

# INSPECTION REPORT

## **ALDERLEY EDGE PRIMARY SCHOOL**

Alderley Edge

LEA area: Cheshire

Unique reference number: 111008

Headteacher: Mrs M J Rowlands

Reporting inspector: Miss M A Warner  
17288

Dates of inspection: 17<sup>th</sup> – 19<sup>th</sup> January 2000

Inspection number: 188277

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
School address:	Church Lane Alderley Edge Cheshire
Postcode:	SK9 7UZ
Telephone number:	(01625) 582213
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Appropriate authority:	The governing body
Name of chair of governors:	Ms T Taylor
Date of previous inspection:	June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Alderley Edge School is about the same size as other primary schools nationally. There are 228 pupils on roll, 31 of whom were under five at the time of the inspection. The percentage of pupils eligible for free school meals (3.63 per cent) is below the national average. The percentage of pupils who have English as an additional language (1.7 per cent) is higher than in most schools. Two per cent of pupils come from minority ethnic backgrounds. Standards on entry are well above average.

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

Alderley Edge Community Primary school is a very effective school. It achieves very high standards, through very good teaching, and an excellent, broadly based curriculum for all its pupils. Very strong leadership provides a caring, supportive learning environment. The school provides very good value for money.

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

- Standards are well above the national average, overall, at the end of Key Stage 2. They are very high in science. Pupils write exceptionally well for a range of purposes.
- Provision for higher attaining pupils is very good and for lower attaining pupils is excellent.
- The quality of teaching is good in 84 per cent of lessons and very good in almost half the lessons. There is no unsatisfactory teaching.
- The school is managed very well at all levels. There is monitoring for school improvement through individual target setting and the use of baseline assessment. The school makes excellent use of value added data as a sound basis for analysis.
- The school's provision for an appropriate statutory curriculum is excellent. The quality and range is very good. For example, information and communications technology is now a strength. There is a school orchestra in which the majority of Key Stage 2 pupils play and perform to a very good, and a substantial number to a high, standard.
- The pupils like school and their behaviour is very good. The school's procedures for monitoring and supporting pupils' personal development are excellent.
- Parents are very involved in the work of the school and the effectiveness of these links and their impact on standards is very good.

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

- Provision for higher attaining pupils in mathematics in Key Stage 2, to raise it from the present above average standards, to the well above average and high standards in English and science.
- The length of time given to parents, particularly 'working' parents, to discuss their child's progress at parents' meetings.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

- Performance in all core subjects has improved in Key Stage 2 in 1999, particularly in mathematics at Level 4, and in science where 42 per cent of pupils gained Level 5.
- The school makes excellent use of value added data as a sound basis for analysis.
- The assessment and recording systems are now excellent and help teachers plan lessons and build on previous learning.
- Individual target setting and the use of baseline assessment is very good.
- The school either uses the Qualifications and Curriculum Authority's guidelines or their own schemes of work. Policies and schemes of work are, therefore, now in place for all subjects.
- Provision for information and communication technology has improved and is now very good and fully integrated with all subjects.
- Provision for individual professional development. The school is now aiming to achieve

'Investors in People' status.

- The play area and provision have been improved. There is now sufficient outdoor equipment in a designated, supervised area.

## STANDARDS

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

Performance in:	Compared with				Key
	All schools			Similar schools	
	1997	1998	1999	1999	
English	A	A*	A	B	Well above average A Above average B
Mathematics	C	A*	B	C	Average C Below average D
Science	A	A*	A*	A	Well below average E

Attainment on entry to Key Stage 1 is above average.

Standards in the Key Stage 1 National Curriculum tests in 1999 were considerably lower, particularly in reading and mathematics, than in the previous two years when they were graded A. In that year there was a larger than average number of pupils with special educational needs and three lower attaining pupils had recently joined the school. Standards in mathematics and reading, in the same cohort, are now well above average because of extra teaching provided in a 'catch up' group. In mathematics even the lower attainers now reach average standards.

Standards in English and science have been well above the national average for the last three years. In 1998 they were in the highest 5 per cent nationally in English and science. Standards in science have continually been improving and these high standards were maintained in 1999.

Standards in mathematics fluctuated over the last three years, reaching the top 5 per cent in 1998 from in line with the national average in 1997. Standards were above the national average in 1999. Overall they have improved.

Based on standards over the last four years the trend in the school's average National Curriculum points score for all core subjects was broadly in line with the national trend.

Pupils achieve in line with similar schools in mathematics, above in English and well above in science.

Standards in religious education are above average.

Particular strengths are the under-fives, English, mathematics, science, information and communications technology, history and music.

The school exceeded its targets in English, mathematics and science in 1999.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes in lessons are generally very good. For example, they work well in groups, enjoy being 'in role' in history, are enthusiastic in learning about such places as India in geography and listen attentively in music. They take a pride in the presentation of their work and have very positive attitudes to working with information and communications technology.
Behaviour, in and out of classrooms	Behaviour in and around school is very good. Behaviour in literacy lessons is excellent. Pupils are attentive and concentrate throughout lessons. The limited supervision of the dinner hall, however, sometimes results in more noise than is conducive to social interaction.
Personal development and relationships	Relationships are very good. Pupils are given opportunities to take responsibility and set personal targets. Teachers show respect for the pupils. Good contributions are made to the under-five's personal development when they work in small groups to plan, investigate and discuss experiments and prediction. Teachers expect pupils to carry out independent research, for example in art, using a wide range of resources. Several pupils are given jobs in class and about the school, know exactly what to do and carry out their responsibilities in an orderly fashion.
Attendance	Good, but there is concern about holidays taken in term time by pupils, particularly in Year 6, who, therefore, miss important parts of the curriculum.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen overall	Very 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 quality of teaching is satisfactory in 100 per cent of lessons, it is good in 84 per cent and very good in 45 per cent of lessons. There is no unsatisfactory teaching.

Teaching of English is very good and of mathematics is good.

Strengths of teaching are the crisp starts to lessons planned with clear objectives; good subject knowledge; well differentiated activities for pupils of different ages and attainments; well-rounded lessons with good use made of the plenary sessions and good questioning to test recall, correct errors and check understanding. Lessons build well on previous learning and points are developed well within lessons. Pupils are given good opportunities for research. Role-play is used well to teach history.

Weaknesses in teaching are low expectations of higher attaining pupils in mathematics in Key Stage 2 and lack of differentiated activities in physical education.

There is very good teaching of the Literacy Strategy, which has a significant impact on pupils' learning. The Numeracy Strategy is in place and the teaching of it is good.

## OTHER ASPECTS OF THE SCHOOL



<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Very good in all key stages. The school provides a very broad and well-balanced curriculum. The school has ensured that the full range of National Curriculum opportunities has continued, whilst new initiatives have been introduced. Information and communications technology now covers the whole curriculum. There is also a good range of extra-curricular activities and a residential Activities Holiday for Year 6 pupils.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is excellent as is their quality of learning. Targets are set which are appropriate and enable pupils to have an individual education. Pupils move between the stages of the special needs register when progress is made.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The daily collective worship is very well planned and is enhanced by the playing of the school orchestra once a week. Religious education and assemblies make strong contributions to pupils' moral and spiritual development. Assemblies also promote a good understanding of unity of mankind regardless of race, religion or colour. Good opportunities for group discussion promote pupils' social development well.
How well the school cares for its pupils	Very good. The pupils are well cared for and "Circle Time" is used in all age groups to facilitate children's concerns on bullying, relationships and work.

## **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	The school is managed very well at all levels. The headteacher's clear educational direction for the school is excellent and the leadership of the headteacher, deputy head and co-ordinators is very good.
How well the governors fulfil their responsibilities	Governors are very knowledgeable and very involved in the work of the school. Their understanding of the school's strengths and weaknesses is excellent. They take part in monitoring pupils' attainment and are aware of the details of target setting. They provide professional expertise with financial matters and act as a critical friend to the school.
The school's evaluation of its performance	The school makes excellent use of value added data to improve standards. There is monitoring for school improvement through individual target setting and the use of baseline assessment. Specific school improvement plans are actively used. For example, standards in Year 3 have improved since the 1999 National Curriculum tests because of the school's evaluation of its performance and the changes made in provision as a result of these findings. The action taken to meet the school's targets is excellent.
The strategic use of resources	There is an efficiency policy, which includes a best value for money strategy. The strategic use of resources is very good: the budget is carefully focused on costed needs over a two-year period and specific grants are earmarked and carefully used. There has been a tight carry-forward over three years. The Parent Teacher Association contributes a vital part to the finances of 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>• All those who returned the questionnaires agree that the school is well managed.</li> <li>• Their children like school.</li> <li>• Teaching is good.</li> <li>• The school helps their children to become mature and responsible.</li> <li>• The school expects their children to work hard and achieve his or her best.</li> </ul>	<ul style="list-style-type: none"> <li>• They feel that parents' evenings are too rushed.</li> <li>• They are concerned, with regard to safety, about the play area near to the car park and open gates.</li> <li>• There are sometimes ineffective communications with parents.</li> <li>• The school tends to coach for the National Curriculum tests rather than push the more able harder.</li> <li>• Standards of marking, especially homework, is poor; for example, spellings are not corrected.</li> <li>• There is a lack of multi-cultural links.</li> <li>• Parents are concerned that the needs of pupils in mixed aged classes may not be met.</li> <li>• A few parents comment that there are a limited ranges of activities outside lessons.</li> </ul>

Inspectors agree with the parents' positive comments.

- The school was unaware that parents felt that parents' evenings were too rushed and will address this concern.
- Playtimes are well supervised and those on duty are aware and well briefed.
- The school communicates very well with parents.
- Higher attainers are provided with suitably challenging work in almost all lessons. Extra support is given before the National Curriculum tests are taken.
- The standard of marking is very good and teachers make constructive comments in pupils' homework books. Spellings are corrected.
- The school is aware that multi-cultural links are not strong and plans have been made to improve these, through links with a school in Preston.
- The needs of pupils in mixed aged classes are very well met and older pupils in with younger peers perform at the same level as those of the same age with older peers.
- The school provides a good range of extra-curricular activities which include such clubs as orienteering, chess, gymnastics and cross-stitch.

## **PART B: COMMENTARY**

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

**Standards are well above the national average, overall, at the end of Key Stage 2. They are very high in science. Pupils write exceptionally well for a range of purposes.**

1. Reception children reach well above average standards with good support. The large majority are working to National Curriculum outcomes before their fifth birthday. Year 1 pupils reach well above average standards in reading and writing, with the lowest attainers able to read and write a sentence. Standards in reading in the 1999 National Curriculum tests were below the national average, but these pupils are now reaching well above average standards because of extra teaching provided in a 'catch-up' group. Writing at the end of Year 2 is above the national average in English, with pupils able to use inverted commas with confidence. In mathematics, the same cohort of pupils reached average standards in the 1999 National Curriculum tests. They are now reaching well above average standards. The present Years 1 and 2 are reaching above average standards in lessons, with gifted high attainers making outstanding contributions in Year 2. The pace of learning is good and involvement high. In Year 1, higher attaining pupils are able to complete a grid independently, quickly and competently, showing different attributes of solid shapes. Lower attainers draw objects that are similar to mathematical shapes, such as a tin of tomatoes and a ball. In Year 2, pupils use mathematical vocabulary very well to explain why a shape is irregular. In the National Curriculum tests in science, below average standards were reached, but those pupils are now reaching well above average standards. For example, when studying magnetism, knowledgeable higher attainers are able to work independently at their chosen research task. Well above average standards are also being reached by the present Year 2 class, for example, when pupils learn about the way everyday materials change when heated or cooled. They work with confidence, are able to discuss the changing shape of, for example, chocolate, butter and ice and predict what will happen when the process is reversed. Very good progress is evident, since September in Year 2, in all subjects. Standards in Year 3 are now well above the national average in reading, mathematics and science and pupils are performing in line with similar schools.
2. Standards at the end of Key Stage 2, in English and science have been well above the national average for the last three years. In 1998 they were in the highest 5 per cent nationally in English and science. Standards in science have been improving continually and these high standards were maintained in 1999. Standards in mathematics improved over the last three years, reaching the top 5 per cent in 1998, from in line with the national average in 1997. Standards were above the national average in 1999.
3. In Year 6, pupils write exceptionally well for a wide range of purposes in clear, fluent and complex sentences. Standards in mathematics are above the national average, overall, although there is little investigative work. Higher attainers, however, do not reach the higher standards expected of them in mathematics at the end of Key Stage 2. In science, good use is made of scientific language and pupils are excited by the tasks set, rising to the challenge of solving problems. They clearly understand the fair test principle and work at a high level.
4. Control technology has improved, particularly in Key Stage 2, and pupils are very competent, discussing ideas as they work, as to which would be the best choices to make in a given situation.
5. Standards in religious education by the end of Key Stage 2 are above average, with pupils writing with maturity on a range of topics. Standards found at the last inspection in foundation subjects have been maintained.

**Provision for higher attaining pupils is very good and for lower attaining pupils is excellent.**

6. In English, higher attainers read sensitively, with great expression and ability. In mathematics, higher attainers in Year 3 extend their learning by adding centimetres and millimetres to decimal places, in addition to effectively using metres and centimetres. Pupils are given differentiated tasks in science, with the higher attainers working more independently, posing their own questions and finding out answers to them.
7. Lower attainers usually read confidently. They are supported well with extra help in numeracy. Progress in quick mental recall of lower attainers at the end of Key Stage 2 is promoted in a small withdrawal group at the start of the numeracy hour. Teachers give specific support and encouragement in art when making beads and pupils make good progress. Computer programs support the pupils with special educational needs well. Pupils work independently and are knowledgeable about how to use the program.
8. Higher attaining pupils in all classes help lower attaining pupils, and those with special educational needs are well supported by a range of adults. The school is well supported by parents and they and support staff work closely with teachers, working with different groups of pupils.
9. In almost all lessons, teachers plan very well for pupils of different attainment and also, in mixed classes, for different year groups. Re-grouping of Years 4 and 5 takes place for many subjects so that these pupils are often taught in their own age group which is very effective.
10. There are a few minor weaknesses in the teaching of mathematics. The plenary session in numeracy lessons is not always as well developed as other parts of the lesson. Standards of higher attainers at the end of Key Stage 2 are lower than expected, because they can not quickly recall number facts when needing to apply them to a mathematical problem. Teachers' expectations of higher attainers are sometimes too low. There are also few opportunities for pupils to apply what they learnt to investigative work in mathematics and higher attainers, in Year 6, have too few opportunities to challenge and encourage one another through partner work.
11. The school has set targets which have been achieved and exceeded in the core subjects and, through work well matched to the attainment of different groups of pupils and the provision of a 'catch-up' group, shows that targets set are high and achievable. Provision for higher attaining pupils is very good, and for lower attainers, through the catch-up groups, is excellent.

**The quality of teaching is good in 84 per cent of lessons and very good in almost half the lessons. There is no unsatisfactory teaching.**

12. There are crisp and sharp starts to lessons. Teachers set clear objectives, for example, 'to understand what a Tale is'. Teachers have good subject knowledge and respond confidently and accurately to pupils' questions. Work is well differentiated for mixed age groups with extension work after the main task.
13. Teaching of literacy at the end of Key Stage 2 is very good and, as a result, very good learning takes place. Pupils are clear about the use of the active and passive voice, can give clear reasons for and against an argument and can analyse texts on a subject such as capital punishment. Learning is also very good, because planning from one lesson to the next ensures very good progress. Literacy hours are 'well-rounded' with the plenary session used, for example, to compare a different text with the one that was studied. Pupils enjoyed searching for the differences. The pace of lessons is sharp and points are developed well throughout the literacy lessons. Teachers continually question pupils to ensure they understand the vocabulary being used in different subjects. Good questioning to test recall, correct errors and check understanding is used.
14. In Year 1, two pupils of different attainment work very successfully with each other in mental mathematics sessions. They discuss answers before giving an answer. In Year 3, a very good pace in mental mathematics sessions helped to stimulate good learning, with the whole class

involved. There is also good learning, because of well-prepared investigations, ably managed in science. In art, work matches pupils' attainment well, with teachers continually discussing and assessing individuals' work and seeking to 'move them on'. Pupils are encouraged to use their own ideas in researching designs. All individual work on computers is monitored well through the use of individual floppy discs. Pupils, staff and the headteacher role play and bring history to life when they enact a scene from a Victorian household or learn about Roman times. Pupils reach a very good standard of musical appreciation in Year 2 when they listen to and discuss music, such as Peter and the Wolf. Their interest and concentration are very good.

15. The school's main focus recently has been on provision for the high attaining pupils. It has analysed provision for the more able, and for the target group, Year 3, and has analysed targets and support in Year 6. Teachers keep portfolios for all pupils which are creative, varied and a valuable record of achievement and assessment. The standard of marking in the school is very good, with teachers regularly making long, constructive comments on pupils' work. Homework is set appropriately and also marked well.
16. Resources are used well, especially in history where role play and a good range of resources often enhance the curriculum. Resources are also used particularly well in science investigations. They are used to a lesser extent in mathematics for investigative work, although there are good examples of them being used in Year 1 when studying solids. Information and communication technology is now used well across the curriculum.
17. Sufficiently high standards are not always expected of the higher attaining pupils in mathematics in Year 6. Teaching in physical education, in the reception class, does not take account of the different skills of pupils. Tasks are seldom differentiated for these younger pupils who are under-five.

**The school is managed very well at all levels. There is monitoring for school improvement through individual target setting and the use of baseline assessment. The school makes excellent use of value added data as a sound basis for analysis.**

18. The leadership and management of the headteacher, deputy head and co-ordinators is very good. The clear educational direction for the school is excellent. The deputy head has the specific role of tracking individual pupils' progress, which he does very effectively. Governors are very knowledgeable and very involved in the work of the school. Their understanding of the school's strengths and weaknesses is excellent. They take part in monitoring pupils' levels of attainment and are aware of the details of target setting for pupils and the school. They provide professional expertise with financial matters and act as a critical friend to the school.
19. The school makes excellent use of value added data as a sound basis for analysis, which it then uses to allocate resources and plan provision in order to raise standards further. There is monitoring for school improvement through individual target setting and the use of baseline assessment. Specific school improvement plans are effectively used. For example, standards in Year 3 have improved since the 1999 National Curriculum tests because of the school's evaluation of its performance and the changes made in the provision provided as a result of these findings. The action taken to meet the school's targets is excellent.
20. There is an efficiency policy, which includes a best value for money strategy. The extent to which the principles of best value are applied is excellent. The strategic use of resources is very good: the budget is carefully focused on costed needs over a two-year period and specific grants are earmarked and carefully used. There has been a tight carry-forward over three years. The Parent Teacher Association contributes a vital part to the finances of the school. The school development plan is detailed, but is not as sharp as it could be due to the way it is presented.
21. Information and communications technology, which was a weakness in the last inspection report, is competently managed. A skills assessment of staff has been carried out, useful courses have been attended and in-school training provided to enable staff in the school to implement the National Curriculum successfully.

22. New staff find the school welcoming and are well supported by the headteacher and colleagues. The school has a well planned programme of staff meetings which makes induction easy, because the agenda is published for teachers in advance and new teachers find their questions answered.
23. The adequacy of accommodation is satisfactory. The school has limited space, but what it has it uses very well. Library space is more limited than at the last inspection because extra classroom space has been needed, due to an increase in the number of roll. The playground area, with supervised climbing equipment, is an improvement since the last inspection. The development of a very well managed environmental area is a strength of the outside resources.
24. The governors and staff have a shared commitment to improve and the capacity to succeed. Both are excellent.

**The school's provision for an appropriate statutory curriculum is excellent. The quality and range is very good. For example, information and communications technology is now a strength. There is a school orchestra in which the majority of Key Stage 2 pupils play and perform to a very good, and a substantial number to a high, standard.**

25. The school's provision for an appropriate statutory curriculum is excellent in that the full range of the National Curriculum has been maintained. The school provides a very broad and very well-balanced curriculum in all key stages. Appropriate emphasis is given to the core subjects. Information and communications technology covers the whole curriculum and is now a strength. Religious education is taught well, often as a cross-curricular subject. Very good use is made of cross-curricular teaching, for example, in history and science when pupils study different cleaning materials used today and in Victorian times. History is taught very well, with role-play making a strong contribution to the subject. Music is a strength of the curriculum. There is a school orchestra in which the majority of Key Stage 2 pupils play and perform to a very good standard and a substantial number to a high standard. Pupils' musical appreciation is very good.
26. There is a good range of extra-curricular activities which includes such clubs as orienteering, chess, gymnastics and cross stitch. A residential Activities Holiday is organised for Year 6.
27. Provision for pupils' spiritual and cultural development is good and for their moral and social development is very good.
28. Parents are very involved in the work of the school and the effectiveness of these links and their impact on standards is very good. The quality of information provided for parents is also very good.

**The pupils like school and their behaviour is very good. The school's procedures for monitoring and supporting pupils' personal development are excellent.**

29. Pupils are very positive about the school and believe that the school cares for them very well. This is confirmed by the school's procedures for monitoring and supporting pupils' personal development which are excellent. These include procedures for child protection and target setting and reward systems for improvement in behaviour and work.
30. Attitudes in lessons are generally very good. Teachers ensure that any sign of 'boredom' is addressed quickly. Pupils are enthusiastic in learning. For example, when learning about India, they are able to discuss major cities and climate and make some comparisons with the United Kingdom. Pupils' attitudes to information and communications technology are very good. Children under-five work well in small groups, older pupils carry out independent research confidently and pupils across the school carry out responsibilities in a mature way.
31. Behaviour in and around school is very good. Pupils are polite, articulate and mature. They converse well with adults. Behaviour in class is very good, with pupils continuously offering their view and answers, particularly in plenary sessions. Behaviour in literacy lessons is excellent. Pupils are attentive and concentrate throughout the lessons.

32. Pupils' behaviour is seldom checked in the dining room, although supervision is sufficient, and this sometimes results in more noise than is conducive to social interaction with those at the same table.

**Parents are very involved in the work of the school and the effectiveness of these links and their impact on standards is very good.**

33. Parents are very involved in the work of the school, both in classes and through the Parent Teacher Associate, which raises large amounts of money which are used well to supplement the learning resources of the school. Parents' contribution to lessons is very good, providing pupils with additional opportunities to work in small groups with an adult. Parents often bring a high degree of expertise with them.
34. Parents are involved actively in their child's work at home, as is evident through pupils' homework diaries.
35. The school's links with parents are effectively used to enhance standards. Parents are very pleased with the standards.

### **WHAT COULD BE IMPROVED**

**Provision for higher attaining pupils in mathematics in Key Stage 2, to raise it from the present above average standards, to the well above average and high standards in English and science.**

36. The school has identified that it needs to develop investigative skills in mathematics in Key Stage 2. It is also aware that pupils' mental agility needs to be sharpened, so that pupils can work more quickly. This is particularly noticeable in Year 6 where pupils have not developed, over the key stage, the quick recall of number facts. This slows down their ability to solve mathematical problems. There are already signs of considerable improvement, however, in Years 3 and 5. The school also needs to raise the expectation of teachers for higher attaining pupils in Year 6 in mathematics, endeavouring to help them reach levels of attainment similar to those they achieve in English and science.

**The length of time given to parents, particularly 'working' parents, to discuss their child's progress at parents' meetings.**

37. Some parents feel that parents' evenings are rushed and they do not have adequate time to discuss their child's progress. This applies particularly to parents who, because they work full time, are unable to speak to teachers informally at the start or end of the day. Whilst they recognise that teachers are willing to respond to specific requests for a meeting, they would prefer to have longer at meetings already planned.

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

The school, governors and staff should:

- endeavour to raise the above average standards of the higher attaining pupils in mathematics in Key Stage 2, to bring them up to the level of those attained in English and science, by:
  - raising teachers' expectations;
  - sharpening the mental agility of the pupils;
  - providing more opportunities for investigative work (paragraph 36);
- review its provision for parents' evenings to ensure that parents, particularly those working during the day, are given time to discuss the attainment and progress of their children sufficiently (paragraph 37).



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

33

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

28+readers

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	39	36	15	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

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	228
Number of full-time pupils eligible for free school meals	13
<b>Special educational needs</b>	YR– Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	37
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	3
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	15

### Attendance

#### Authorised absence

	%
School data	4.6
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
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	16	9	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	13	15
	Girls	7	8	8
	Total	19	21	23
Percentage of pupils at NC level 2 or above	School	76 (98)	84 (97)	92 (97)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	15	1
	Girls	7	8	7
	Total	20	23	21
Percentage of pupils at NC level 2 or above	School	80 (97)	92 (97)	84 (97)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	7	12	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	6	7
	Girls	11	11	12
	Total	18	17	19
Percentage of pupils at NC level 4 or above	School	95 (97)	89 (92)	100 (92)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	5	7
	Girls	11	11	12
	Total	17	16	19
Percentage of pupils at NC level 4 or above	School	89 (96)	84 (92)	100 (88)
	National	68 (64)	69 (64)	75 (70)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	197
Any other minority ethnic group	4

*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: Y R – Y6**

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	27.8
Average class size	24.6

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

Total number of education support staff	2
Total aggregate hours worked per week	49

### ***Financial information***

Financial year	1999
	£
Total income	337,748
Total expenditure	334,394
Expenditure per pupil	1,520
Balance brought forward from previous year	391
Balance carried forward to next year	3,745

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	228
Number of questionnaires returned	80

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	31	1	0	1
My child is making good progress in school.	54	40	6	0	0
Behaviour in the school is good.	46	51	0	1	1
My child gets the right amount of work to do at home.	38	48	9	0	5
The teaching is good.	59	40	1	0	0
I am kept well informed about how my child is getting on.	30	56	13	1	0
I would feel comfortable about approaching the school with questions or a problem.	68	24	5	3	0
The school expects my child to work hard and achieve his or her best.	65	31	4	0	0
The school works closely with parents.	39	48	11	0	0
The school is well led and managed.	71	29	0	0	0
The school is helping my child become mature and responsible.	43	56	1	0	0
The school provides an interesting range of activities outside lessons.	33	26	15	1	23

[As not all questions were answered by parents numbers will not necessarily total 100]

### Other issues raised by parents

- Feel that parents' evenings are too rushed.
- Concerned about play area near car park and open gate, with regard to safety.
- Ineffective communications with parents sometimes.
- School tends to coach for SATs rather than push the more able harder.
- Standards of marking, especially homework, is poor eg spellings not corrected.
- Lack of multi-cultural links.

12 questionnaires had written comments on them.  
18 parents attended the parents' meeting.