAT COULD BE IMPROVED

The areas in the literacy and numeracy curricula that the school has identified for refinement.

19. In the school improvement document the school has carefully and thoroughly analysed areas of its work and identified areas for specific improvement. The school has a clear picture of its strengths and is active in endeavouring to maintain its high standards and to make improvements where possible. The school has looked carefully at the early assessments of the children as they start school. From this information the school has identified the need to target the high and low attainers. The low attainers have extra support and assistance. The higher attainers are encouraged, supported and appropriately stretched. The school has identified the need in Key Stage 1 to give extra support to those pupils who make a slow start with their reading. To this end the headteacher has trained in reading recovery to give specific and targeted help to these pupils. This extra help is beginning to have a significant impact on the attitudes of these pupils, who are happy at the progress they are making.
20. Guided reading has also been a focus of staff discussion and a number of strategies are being piloted to ensure that the pupils make the maximum gain from this part of their literacy lessons. Assessment procedures for the guided reading sessions in classes are being refined and improved ready for assimilation throughout the school.

21. The numeracy co-ordinator has begun to monitor numeracy lessons throughout the school and has identified areas for the school to improve. This is to be a specific focus for the teachers' work. Ensuring that mathematics remains exciting and thought provoking is an area for some careful refinement. Improvements to the curriculum through the integration of mathematics trails, mathematics games and practical activities throughout other curriculum subjects are to be considered.
22. This is a school that examines its practice and seeks to improve and give the pupils the best possible chances and opportunities. It is very active in its pursuit of excellence.

The information provided to parents in advance about their child's curriculum.

23. Parents have many opportunities during the school year to learn about their children's work. There are regular parents' meetings to discuss the children's work and class assemblies help parents to see what the children have been doing. The school has an open door policy and the parents report that they are welcome in the school to talk about their child and look at their books at any time. The parents have a clear understanding of their child's strengths and areas they need to work on to improve. The school provides a wide range of curriculum evenings for the parents to explain approaches to learning in the school and recent government initiatives. Helpful booklets have also been distributed to the parents. The yearbook gives the parents useful information on homework and residential visits but does not include information about the topics and subjects that the pupils are going to be taught. The parents feel that this additional information would be useful as it would enable them to support the children better at home.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. The school should now:
 - Continue to seek to improve literacy and numeracy throughout the school by:
 - a) continuing to target pupils early for extra support in their reading, (*see paragraphs 19,20.*)
 - b) developing effective strategies for guided reading sessions, (*see paragraph 20.*)
 - c) continuing to monitor and make improvements in the numeracy curriculum.(*see paragraph 21.*)
 - Include in the school yearbook information about the curriculum to be taught to the pupils. (*see paragraph 23*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	25	50	19	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	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)		244
Number of full-time pupils eligible for free school meals		53

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		38

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	3.5
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	21	15	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	18	17
	Girls	13	14	11
	Total	29	32	28
Percentage of pupils at NC level 2 or above	School	81 (90)	89 (80)	78 (90)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	17	19
	Girls	12	11	11
	Total	28	28	30
Percentage of pupils at NC level 2 or above	School	78 (82)	78 (87)	83 (91)
	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	15	13	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	14	14
	Girls	12	13	12
	Total	22	27	26
Percentage of pupils at NC level 4 or above	School	79 (99)	96 (88)	93 (88)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	14
	Girls	13	12	13
	Total	26	26	27
Percentage of pupils at NC level 4 or above	School	93 (81)	93 (85)	96 (100)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	210
Any other minority ethnic group	0

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)	9
Number of pupils per qualified teacher	27.1:1
Average class size	30.5

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	71

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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FTE means full-time equivalent.

Financial information

Financial year	1998/1999
	£
Total income	348,833
Total expenditure	346,505
Expenditure per pupil	1,507
Balance brought forward from previous year	12,452
Balance carried forward to next year	14,780

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	244
Number of questionnaires returned	117

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	39	5	1	0
My child is making good progress in school.	64	32	3	0	0
Behaviour in the school is good.	36	52	9	3	0
My child gets the right amount of work to do at home.	42	41	16	1	0
The teaching is good.	66	31	2	0	2
I am kept well informed about how my child is getting on.	62	32	5	1	0
I would feel comfortable about approaching the school with questions or a problem.	76	16	4	3	1
The school expects my child to work hard and achieve his or her best.	64	34	2	0	0
The school works closely with parents.	55	38	4	3	0
The school is well led and managed.	67	24	2	3	4
The school is helping my child become mature and responsible.	62	33	3	2	0
The school provides an interesting range of activities outside lessons.	66	23	4	2	5