

# INSPECTION REPORT

## **WESTBROOK OLD HALL PRIMARY SCHOOL**

Westbrook, Warrington

LEA area: Warrington

Unique reference number: 111206

Headteacher: Mr J Thomson

Reporting inspector: C D Loizou  
18645

Dates of inspection: 4 – 5 July 2000

Inspection number: 182515

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr. B. Gallagher
Date of previous inspection:	June 1996

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

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in the Westbrook district of Warrington in Cheshire. The surrounding houses are a mixture of rented and private accommodation. The school is an infant and junior school and there are 351 pupils on roll between the ages of 4 and 11 years. This is above average for schools of this type. Most of the pupils live in the immediate area. The school is soon to expand from twelve to fourteen classes to cater for the increase in demand for places. There are two reception classes with 51 pupils who started school at the beginning of the school year in which they will be five years of age. The number of pupils eligible for free school meals is approximately 11%, which is broadly in line with the national average. There are 65 pupils (19%) on the school's special educational needs register which is average. At the time of the inspection there are six children in the reception year who are under five. The attainment of the children under five on entry to the school covers a wide range of ability and is average overall.

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

This is a very good school with many strong features. The pupils make very good progress and achieve high standards in reading, writing, mathematics, art and music. Standards have improved over the last three years more rapidly than the national trend. This is largely related to the very good teaching and the excellent leadership provided by the headteacher, governors and staff. The school has made excellent improvements since the last inspection, particularly in improving the way that the teaching is organised to raise the level of achievement. The school provides very good value for money.

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

- Standards in English and mathematics are high because the teaching is very good. Pupils of all abilities are given appropriate work.
- Art and music are very well taught and as a result the pupils achieve high standards.
- The personal development of the pupils, their attitudes to learning and behaviour are very good.
- The teaching is very good because it is well planned. Nearly half of the lessons seen were very good or excellent.
- Assessment procedures are excellent. The school regularly tests the pupils to help measure the pupils' level of attainment and to monitor their progress.
- The high level of resources, the effective deployment of the staff, and the way that the school presents the displays of pupils' work, create an excellent learning environment.
- The headteacher, senior staff and governors provide excellent leadership. The school monitors its performance closely and is clear about what it needs to do to improve.

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

- The teachers' marking does not always help the pupils to correct their work or inform them what to do next.

*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 made excellent progress since its last inspection in June 1996. Attainment in National Curriculum tests in English and mathematics has consistently improved. In English, mathematics and science, standards have improved at a rate above the national trend. Standards in art and music are high with all the pupils making very good progress. The school has adopted very effective monitoring procedures which enable the staff and governors to measure the school's performance in tests as well as identify aspects of teaching and learning that need improvement. As a result the school is now very well placed to continue to improve the quality of teaching and learning across the school. Very good use is made of the teachers' subject expertise in English, mathematics, art and music as well as information technology. As a result the school provides a large proportion of very effective teaching. The school has established excellent assessment procedures that provide regular tests and checks on the pupils' performance.

### STANDARDS

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

Performance in:	Compared with			
	All schools			similar schools
	1997	1998	1999	1999
English	B	A	B	B
Mathematics	A	A	B	C
Science	A*	B	C	C

Key	
Well above average	A
above average	B
Average	C
Below average	D
Well below average	E

The results of the 1999 national tests for eleven-year-olds show that the pupils' achievement in English and mathematics was above the national average. When compared with similar schools attainment in English was above average and in mathematics, it was average. Attainment in science was in line with the national average and also average when compared with similar schools. Over the last three years attainment in national tests has risen steadily above the national trend. The girls performed better than the boys in last year's tests and the school has identified this as an area to target. The school sets challenging targets for all the pupils and has been successful in achieving its overall school targets.

Inspection evidence confirms that standards are improving in all the subjects inspected. This includes science standards which were judged to be above average at the end of both key stages. At the time of the inspection the school's challenging targets for the year 2000 are realistic because the most recent National Curriculum test results for 2000 show that standards in English, mathematics and science are well above average. Standards at the end of Key Stage 1 are above average in reading, writing, mathematics and science. Standards in reading and writing are well above average by the end of Key Stage 2 and the pupils, including those with special educational needs, make very good progress. Standards in mathematics are well above average at the end of Key Stage 2. The pupils have a very good grasp of numbers because they are taught a broad range of numeracy strategies. Standards in science are above average because the teaching is well organised, practical and effective. The pupils use computers effectively in most lessons across a wide range of subjects. Standards in information technology are higher than expected for the pupils' ages. Evidence of the pupils' art work displayed around the school, shows that standards in art are very high. In music, standards are high because a large proportion of pupils across the school can play a musical instrument and are taught to read music.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils persevere and try hard. They enjoy school and respond very well to the teachers and support staff. They are motivated and respond well to praise and encouragement.
Behaviour, in and out of classrooms	Behaviour is very good in lessons and at other times. The pupils are polite and courteous. They greet visitors cheerfully and are very proud of their school.
Personal development and relationships	Very good. All the pupils have opportunities to take on responsibilities. There is a supportive and caring learning environment. There are very constructive relationships between pupils, teachers and other adults.
Attendance	Good. There is very little unauthorised absence.

The school is very successful in developing the pupils' independence and confidence. The staff set high expectations by ensuring that all the pupils are well turned out, prepared for their lessons and take personal responsibilities for organising their own resources. The staff value the pupils and allow them opportunities to participate in class discussions as well as supporting other pupils. The pupils are attentive and motivated in all lessons and they co-operate with others in their group work. They are punctual and keen to come to school. This is reflected in the above average levels of attendance and the prompt start to every lesson.

## TEACHING AND LEARNING

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

The overall quality of teaching is very good. In forty three per cent of the lessons observed the teaching was very good with a significant proportion (twenty per cent) which was excellent. Nearly all the lessons were at least good (ninety-two per cent) and there was no unsatisfactory teaching. This high standard of teaching is having a very positive effect on pupils' learning. Teachers plan their lessons very well and ensure that the main teaching points are well matched to the abilities of all of the pupils so that all the pupils learn and make very good progress. Literacy and numeracy are very well taught across the school. In Key Stage 2 the pupils are organised into ability groups for English and mathematics lessons. This has helped to raise standards further by matching the teaching more precisely to the learning needs of all pupils. The teachers' marking does not always help the pupils to correct their work and inform them what to do next. The headteacher teaches mathematics every morning and this helps to reduce the number of pupils in each group as well as using his particular expertise in the subject. The school also has a very well qualified teacher who is very skilled in the teaching of English which is helping to target those pupils who have the potential to achieve very high standards. In art and music, the school also has specialist teachers who are very well used and deployed to ensure that high standards are achieved in these subjects. This is evident in the very high standard of art displayed around the school as well as the large proportion of pupils across the school who can read music and play a musical instrument.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is very well planned, balanced and relevant to all the pupils. It is enhanced by the high quality of art and music lessons provided for all pupils.
Provision for pupils with special educational needs	This is good. The school provides appropriate programmes and early intervention for those pupils who have specific learning needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The pupils respect the feelings of others. The school is successful in developing very good moral values and encourages every child to take personal responsibility for themselves and to co-operate with others.
How well the school cares for its pupils	There are very good procedures to ensure the health and well being of all of the pupils. There are excellent assessment procedures which are used to monitor the pupils' academic performance and progress.

The curriculum is very well planned and supports the school's aims to raise the level of achievement for all pupils. There are practical and relevant activities that enable the pupils to experience the full range of academic, personal, social and physical skills. There are exemplary assessment procedures in place that enable the senior staff to analyse test results, with year-on-year comparisons to help the staff use the information to set challenging attainment targets for all pupils. Assessment information is very well used to inform parents about their children's progress. The school is very successful in improving the pupils' basic skills in reading, writing and numeracy. Very good use is made of school assemblies, which involve the pupils and provides thought provoking moral and spiritual experiences so that the pupils are able to share their thoughts and reflect on the weekly themes such as caring for themselves and others.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership. The management of the school, at all levels, is excellent. The deputy headteacher and senior staff manage each key stage, curriculum subjects, planning and assessment procedures very effectively.
How well the governors fulfil their responsibilities	The governors provide excellent support and they monitor the work of the school very effectively. They also make a valuable contribution to the work of the school. Their management and oversight of the school is both supportive and effective.
The school's evaluation of its performance	There are excellent procedures which are used as part of a continuous process of school improvement. Direct observations of lessons, undertaken by governors and senior staff, help to identify the most effective methods to improve teaching and learning further.
The strategic use of resources	Excellent use is made of resources. The school provides an excellent learning environment. Classrooms, corridors and other areas of the school are attractively presented with the pupils' art work, writing, charts and other recorded work. This provides a stimulating and positive learning environment for all the pupils.

The headteacher, governors and staff are very committed to achieving high standards in all aspects of the school's work. There are very high expectations which are reflected in the challenging targets set for every pupil. Senior staff monitor the pupils' work closely and the headteacher leads by example in the classroom and, together with the governors, monitors the effectiveness of the school and the progress that pupils make. The deputy headteacher is very skilled at analysing assessment data and presenting this to staff and governors so that it is easy to identify areas for improvement. The governors contribute extremely effectively by enabling the school to deploy resources so that the school makes best use of its funds. The headteacher is particularly successful in bidding for additional funds and special grants, this is mainly responsible for the very high quality of the learning resources in the school.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The children make good progress and are well behaved.</li> <li>• The teaching is good.</li> <li>• The school expects the children to work hard and do their best.</li> <li>• The school is well led and managed.</li> <li>• The school helps the children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The balance and quantity of homework provided by the school.</li> <li>• The range of activities provided outside lessons.</li> </ul>

The inspection findings support all of the parents' positive views of the school. Inspection evidence does not support the concerns raised by some parents. The school provides a good range of activities outside lessons. Homework is well planned and provided every week to enhance and support the work completed in lessons.

## **PART B: COMMENTARY**

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

**Standards in English and mathematics are high because the teaching is very good. Pupils of all abilities are given appropriate work.**

1. Reading is well taught throughout the school. The pupils make good progress because they are taught to break down words into letter sounds enabling them to tackle unfamiliar words and, as a result, they can self-correct when necessary. Standards in reading are above average at the end of Key Stage 1 and well above average at the end of Key Stage 2. In the reception year the children are encouraged to discuss the pictures or illustrations in their reading books and where the children read together as a group, they are able to respond to well directed questions aimed at extracting information from the books. In Year 6, the pupils were observed analysing the poem “Lucy Gray” with probing questions and well thought out answers. This led to animated discussion during this excellent English lesson as the pupils used a good range of vocabulary related to the poetry, for example, the key words for the lessons were “stanza” and “simile”. The school sets high expectations for reading and has a well-stocked central library where the pupils are systematically taught how to use the coding system in order to locate the books that they need.
2. Standards in writing are high by the time the pupils reach the end of Key Stage 2. In an endeavour to push writing standards even higher, the school has embarked on a policy of grouping the pupils according to their level of ability at the upper end of Key Stage 2. More time is being allocated for extended writing sessions and early indications are that these strategies are proving to be successful. The quality of writing across a range of subjects is good, including word-processing work done using computers. From an early age in Key Stage 1 the pupils are taught to use punctuation accurately and sentence construction is systematically taught in manageable steps so that the writing has good, accurate structure. By the end of Key Stage 2 higher attaining pupils in Years 5 and 6 are able to analyse poems, searching for similes and can then construct their own descriptive sentences and phrases using an interesting and varied form of language.
3. By the end of Key Stage 2, attainment in mathematics is well above average. The pupils are grouped by ability in Years 5 and 6 so that the teaching is specifically matched to the capabilities of all the pupils. Numeracy lessons are very well planned enabling the pupils to make very good progress. The pupils can count, sort and order numbers up to 100 and beyond. The workbooks in Years 1 and 2 show that the pupils use good strategies to calculate number problems mentally and work out the most appropriate methods when calculating problems. The reception children have a good grasp of shapes and measures, for example, they can accurately estimate how many cupfuls of water can fill different sized containers and record their findings in a table or simple matrix. In Years 3 and 4 the pupils can work out prices by multiplying or adding amounts of money using multiples, halves and basic addition facts when calculating the price lists presented in their worksheets. In Year 5 the pupils can calculate the area of regular plane shapes when provided with limited information, for example the perimeter of the shape or the length of two sides in a rectangle or square. The pupils throughout the school have a very good understanding of number facts and they use a variety of efficient methods to work out numbers mentally. In Year 5, the pupils were able to calculate complex decimal fractions quickly and efficiently using the number strategies already learned with larger numbers. For example, the pupils recognised that  $80 \times 7$  is similar to  $0.8 \times 700$  and can calculate that 2.4 divided by 0.3 equals 8 because  $8 \times 3$  is 24. The teaching successfully reinforces the most effective numeracy strategies and challenges the pupils’ thinking by presenting the same techniques in different ways. This is having a very positive effect on the pupils’ level of attainment in national tests as they have grown in confidence to be able to handle simple and complex number operations using the broad range of techniques and skills that have been taught in their numeracy lessons.

4. The teaching of English and mathematics is very good with some excellent features. By grouping the pupils into ability groups at the end of Key Stage 2 the teaching is aimed specifically at the capabilities of the pupils. Very high expectations are set for all the pupils, including those with special educational needs who are included in all the mainstream literacy and numeracy lessons. This enables all pupils to make very good progress. Their achievement is high because the teachers are very secure in their teaching of English and mathematics. The school makes very effective use of specialist teaching, for example, the headteacher commits every morning to teaching mathematics, using his own high level of expertise in the subject. In English, the school also has a teacher who is recognised as having advanced teaching skills in the subject and is specially deployed to teach both higher attaining and less able groups of pupils in order to boost their level of achievement in literacy lessons. This level of teaching is having a remarkable impact on standards, for example, the large majority of pupils at the end of Key Stage 2 are achieving the standards expected for their age in English and well over half of the pupils are exceeding this standard. In mathematics the specialised teaching and the grouping by ability has managed to raise standards so that by the end of Key Stage 2 over half of the pupils are exceeding the expected level of attainment for their age. A significant proportion of pupils identified with special educational needs are also achieving the standards expected for their age in reading, writing and mathematics by the end of Key Stage 2 as a result of the focused and specialised teaching in literacy and numeracy lessons.

**Art and music are very well taught and as a result the pupils achieve high standards.**

5. The school has a well established reputation for the quality of art and music provision. Since the last inspection the school has continued to extend the pupils' experience and expertise in art. Led by an imaginative and well qualified art co-ordinator, teachers plan a broad and exciting range of activities which give the pupils experience in using a wide range of media. Inspiration for much of the work on display has come from studying the works of great artists such as Morris, Gauguin, Monet, Picasso and Munch and the traditional work of Aboriginal artists. There is clear evidence that the pupils develop their skills of drawing, painting, modelling and printing as observed in the "Fireworks" collages of the Reception classes and the Gauguin inspired oil paintings done by Year 6 pupils. Whenever possible, the services of visiting artists are employed to conduct courses and further extend the pupils' cultural awareness and expertise. There is a wide range of excellent work from all classes on display around the school and the quality of presentation of this work indicates the high value placed on the pupils' efforts by the staff. All work is beautifully mounted, often framed and very clearly labelled. It greatly enhances the working environment of the school.
6. During the inspection week the school held a musical concert for parents in the evening. A great number of pupils participated in the concert which included a very high standard of singing and musical ensembles using a wide range of instruments including electronic keyboards, flutes, recorders, guitars, percussion, violins and violas. A wide range of ability was clearly demonstrated and this is a reflection of the rich balance of the music curriculum and the teaching throughout the school. It is also an indication that the music curriculum is broad and all the pupils across the school have access to it. The large majority of the pupils can read musical scores and they are learning to sing in two and three parts. During school assemblies groups of pupils form musical ensembles to accompany the singing and play when pupils enter the hall and leave. The music co-ordinator and other staff spend a great deal of time outside lesson time to teach music. The standard of singing is particularly impressive. Younger pupils in Key Stage 1 can sing tunefully in unison, varying tempo and pitch and keeping good time. Older pupils in Key Stage 2 sing to a high standard and clearly enjoy their singing. The school is successful in promoting art and music successfully to enrich the curriculum as a whole. The headteacher plans to extend the morning sessions so that there is more time for the creative arts to be taught in equal measure with literacy and numeracy. This is likely to strengthen the arts curriculum further thereby improving the balance, range and breadth of the curriculum even further.

**The personal development of the pupils, their attitudes to learning and behaviour are very good.**

7. The pupils have very positive attitudes to their work. They are well motivated, interested and keen to learn because the teaching is challenging and interesting. Year 6 pupils in a mathematics lesson enjoyed investigating the size of angles in two dimensional shapes. In a Year 3 music lesson the pupils played percussion instruments with enjoyment and enthusiasm. In well over ninety percent of the lessons observed the pupils attitudes to their work and their teachers were very good or excellent. This results from the well organised and purposeful teaching as well as the stimulating and varied activities provided for the pupils.
8. The pupils are very well behaved, both in the classroom and at break-times and lunchtimes. They are polite and courteous, greeting visitors cheerfully. Relationships between all members of the school community are very good and based upon mutual respect. The recently introduced system that rewards those pupils who demonstrate care and consideration for others engenders a sense of belonging and friendship between pupils of all ages. The system encourages the pupils to nominate a child from their pastoral group to receive a coveted “Golden Apple Award” for good and kind deeds.
9. The pupils’ personal development is very good and all of them have opportunities to take on responsibilities such as helping set out the hall for assemblies and tidying away equipment in classrooms. The pupils are reminded about taking responsibility for themselves and ensuring that they have the correct equipment for lessons. The pupils respond very positively to the school’s high expectations of work and behaviour. This contributes significantly to the successful ethos of the school which is committed to high standards in a positive and stimulating learning environment.

**The teaching is very good because it is well planned. Nearly half of the lessons seen were very good or excellent.**

10. The teaching has improved significantly since the last inspection and consequently the pupils are achieving higher standards. It is having a very positive effect on achievement and standards right across the school. The school has developed an effective curriculum which has appropriate long and medium-term teaching objectives and this supports the teachers in planning the work for the pupils. The teachers are clear about what will be learned in each lesson. Literacy and numeracy plans set out what each year group is to cover every term and what language and vocabulary is to be taught so that the pupils are taught consistently across the school. A particularly strong feature of the planning is the way that the teachers plan work to meet the specific learning needs of all abilities, including those pupils with special educational needs.
11. In the Reception year the teaching enables the pupils to develop a range of independent skills. During a very good and well planned English lesson the teacher constantly reinforced the pupils’ knowledge of letter sounds, setting high expectations and ensuring that the pupils remained on task by constantly asking questions and maintaining a brisk pace so that the pupils remained fully involved. In Year 1 the pupils have clearly developed a very good understanding of nouns, verbs, adjectives and adverbs because the teaching provides a step by step approach to reading and writing which builds on what the pupils already know. In Year 2 the teachers’ planning has incorporated excellent classroom routines and the teacher specifically plans work for different abilities so that it is very well matched to the needs and capabilities of all the pupils. In a very good music lesson the specialist music teacher used her skills effectively to teach Key Stage 1 pupils how to accompany the singing with percussion instruments as well as setting high expectations for the quality and range of singing. The pupils sing well and with confidence because they are also given opportunities to perform in front of others.

12. In Key Stage 2 the teaching is very good overall with nearly one in five lessons of excellent quality. The school makes very good use of the teachers' expertise in a number of subjects. English and mathematics lessons are organised so that in Years 5 and 6 the pupils are grouped in ability sets. The English co-ordinator has expertise in the subject and, as a result, the teaching of English is usually very good and often excellent. In mathematics the headteacher teaches every morning as he has particular expertise in the subject. The art co-ordinator and is very skilled at teaching art and this has helped all the staff to improve their teaching. The music teacher is specifically timetabled to teach music across the school and this is having a very positive effect on the standard of singing and the playing of musical instruments.
13. Throughout the school the teaching is well planned and the teachers set high expectations. It is usually good in subjects other than English, mathematics, art and music. For example, in the science lessons observed teachers clearly explained what the pupils had to do so that the pupils understood what was expected and what were the key objectives of their investigations. In a good Year 3 science lesson the pupils investigated light sources to observe shadows. They understand that light travels in straight lines and are clear about how they should set up each investigation to ensure that it is a fair test. In a good Year 2 lesson the pupils demonstrated their ability to plan an experiment and hypothesise about the results when studying the way that plants grow around the school grounds. In a good history lesson, Year 1 and Year 2 pupils the pupils were provided with interesting and stimulating tasks which include looking at old post cards and extracting information which can be used to identify similarities and differences now and in the past.

**Assessment procedures are excellent. The school regularly tests the pupils to help measure the pupils' level of attainment and to monitor their progress. The information is effectively used to plan work for all pupils so that it is closely matched to their capabilities.**

14. The school makes excellent use of assessment information. The assessment co-ordinator has a clear idea of what should be analysed and how the results of the analyses should be used to modify the curriculum and set targets. He provides impressive leadership in this aspect. The analyses are sophisticated, yet simple enough to be used effectively by all members of staff. They are centred firmly on the pupils' achievements in tests and they help to set challenging and realistic attainment targets for them.
15. A particular strength is the maintenance of a "Year Book" for each year group. These books contain a collection of helpful data based on the pupils' performance in national assessments, optional and school based assessments. A careful analysis of the performance of different groups of pupils, including boys and girls, adds to the usefulness of this initiative. These Year Books allow for "at-a-glance" and "year-on" comparisons. This information is used to set targets for the forthcoming year. These targets include an appropriate element of challenge, reflecting the school's high expectations, and are non-negotiable with the teachers. The staff are able to use the information contained in the Year Books to support specific pupils to enable them to achieve their targets.
16. Excellent use is made of new technology to support this work. For example, performance in each of the questions in the national assessments is monitored using a spreadsheet. This enables strengths and weaknesses to be identified and acted upon, as was the case in mathematics and writing. More of the analyses are reported to parents so they are kept informed about their children's progress.
17. As a result of the quality of this work, the school has a good idea of the strengths and weaknesses in each cohort of pupils and is able to identify strategies to address them.

**The high level of resources, the effective deployment of the staff, and the way that the school presents the displays of pupils' work, create an excellent learning environment.**

18. Classrooms, corridors and other spaces around the school are full of displays of pupils' work. The very high standard of art work enhances the internal appearance of the school and is a tangible demonstration of the school's commitment to high standards and achievement. The governors and staff have managed to use every available space to ensure that there are sufficient storage spaces, library areas, display areas and functional teaching areas next to classrooms. A great deal of expenditure has gone into improving the learning environment for the pupils. This is having a positive effect on the pupils as they enjoy looking at the work of other pupils and have many books, resources and materials in lessons to support their learning.
19. The school has recently introduced a computer suite with new computers which are networked to enable the pupils to have easy access to the Internet and electronic mail programs. A new classroom has been added on to the school building together with an additional working space which is used for art, design and technology and for teaching small groups. The governors have plans in place to further expand the school to accommodate an increase in numbers so that the school grows from twelve to fourteen classes. The library areas are well stocked and there is a very broad range of literature and non-fiction books available to the pupils across the school. The headteacher is very successful at gaining additional funds by bidding into external grants and this has helped to raise the quality and quantity of resources across the school.
20. The headteacher has organised the teaching so that teachers with particular expertise in some subjects can teach those subjects to classes and groups of pupils. This is helping to raise standards in English, mathematics, art and music. These lessons set high expectations and because of the expertise of the teachers the pupils benefit from a range of stimulating activities that enable them to achieve high standards. The quality of art work displayed around the school is testimony to this level of teaching. The singing and music that accompanies assemblies is tuneful and of a high standard.

**The headteacher, senior staff and governors provide excellent leadership. The school monitors its performance closely and is clear about what it needs to do to improve.**

21. The leadership and management of the school at all levels are excellent. Since the appointment of the current headteacher the governors have strengthened the teaching by appointing and deploying the teachers effectively in order to raise standards further. The headteacher provides excellent leadership and is ably supported by his deputy headteacher. Together they lead by example in the classroom as they both teach for a significant proportion of the timetable.
22. There are excellent procedures in place to monitor teaching and learning. The headteacher ensures that all aspects of the school's work are reviewed with targets set and objectives clearly stated in the school improvement plan. Since his appointment the headteacher has worked very hard to raise the profile of the school by committing himself and the staff to achieving very high standards. He has a structured timetable for monitoring visits which involve himself, his deputy and senior management team in visiting lessons and monitoring the quality of teaching and learning. The role of the senior teachers is much more focused than it was before, for example, the deputy headteacher monitors pupils' performance in national assessments and presents this data to the senior management team. The key stage co-ordinators are responsible for organising their respective areas of the school and they are also involved in monitoring standards and the quality of teaching.
23. The governors all have specific responsibilities which are linked to the curriculum and other aspects of the school's work. There are committees which meet every term to oversee and manage the finances, staffing, curriculum and premises of the school. These have appropriate terms of

reference and the headteacher has a very strong partnership with governors. The headteacher, staff and governors work effectively as a team. Every governor understands his or her role very well. The finance of the school are extremely well managed, enabling the headteacher and staff to fully utilise the school budget. The chair of governors is very experienced and works very closely with the headteacher and staff. The governors regularly visit the school, both informally and formally during their monitoring visits. Together with the staff, the governors are fully involved in the school's improvement plan. Curriculum co-ordinators produce their own action plans and bid for the funds necessary to manage their subjects. The governors, headteacher and senior management team of staff meet regularly to identify priorities for improvement so that each action plan can be judged on its merits when compared with the overall priorities of the school. This process ensures that the best possible principles are being adopted to ensure that the school gets value for money when committing funds to specific areas, projects and curriculum subjects.

## **WHAT COULD BE IMPROVED**

**The teachers' marking does not always help the pupils to correct their work or inform them what to do next.**

24. The school does not have a consistent marking policy for teachers. This has led to some inconsistency in the way that teachers mark pupils' work. There are examples of very good marking in some classes where the teacher has clearly indicated to the pupils what they need to do to improve their work. However, taken as a whole the quality and consistency of marking is unsatisfactory. The teachers do not always use the opportunities for them to diagnose what the pupils are doing wrong as well as monitoring their progress in a continuous process of self-correction and revision. Some of the marking is cursory, for example, in mathematics and science books the teachers tick or cross pupils' work with very little helpful comment about how to improve. In some English books the marking is up to date and consistent but not sufficiently analytical or demanding. For example, in some writing books the pupils' work can vary in quality from tidy and well presented writing to untidy and inaccurately spelt work. The teachers' comments do not always identify the most important aspects of the writing that needs improvement nor do they identify what the teacher is marking, for example, whether it is the content, presentation, punctuation or spelling. The teachers praise the pupils for good work and this is helpful and motivates them but the marking does not always say why the work is any better than before and what distinguishes it from other work the pupils have done before.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

**In order to build on the very good work being done, the school should now:**

\* **Improve the teachers' marking so that:**

- it helps the pupils to understand what needs to be done to improve their work;
- it forms part of the school's assessment procedures and is consistently thorough across the school.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	12

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
19	23	50	8			

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)		351
Number of full-time pupils eligible for free school meals		32

FTE means full-time equivalent.

Special educational needs		YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		65

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	9

### Attendance

#### Authorised absence

	%
School data	4.4
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.3
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	32	23	55

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	28	29	31
	Girls	21	21	21
	Total	49	50	52
Percentage of pupils at NC level 2 or above	School	89 (94)	91 (98)	95 (98)
	National	82 (81)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	28	29
	Girls	21	20	21
	Total	49	48	50
Percentage of pupils at NC level 2 or above	School	89 (96)	87 (98)	91 (92)
	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	17	27	44

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	15
	Girls	25	22	23
	Total	38	35	38
Percentage of pupils at NC level 4 or above	School	86 (84)	80 (80)	86 (84)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	13
	Girls	24	23	23
	Total	36	36	36
Percentage of pupils at NC level 4 or above	School	82 (86)	82 (82)	82 (82)
	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	
Black – African heritage	1
Black – other	5
Indian	8
Pakistani	1
Bangladeshi	
Chinese	
White	281
Any other minority ethnic group	4

*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)	14.5
Number of pupils per qualified teacher	24.2
Average class size	29.3

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

Total number of education support staff	3
Total aggregate hours worked per week	67

*FTE means full-time equivalent.*

### ***Exclusions in the last school year***

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

*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	1999
	£
Total income	594,895
Total expenditure	594,895
Expenditure per pupil	1,776
Balance brought forward from previous year	-155
Balance carried forward to next year	-155

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	351
Number of questionnaires returned	128

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	43	8	1	1
My child is making good progress in school.	49	47	4		
Behaviour in the school is good.	40	54	2		3
My child gets the right amount of work to do at home.	33	51	15	1	1
The teaching is good.	57	41	2		
I am kept well informed about how my child is getting on.	38	55	5	2	2
I would feel comfortable about approaching the school with questions or a problem.	42	49	9		
The school expects my child to work hard and achieve his or her best.	71	27	1		1
The school works closely with parents.	33	54	9	3	2
The school is well led and managed.	52	44	1		3
The school is helping my child become mature and responsible.	45	52	2		1
The school provides an interesting range of activities outside lessons.	35	42	15	2	6

### Other issues raised by parents

Some parents would like to be informed more about their pupils' progress and their attainment targets. Some parents are not satisfied with the amount of homework the school provides.