

INSPECTION REPORT

THE MEADOWS PRIMARY SCHOOL

Birmingham

LEA area: Birmingham

Unique reference number: 103296

Headteacher: Mr D Cox

Reporting inspector: Ms B Matusiak-Varley
19938

Dates of inspection: 26th – 27th June 2000

Inspection number: 187099

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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
School address:	Bristol Road South Northfield Birmingham
Postcode:	B31 2SW
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr John Silburn
Date of previous inspection:	January 1996

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 8
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	9 - 13
Standards attained in English, mathematics and science	
The quality of teaching and strong teamwork amongst staff	
The leadership and management of the school	
The leadership and management of the language unit	
The vibrant and exciting curriculum resulting in pupils' positive attitudes to learning and good behaviour	
Partnership with parents	
WHAT COULD BE IMPROVED	13 - 14
Standards in information technology	
The quality of written documentation produced	
Areas of the playground	
Extension of the school development plan to cover three years	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	14
PART C: SCHOOL DATA AND INDICATORS	15 - 18

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Meadows Primary School is a very large school situated in the Northfield area of Birmingham, seven miles from the city centre. It has 448 pupils on roll aged four to 11 years, of whom 10 were under the age of five at the time of the inspection. There is a language unit for 18 pupils with speech and language difficulties. These pupils are taught in two classes and timetabled integration is arranged in the mainstream teaching of the school. The percentage of pupils with English as an additional language is 1.5 per cent. This is below the national average, but, as their language skills are good, they are not supported by staff from the Ethnic Minority Travellers Achievement Grant. The percentage of pupils eligible for free school meals, at 12 per cent, is below the national average. The percentage of pupils who have Statements of Special Educational Need, at six per cent, is above the national average, due to the high percentage of pupils with Statements in the language unit. The school is totally committed to full inclusion of these pupils in all aspects of school life. Pupils are taught in single-aged classes by 14 full-time teachers, with the under-fives being taught in two reception classes. Pupils' attainment on entry to the school is average, overall.

HOW GOOD THE SCHOOL IS

This is a very good school which has attained very high standards in all of its undertakings. Standards are high in English, mathematics and science and are in line with expectations in information technology at the end of both key stages. Pupils make very good gains in their learning. Pupils with special educational needs make very good progress in relation to their individual education plans and many attain the required levels at the end of both key stages in the core subjects. The quality of teaching is very good and the use of ongoing assessment is excellent. This results in pupils being very productive in their learning, because they know what they need to do in order to improve. The leadership and management of the school, including the language unit, are very good. The headteacher ensures excellent educational direction and is very ably supported by a knowledgeable and caring deputy. Co-ordinators fulfil their duties very well. The very good ethos, coupled with excellent team spirit, ensures that the school is committed to improving on previous best performance. Due to the high standards that pupils attain in English, mathematics and science, the very good teaching, the very good leadership and management and the very good attitudes that the pupils develop, inspection findings judge the school to be providing good value for money. The many significant strengths of the school far outweigh those areas in need for improvement.

What the school does well

- Standards are high in English, mathematics and science by the ages of seven and 11 and all pupils achieve their full potential.
- The quality of teaching is very good, overall, throughout the school and pupils make very good gains in their learning. The very strong teamwork of all staff is a contributory factor to the very good gains that pupils make in their learning.
- The leadership and management of the headteacher, the deputy and key staff are very good. The headteacher leads the school with dedication and has an excellent grasp of the school's needs.
- The language unit is very well led and managed and provision for pupils with special educational needs, both in the unit and in the mainstream school, is very good.
- The curriculum is vibrant and exciting and meets the needs of all pupils. Assessment procedures are excellent and this results in pupils having very positive attitudes to learning. Their behaviour and personal development are very good.
- Partnership with parents is very good. Parents are very supportive of the school and are true partners in their children's learning.

What could be improved

- Standards in information technology in relation to the control and modelling aspect of the Programme of Study could be higher at the end of Key Stage 2.
- The governing body could further improve the quality of written documentation produced.
- Areas of the playground need resurfacing.
- The school development plan could be improved by extending it into a three-year period as evidenced by the good plans produced for literacy, numeracy and information technology.

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 very good improvement since the previous inspection in 1996. It has effectively raised standards in the core subjects of English, mathematics and science, in design and technology in both key stages and in art at the end of Key Stage 1. The overall quality of teaching has improved from sound to very good, assessment procedures are now excellent and are linked to planning the next stages of pupils' work. Higher attaining pupils are, generally, effectively challenged. The school has made very good progress in developing the role of subject co-ordinators. The very good improvement since the previous inspection is attributable to the very good leadership and management of the school by the headteacher. The school's capacity for improvement is very good.

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	C	D	B	B	well above average A above average B average C below average D well below average E
Mathematics	C	C	B	B	
Science	C	C	B	B	

The 1999 test results show that standards at the age of 11 have improved on previous years' results. Inspection findings show that standards are continually improving and are high in English, mathematics and science. There has been a significant improvement in standards of reading, writing and mathematics at the end of Key Stage 1, especially in comparison with the previous year's performance. A contributory factor to the previous year's under-achievement in writing and mathematics at the end of Key Stage 1 was due to the high percentage of pupils with special educational needs who took the test. Language unit pupils at Year 2 and Year 6 influence the school's SATs results. This year, due to the very good target setting in 1999, standards have risen considerably in writing and mathematics and are now high. The school has set challenging targets for 2001 which it is well placed to achieve. Pupils with special educational needs attain high standards at the end of both key stages in relation to their prior attainment. Pupils who are higher attainers are effectively challenged and these pupils achieve high standards in English, mathematics and science. Standards in literacy, numeracy and experimental and investigative science are high at the end of both key stages. Standards in information technology are in line with national expectations, but could be higher in control and modelling at the end of Key Stage 2. Children who are under five exceed the Desirable Learning Outcomes in all areas of learning and make good progress, because they are very well taught.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very keen to learn. They are eager to please their teachers and they carry out their work independently.
Behaviour, in and out of classrooms	Very good. The school is a very orderly community and pupils are very well behaved.
Personal development and relationships	Very good. The school provides very good opportunities for pupils to become independent learners and relationships throughout the school are very good.
Attendance	Good. Pupils like coming to school. They arrive punctually and time is used very well. Lessons start punctually.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Very good	Very good

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

The quality of teaching is very good, overall. Seven per cent is excellent, 52 per cent is very good, 30 per cent is good and 11 per cent is satisfactory. No unsatisfactory teaching was seen during the week of the inspection. Scrutiny of pupils' work reveals that they are very productive in the amount of work that they are asked to complete by their teachers. Teachers' marking is very good, pupils are told what they need to do in order to improve. Teachers have very good subject knowledge when it comes to teaching the basic skills of literacy and numeracy. Teachers have high expectations of their pupils and ensure that all pupils are effectively challenged. Staff work very well as a team and are committed to raising standards. The teaching of pupils with special educational needs is very good because all staff give clear instructions and know their pupils' needs well. Support staff are effectively used to support these pupils in their learning. The headteacher and his deputy regularly monitor the quality of teaching and learning and this has been a contributory factor to the improvement in pupils' achievements in Key Stage 1. The teaching of the under-fives is very good in all areas of learning. The deputy headteacher supports teachers throughout the school and she is an effective classroom practitioner and leads by example. The very good quality of teaching has a direct effect on the very good gains that pupils make in their learning. Pupils make very good gains in learning in English, because they are aware of their targets. They know what they need to do in order to improve, because teachers' marking is thorough, rigorous and gives pointers for improvement.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is vibrant, broad, balanced and relevant to the needs of the pupils. The curriculum for the under-fives is very good. There is a good balance between formal activities and learning through purposeful play.
Provision for pupils with special educational needs	Very good. All pupils are very well cared for and the pupils in the language unit are fully integrated in all aspects of school life.
Provision for pupils with English as an additional language	Very good. These pupils have very good language skills which enable them to fully access the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Spiritual, moral, social and cultural development is very good. The school makes full use of educational trips and outings and ensures that all pupils have aesthetic experiences, by involving a full range of visiting theatre groups.
How well the school cares for its pupils	Good. Procedures for child protection are satisfactory. Monitoring of pupils' academic and personal performance is very good. Assessment procedures and their effective use are a strength of the school.

Relationships with parents are very good. Parents are seen as true partners in their children's learning and are involved in all aspects of school life. Parents are made to feel very welcome in the school and are regularly informed of curriculum coverage and the progress that their children make. Generally, the school cares very well for its pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has excellent educational direction for the school. He is very dedicated to the whole school community. All key staff fulfil their duties very well, especially the deputy headteacher. The leadership and management of the language unit are very good.
How well the governors fulfil their responsibilities	Good. The governing body is caring and dedicated, but further improvement is needed in the quality of the documentation produced and of the school development plan.
The school's evaluation of its performance	Excellent. The headteacher and senior staff have ensured that appropriate targets are identified for future development, this has been especially successful in the raising of standards in writing and mathematics in Key Stage 1.
The strategic use of resources	Very good. Resources and support staff are used very well and the principles of best value are employed appropriately.

The leadership and management of the school are very effective in ensuring that appropriate priorities for development are identified, so that the school can continue improving on previous best performance. The headteacher is very involved in the life of the school. He supports staff, insists on providing the best quality of education for the pupils and is aware of what steps the school needs to take in order to improve further.

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 headteacher and all staff are approachable.• Pupils are happy in school.• The school offers an exciting curriculum.• Parents are made to feel welcome in the school.	<ul style="list-style-type: none">• Reading books are not always changed regularly.• A significant number of parents suggested that further extra-curricular activities should be provided.

The inspection team agrees with parents' positive views and finds that reading is taught very well throughout the school. Children's books are changed regularly. No evidence was found that children did not take their books home on a regular basis and inspectors wish to reassure parents that standards in reading are high throughout the school. The provision for extra-curricular activities is good and they are well attended. Staff give up their time freely to enable pupils to participate in a good range of extra-curricular activities.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are high in English, mathematics and science by the ages of seven and 11 and all pupils achieve their full potential

1. The school has been very successful in raising standards in reading and writing by the age of seven and has raised standards successfully in English, mathematics and science by the age of 11. Inspection findings show that, by the time they leave school, pupils are well prepared for their next stage of education. Over the past four years, the trend in the school's National Curriculum points for all core subjects was broadly in line with the national trend.
2. The reason that pupils achieve such high standards is because there is a high commitment of all staff to improve on pupils' previous best performance; team spirit is excellent and all staff are very supportive of one another; assessments are used very well in planning the next stage of pupils' learning; the quality of teaching is very good; co-ordinators perform their duties very well; excellent educational direction is provided by the headteacher; the deputy headteacher effectively supports all staff in teaching and learning; the school analyses its assessment data very well and, subsequently, takes appropriate action to remedy areas for improvement.
3. The school has implemented the National Literacy and Numeracy Strategies very successfully and this is helping to ensure that pupils have a very good grasp of basic skills. Very good opportunities are provided throughout the school for speaking and listening and this has a positive effect on pupils' emerging vocabulary. For example, in collective worship, pupils confidently answer questions and share their views in front of the whole school. In both key stages, standards in reading are high and pupils use a full range of reading skills to work out difficult words and pupils read with fluency, good expression and obvious enjoyment. The school supports pupils' emergent literacy skills by finding many opportunities for pupils to use and extend their literacy skills in different subjects. For example, in an excellent Year 6 history lesson, pupils were asked to offer their opinions on democracy from a variety of different perspectives. In all lessons seen, teachers provided very good opportunities for pupils to listen, discuss and learn from others' work and to use new subject-specific words learnt whilst carrying out their activities. In numeracy, the school has placed appropriate emphasis on improving pupils' mental agility. This has had a very positive effect on pupils' ability in both key stages to solve problems. Teachers have very secure subject knowledge and this, together with well-planned lessons, helps pupils to recognise and understand that there may well be different, but correct, ways of solving the same problem.
4. In science, by the end of both key stages, pupils attain high standards, because they are taught subject-specific skills of observation, hypothesis, experimentation and prediction very well. This results in pupils in both key stages being able to write up detailed and accurate experiments, such as the conditions required for plants to grow, the various stages of pollination and the effects of exercise on the body.
5. The school provides a very secure learning environment in which pupils learn very well. This starts in the early years, where firm foundations are laid in developing effective learning habits. Basic skills are taught very well and a love of learning is encouraged. Pupils develop good independent skills and these are progressively encouraged and built upon throughout the school. Pupils from the language unit, those with special educational needs and those with English as an additional language, make very good gains in their learning and achieve their full potential.
6. The school constantly seeks ways to help all pupils to realise their true potential. The results of tests and assessments are carefully analysed to highlight areas of strength and those areas where pupils' achievement could be improved. For example, the school is seeking ways of increasing the proportion of pupils who attain the higher Level 3 and Level 5 at the end of the two key stages. The school has set itself challenging performance targets for the future, based on pupils' prior attainment and is on line to achieve them.

The quality of teaching is very good throughout the school and pupils make very good gains in their learning. The very strong teamwork of all staff is a contributory factor to the very good gains that pupils make in their learning.

7. The good quality of teaching has a strong impact on pupils' learning. Since the previous inspection, the quality of teaching has improved and, during the week of inspection, no unsatisfactory teaching was seen.
8. Teachers plan very well and set clear learning objectives for their pupils to follow. Teaching is founded on the very good relationships which have been established between staff and pupils. The opinions of pupils are respected and valued and, as a result, the quality of interaction between pupils and teachers in lessons is high, contributing significantly to pupils' knowledge and understanding. A positive feature of teaching is the high expectations which teachers have for what pupils can do. This is especially the case for pupils with special educational needs or English as an additional language. Teachers expect that all pupils will give of their best. They use good quality resources and pupils rise to the challenges set for them well and try their best. This has a positive effect upon pupils' rate of progress. Teachers teach the basic skills of literacy and numeracy very well and this results in good gains in both phonic and computational skills. Teachers expect and achieve very good behaviour from pupils.
9. A common strength in the teaching in this school is the way that support staff and teachers work together. Staff have a very clear view of what they expect pupils to learn and, by sharing the planning together, assessing pupils' progress and understanding, they help to ensure that pupils are provided with activities which build well on their prior level of attainment. This has a particularly good effect on the progress of pupils with special educational needs towards achieving their agreed targets. Teachers plan their lessons very thoroughly. Work is supported well by the use of regular homework which consolidates pupils' learning and allows parents to take an active part in their child's education. Teachers use time well in lessons. At the end of lessons, they bring pupils together to assess their progress, to consolidate learning and prepare them for future activities. This helps pupils to assess their own progress and begin to identify areas where they need to focus to improve their level of attainment. This is further supported by the very good use of personal targets in English.
10. Teachers have a clear idea of how long they wish to spend on different parts of lessons, for example, introductions to lessons are clear and lessons proceed at a brisk pace, thereby keeping pupils' attention and ensuring high levels of motivation. Teachers create a positive climate for learning. They show, by their example, that learning is enjoyable. They choose and use resources effectively to support pupils' learning and use praise appropriately. They also make it quite clear when they feel that insufficient work has been completed. Pupils respond to this by working hard and completing good quantities of work.
11. Pupils are enthusiastic and totally involved in tasks and this contributes to the good working atmosphere in classrooms. In numeracy lessons, pupils are challenged to explain how they arrive at answers and, with appropriate intervention, teachers help pupils to extend their thinking and knowledge. In a science lesson in Year 5, pupils were asked to dissect an iris in order to identify the various parts of the flower. They were given very detailed worksheets to complete in order to explain the functions of a stamen and sepal. All pupils made very good gains in their learning because the teacher gave very good explanations by using detailed diagrams and very good resources and this kept all pupils on task.
12. The headteacher has been very successful in ensuring that the staff are united and are operating as a high performing team. The staff in the language unit, support staff, visiting specialists from other agencies and mainstream school staff, communicate effectively and openly and ask one another for help when they need it. This openness and willingness to share expertise with one another, contribute significantly to the very good gains that pupils make in their learning because staff discuss with one another what systems work effectively in the classroom. For example, the literacy and numeracy co-ordinators are very supportive to staff and offer ideas on the most effective ways of teaching basic skills. The expertise of the speech therapists is used well in developing speaking and listening activities and support staff are well

informed of what needs to be undertaken when certain pupils are under-achieving. This early identification of under-achievement, brought about by the excellent assessment procedures, is a contributory factor to the very good gains that pupils make in their learning, because support is offered straight away. This was seen in literacy lessons, where pupils were given specific targets they had to achieve in order to move on to the next stage in learning.

The leadership and management of the headteacher and key staff are very good. The headteacher leads the school with dedication and has an excellent grasp of the school's needs

13. The headteacher, deputy headteacher and key staff work very well together. They have a shared vision and are committed to high standards. The school has a strong ethos based upon very good teamwork and full commitment to the inclusion of all pupils. It provides a very good environment where pupils' personal development is supported. This ethos is shared by all who work in the school and helps to ensure that all directives given by the headteacher in an attempt to raise standards are followed. Staff and pupils treat each other with respect and work together to achieve their best. This, together with the school's recognition of the importance of high academic standards, provides a very good learning environment for pupils to develop, grow and achieve their full potential.
14. The headteacher, deputy headteacher and subject co-ordinators carefully monitor the quality of teaching, learning and standards throughout the school. They do this by using a wide variety of formal and informal techniques. The quality of pupils' learning is evaluated through regular classroom observations and a careful analysis of pupils' completed work. The school uses information gained from monitoring and evaluating the quality of teaching and learning very well. The headteacher has a firm belief in the importance of professional development for staff and views this as an important factor in continuing to provide a very good quality of education and further improving standards. The school has a systematic strategy for performance and management based upon the careful analysis of the staff's needs and in ensuring that the school development plan is effectively implemented.
15. The headteacher has an excellent grasp of the school's developmental areas and he communicates these clearly to governors, staff, parents and pupils. The firm commitment to high standards and the belief that all pupils should be given the best possible opportunities to achieve their full potential are the firm foundations which underpin all aspects of the school's work and are clearly stated in all the school's documentation. The governing body is fully involved in the life of the school. Governors are well aware of the needs of the school and make a full and active contribution due to their high levels of personal and professional expertise. Relationships between the headteacher and governing body are mutually respectful and sincere. Governors are proactive and keep themselves very well informed about what is going on in the school. They account well to the parents of pupils at the school and are very supportive of all school initiatives.
16. Good financial management helps to ensure that developments are suitably supported and specific grants are used well. The work of the school is well supported by the efficient administrative staff.

The language unit is very well managed and provision for pupils with special educational needs both in the unit and in mainstream school is very good

17. The language unit is very well managed and led by the teacher in charge. Provision for pupils with special educational needs, both in the language unit and in the mainstream school, is very good. Pupils make very good progress towards their targets, both in standardised tests and in other areas of the school's curriculum.
18. There are 18 pupils in the language unit and their special educational needs affect their ability to understand language and emotion and communicate. Several pupils have a degree of autism and additional medical problems that make it difficult for them to learn. Pupils are admitted from the southern half of the city and occasionally beyond, usually from reception classes and nursery units in other schools.

19. Teaching is very good. It is based on very thorough assessment of complex learning difficulties and lessons are delivered with rigour and sensitivity. Acute observations enable pupils to make maximum progress, despite their variable comprehension, attention and health. Lessons are delivered in sequence and build on previous skills and knowledge, so that pupils are able to follow the curriculum. In Key Stage 2, some pupils are disapplied from following the curriculum because of the severity of their language difficulties and they follow carefully prepared programmes to meet their needs. Teachers, special needs support assistants, speech therapists and other professionals, work together very effectively to ensure that what pupils are taught is relevant to their needs and at a suitable degree of difficulty. The detailed planning carried out by special educational needs support staff with mainstream staff enables pupils to be well prepared for mainstream lessons so that they can benefit from working in class with other pupils of the same age. Access to the curriculum is good. All staff demand the best pupils can achieve.
20. Assessment of pupils' work is excellent and is very well used to monitor progress and indicate needs. Parents are closely involved in their children's work, progress and welfare at school and relationships between home and school are excellent, because of the accessibility of the staff and the high quality of their knowledge. Resources are very good and very well used. The teacher in charge of the language unit ensures that work is highly co-ordinated so that best use is made of high staffing levels, speech therapy and support from other agencies and available equipment.

The curriculum is vibrant, and exciting and meets the needs of all pupils. Assessment procedures are excellent and this results in pupils having very positive attitudes to learning and their behaviour and personal development are very good.

21. Lessons seen are highly relevant to the needs of all pupils. Activities are carefully planned to sustain pupils' good concentration and interest. Very good opportunities are provided for pupils to work alone or collaboratively in small groups. In a Year 6 class, pupils working in threes enacted a poem based upon the T S Eliot poem 'Macavity' and clearly identified the words the poet used to develop feline characteristics. The curriculum is broad and balanced and enriched with a full range of visits to the Black Country Museum, the Science Museum, nature farms, concerts and theatres. The school places a great deal of importance on providing visits from local artists to enrich the curriculum. For example, Year 3 pupils took part in a drama workshop relating to extending pupils' language skills through a performance of 'Little Red Riding Hood'.
22. Pupils learn that money cannot replace family bondings and, having to choose between living with a wealthy countess and their poor mother, wrote: "Dear Countess, I am very sorry I didn't come to live with you but I'd rather stay with my mum because I love her very much." Pupils visit Minehead and develop their knowledge of the countryside. They exchange letters with pupils from a school in Somerset and they have recently been on a school trip to the Millenium Dome in London. History is brought alive by pupils' participation in a Viking workshop where actors skilfully present pupils with the hard life endured by Vikings many years ago. Pupils take part in a good range of extra-curricular activities. The headteacher and staff contribute successfully to these after-school sessions. Both the youngest and oldest pupils have the opportunity to participate in very effective induction programmes to ease transition into the various stages of education. Provision for pupils' spiritual, moral, social and cultural development is very good and pupils are taught that spiritual values and beliefs can enable them to achieve great things, such as ensuring racial harmony, as evidenced by the work of Martin Luther King, Ghandi and Nelson Mandela. All staff provide very effective role models for their pupils and give up their time freely to ensure that pupils get a lively, vibrant and fully enriched curriculum. Assessment procedures are excellent, they are very detailed, are undertaken at regular intervals and any weaknesses in pupils' attainment are quickly picked up and rectified. Very good use is made of all assessment data and since 1999 teachers' assessments have improved in accuracy.
23. The school places a high emphasis on pupils' personal development. Pupils are encouraged to take responsibility for their own learning, they choose their own resources for learning and when they finish their task they purposefully occupy themselves with extension activities

provided by the teachers. The school is a very harmonious community based on trusting and respectful relationships where everyone is valued. Behaviour throughout the school is very good and procedures for encouraging good behaviour are well known by pupils. Pupils are proud of their good work. In very successfully striving to achieve high quality relationships, the school remains a very friendly and supportive community with a caring family atmosphere extended to the wider community, for example, in the support the pupils give to a full range of charities. Pupils want to succeed in their work, they are effectively encouraged by all staff to develop into responsible and empathetic citizens, as evidenced by pupils' participation in the Children's Parliament.

The school's partnership with parents is very good. Parents are very supportive of the school and are true partners in their children's learning

24. Parents are well informed of their children's progress and regular sessions are held at school to inform parents of recent curriculum developments, such as the teaching of literacy and numeracy. Staff value parental input, such as ensuring that homework is done on a regular basis and this has a positive effect on the very good rates of pupils' progress. Parents' consultation meetings are very well attended and parents are very appreciative of the availability of staff to discuss any particular problems that might occur. Parents have been instrumental in raising money for resources and play equipment and this is having a positive effect on pupils' developing social skills. For example, the interesting and stimulating outdoor play equipment that has been purchased with parental fund-raising, is contributing positively to pupils' speaking and listening skills, social development and collaborative play. The majority of parents hear their children read regularly. They are regular helpers in the classrooms and this contributes to the development of pupils' speaking and listening skills.
25. Parents are very pleased with the school and the quality of education that it provides. Many parents commented favourably about the commitment shown by the staff. Parents are very appreciative of the good discipline, the leadership of the headteacher and the caring values that the school consistently teaches their children. They think that all teachers treat their children fairly and they support the charities that the school contributes to. Parents enjoy coming into school to help out in classrooms and assemblies and appreciate the merit system for good behaviour and good work. The school provides a significant number of out-of-school activities and parents are particularly supportive in relation to fund-raising for resources. They contributed most generously to the very attractive outdoor play equipment.
26. Parents welcome the home/school contract and view themselves as true partners in their children's learning. Parents think that the school provides a good quality education for their children.

WHAT COULD BE IMPROVED

Standards in information technology in relation to the control and modelling aspect of the Programme of Study could be higher by the age of 11.

27. Although standards in information technology, by the end of both key stages, are broadly in line with the level expected, they could be higher, especially in control and modelling at the end of Key Stage 2. This is because, until recently, there has been limited hardware and a few teachers have lacked confidence in the subject. However, the school has begun to improve the situation. New computers have been bought and the newly developed information technology suite is providing good access to computers for all pupils. Teachers' subject knowledge and confidence are improving through carefully focused professional development opportunities. The school is aware of what needs to be improved and has an effective development plan which takes account of the National Grid for Learning initiative and recognises the need for increased software and professional development of staff.

The governing body must further improve on the quality of written documentation produced

28. The governing body fulfils all of its statutory duties well, but the quality of documentation,

especially the minuting of meetings, could be further improved. It is difficult to detect from the minutes the processes that underpin decision-making.

Areas of the playground need resurfacing

29. Whilst the playground is well equipped for pupils' play, the surface of the tarmac is uneven and is beginning to crack. This is a health and safety issue and, if not addressed promptly, will cause accidents.

The school development plan could be improved by extending it into a three-year period as evidenced by the good plans produced for literacy, numeracy and information technology

30. The school has an appropriate one-year school development plan which identifies the correct priorities for raising standards. However, whilst future developments are identified, they are not incorporated into a longer development plan. This restricts the overall, long-term strategic planning of the school and it is unclear as to which aspects are to be extended and developed and which are to be simply maintained. Whilst it is not impacting negatively on standards, it is an area which could be easily put right due to the experience and expertise of the governing body.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

31. The governing body, headteacher and staff should work together to:

- a) Further raise standards in information technology in Key Stage 2 by:

- ensuring that further emphasis is placed upon the control and modelling aspect of the information technology Programme of Study. This has, however, been identified in the school development plan.

(paragraph 27)

- b) Improve the quality of written documentation of governors' meetings by:

- ensuring that minutes are not too succinct;
- including details as to how decisions were arrived at;
- ensuring that action points are supported by identification of who is responsible for carrying them out.

(paragraph 28)

- c) Seek ways to resurface the playground in order to make it safer for the pupils.

(paragraph 29)

- d) Improve the quality of the school development plan by extending it from a one-year to a three-year strategic overview, as illustrated in the good examples of literacy, numeracy and information technology, by clearly identifying priorities for development alongside aspects for maintenance.

(paragraph 30)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

27

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

9

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	52	30	11	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)	448
Number of full-time pupils eligible for free school meals	51

FTE means full-time equivalent.

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	26
Number of pupils on the school's special educational needs register	70

English as an additional language

No of pupils

Number of pupils with English as an additional language	7
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.6
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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	30	37	67

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	20	23
	Girls	32	33	31
	Total	57	53	54
Percentage of pupils at NC level 2 or above	School	85	79	81
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	24	25
	Girls	34	31	33
	Total	56	55	58
Percentage of pupils at NC level 2 or above	School	84	82	87
	National	82 (81)	86 (85)	87 (86)

Figures in parentheses refer to the year before the latest reporting year

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	35	41	76

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	24	28
	Girls	37	30	37
	Total	62	54	65
Percentage of pupils at NC level 4 or above	School	82	71	86
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	29	32
	Girls	38	34	39
	Total	60	63	71
Percentage of pupils at NC level 4 or above	School	79	83	93
	National	68 (65)	69 (65)	75 (72)

Figures in parentheses refer to the year before the latest reporting year

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	2
Black – other	1
Indian	4
Pakistani	2
Bangladeshi	0
Chinese	0
White	416
Any other minority ethnic group	21

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)	20
Number of pupils per qualified teacher	21.1
Average class size	27.8

Education support staff: YR – Y6

Total number of education support staff	14
Total aggregate hours worked per week	198

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	982,435
Total expenditure	980,947
Expenditure per pupil	2,192
Balance brought forward from previous year	10,716
Balance carried forward to next year	12,204

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	350
Number of questionnaires returned	100

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	36	5	2	1
My child is making good progress in school.	57	39	4	0	0
Behaviour in the school is good.	49	51	1	0	0
My child gets the right amount of work to do at home.	31	56	9	3	0
The teaching is good.	57	40	2	1	1
I am kept well informed about how my child is getting on.	36	54	8	1	0
I would feel comfortable about approaching the school with questions or a problem.	61	33	5	0	1
The school expects my child to work hard and achieve his or her best.	67	31	1	0	1
The school works closely with parents.	34	57	7	0	1
The school is well led and managed.	52	44	2	0	1
The school is helping my child become mature and responsible.	52	41	3	0	3
The school provides an interesting range of activities outside lessons.	28	35	21	6	10