

INSPECTION REPORT

LONGFORD PRIMARY SCHOOL

Cannock

LEA area: Staffordshire

Unique reference number: 124074

Acting Headteacher: Mrs Clare Robertson

Reporting inspector: Mr David Cann
20009

Dates of inspection: 5th – 6th June 2000

Inspection number: 188981

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 - 11

Gender of pupils: Mixed

School address: Ascot Drive
Cannock
Staffordshire

Postcode: WS11 1PD

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Appropriate authority: The governing body

Name of chair of governors: Mrs J Moorfield

Date of previous inspection: 9th – 12th July 1996

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REPORT CONTENTS

Page

PART A: SUMMARY OF THE REPORT

6

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

By the age of 11 pupils have made good progress and have a good command of English and a very good knowledge of mathematics and science.

The acting headteacher provides very good leadership and works closely with staff to improve teaching and learning throughout the school.

The quality of teaching is good, with particularly strong teaching at Key Stage 2.

Children receive a good start to their schooling in the pre-reception and reception classes where teaching is well organised and consistently good.

Pupils develop very good attitudes to learning and behave well. They receive clear guidance on moral and social issues, which helps to develop good relationships throughout the school.

WHAT COULD BE IMPROVED

15

Pupils' attainment in mathematics at Key Stage 1, which is below average

The identification and monitoring of pupils with special educational needs.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

16

PART C: SCHOOL DATA AND INDICATORS

17

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Longford Primary School is a school for pupils aged four to 11 years of age with 387 pupils (171 boys and 216 girls). Pupils live in the immediate area and are drawn from a wide range of socio-economic backgrounds. Their attainment on entry is slightly below average. Currently 37 pupils (12 per cent) are eligible for free school meals, which is in line with the national average. The number of pupils on the special educational needs register is well below average at five per cent but the number with statements is broadly average at one and half per cent. There are no pupils for whom English is a second language.

HOW GOOD THE SCHOOL IS

Longford Primary School is a good school. Children receive a good start to their education and by the age of 11 they reach standards in English, mathematics and science which are above those expected nationally. Under the very good leadership of the acting headteacher members of staff work well as a team to create a supportive and stimulating environment in which pupils flourish. The school provides good value for money.

What the school does well

- By the age of 11 pupils have made good progress and have a good command of English and a very good knowledge of mathematics and science.
- The acting headteacher provides very good leadership and works closely with staff to improve teaching and learning throughout the school.
- The quality of teaching is good, with particularly strong teaching at Key Stage 2.
- Children receive a good start to their schooling in the pre-reception and reception classes where teaching is well organised and consistently good.
- Pupils develop very positive attitudes to learning and behave well. They receive clear guidance on moral and social issues, which helps to develop good relationships throughout the school.

What could be improved

- Pupils' attainment in mathematics at Key Stage 1 which is below average.
- The identification and monitoring of pupils with special educational needs.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 1996 when there were no significant weaknesses reported. It has successfully addressed all the key issues noted but an increase in the number of pupils on roll and new personnel have required it to make a number of other changes which it is managing well. The school has greatly improved the teaching and resources available for information and communication technology and pupils are developing their skills well. It has continued to develop policies and schemes of work for all subjects of the National Curriculum and has improved pupils' awareness of life in a multi-cultural society. The school is very good at evaluating its strengths and weakness and plans its future developments well.

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	A	B	D	E
Mathematics	A	A	A	A
Science	A*	A	A	A*

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

In tests and assessments at Key Stage 2 in 1999 pupils attained standards which were below average in English but well above average in mathematics and science. In comparison with pupils in similar schools attainment was well below average in English, above average in mathematics and among the top five per cent in science. The teaching of writing has been effectively improved and current pupils attain levels which are above those expected in English and well above those expected in mathematics and science. Children make good progress in reception and by the age of five many attain levels which are above expectations in their personal and social development and in their language and number skills. By the age of seven pupils attain levels in English and science which are in line with those expected nationally but in mathematics attainment is below expectations and their progress slow.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils take a pride in the school and feel secure.
Behaviour, in and out of classrooms	Very good both in class and at play-times.
Personal development and relationships	Relationships between pupils and with staff are excellent. Pupils develop a mature approach to their studies and are supportive of one another.
Attendance	Satisfactory.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
27 Lessons seen overall	Good	Satisfactory	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 good with seven out of ten lessons judged to be good or better. The teaching of children under five is consistently good. For pupils aged five to seven years teaching is satisfactory, three out of ten lessons were good, six were satisfactory and one was unsatisfactory. For pupils aged seven to eleven years nearly a quarter of lessons were very good or excellent and very nearly all the rest were good. Throughout the school lessons are carefully planned and teachers are good at sharing with pupils what they want them to do and how they expect them to behave. The teaching of literacy is sound at Key Stage 1 and often exciting at Key Stage 2. In numeracy teaching at Key Stage 1 sometimes lacks pace and challenge while at Key Stage 2 the lessons develop pupils' thinking well and promote high attainment.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good. It is stimulating and has good links between subjects which makes learning relevant to pupils' lives and interests.
Provision for pupils with special educational needs	Pupils on the special educational needs register are supported effectively but not all pupils with needs are identified and given focused support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall, with particularly good guidance on moral and social issues.
How well the school cares for its pupils	The school has good arrangements for monitoring pupils' welfare and their personal and academic development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good leadership from the acting headteacher ensures that the school maintains its commitment to improving standards. Management structures are good but require redefinition when new personnel are in post.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities satisfactory, keep themselves well informed about school developments and support the school well.
The school's evaluation of its performance	The school is good at analysing its performance and identifying areas for development.
The strategic use of resources	The school makes good use of staffing and other resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Seventeen parents attended a meeting prior to the inspection and 43 questionnaires (12 per cent of those distributed) were received.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Children make good progress and are expected to work hard. • Behaviour is good and children are helped to become mature and responsible. • Teaching is good. • They feel comfortable about approaching the school with questions or problems. 	<ul style="list-style-type: none"> • More information about how their children are getting on.

Parents are generally well pleased with the school's provision for their child's education. A few parents expressed concern about the school's communication on the progress of their child. Inspectors considered annual reports to be satisfactory although they do not specify targets for improvement. The school is aware of the concerns raised and has plans to improve its communication with parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the age of 11 pupils have made good progress and have a good command of English and a very good knowledge of mathematics and science

1. In tests and assessments at Key Stage 2 in 1999 pupils attained standards which were below average in English but well above average in mathematics and science. In comparison with schools where there are pupils with a similar number of free school meals attainment was well below average in English, but well above average in mathematics and in the top five per cent in science. After careful analysis of these results the school has reviewed its teaching of writing, held training and discussions on improving methods and increased the amount of time allocated to writing. This has been effective in raising the quality of pupils' writing at both key stages and pupils are expected to exceed the targets which the school has set. By the age of 11 current pupils attain levels which are above those expected in English and well above those expected in mathematics and science. Their attainment in information and communication technology is in line with expectations for pupils of this age. In religious education pupils' attainment meets the expectations of the locally agreed syllabus. Over the last four years pupils' attainment in English has been above the national average, in mathematics it has been well above average and in science it has been very high.
2. Pupils' achievements are good in Key Stage 2 and satisfactory in Key Stage 1. Progress in learning across Key Stage 2 is at least good in all the core subjects. Higher attaining pupils progress well and the number attaining the higher Level 5 in tests and assessments is well above the national average. Pupils with special educational needs make satisfactory gains in their knowledge. At Key Stage 1 pupils make sound progress in English and science but their progress is not satisfactory in mathematics.
3. Pupils' skills in speaking and listening are good at both key stages. They are keen to suggest their ideas and discuss their work. Teachers lead discussions very well and encourage pupils to develop their use of vocabulary and explain themselves with confidence. In studying poetry teachers are good at prompting pupils to look closely at the text and explain the mood which the author is trying to create. In an example of excellent questioning a teacher clearly outlined the particular elements she wanted pupils to observe before reading a poem with the class. Pupils made perceptive comments on how the poem was constructed. In a lesson on Hindu worship pupils were very interested in the incense, lantern and seashell which the teacher showed them and made lively and relevant suggestions as to their symbolism. The teacher encouraged pupils to use technical terms precisely and develop their understanding of how there are similarities between the acts of worship of different faiths. The scheme of work for religious education provides very good guidance on the opportunities for discussing pupils' understanding and their own beliefs.
4. Attainment is above average in reading at key Stage 2. Pupils use a wide range of texts both in English and for research in subjects like religious education, history and geography. Pupils discuss texts with insight, understand a wide range of vocabulary and appreciate how language is structured. They make good use of the Internet and library to obtain information. There is well organised and effective support for weaker readers using the additional literacy strategy. Attainment is average at Key Stage 1, pupils' skills are satisfactorily developed but the home-school reading link is not consistently well organised. In some classes there is a valuable exchange of information between school and parents through the reading diaries. Pupils are encouraged to write their own book reviews and discuss those which they have enjoyed. In other classes reading diaries are not checked on a weekly basis with the result that books are not changed frequently enough. Teachers maintain comprehensive records of the books which pupils read on the reading scheme. However, they do not always accurately identify the problems of weaker readers and link these into setting targets for improvement.
5. Current Year 6 pupils are achieving higher standards than last year's pupils. In connection with their study of World War II Year 3 pupils have listened to the personal reminiscences of an evacuee and have written moving and well expressed postcards imagining their own experiences.

In Year 4 pupils write alliterative poems confidently using dictionaries and thesauruses to extend and check their vocabulary. In creative writing pupils organise their ideas well by following a template that encourages them to reflect on different aspects of building a character such as appearance, personality and hobbies, as well as choosing an appropriate name and age. In Year 5 pupils compose a letter about traffic problems near the school. Having discussed these as a class pupils write their own letters using complex sentences to express their ideas and solutions. By the time pupils reach Year 6 they appreciate how language is used for a wide variety of different purposes. They use computers to write eye-catching and persuasive brochures on environmental issues like litter and keeping the school tidy. They change the language and content of a narrative poem in order to compose a newspaper article. Imaginative and well planned teaching promotes a high level of attainment and pupils progress very well.

6. By the age of 11 pupils are attaining levels in mathematics which are well above national expectations. Pupils' attainment at Key Stage 1 is below national expectations and pupils make exceptional progress across Key Stage 2. Teachers expect pupils to achieve high standards and are particularly good at challenging their thinking in mental activities. They encourage pupils to make correct use of technical vocabulary to discuss and compare their methods of working. Pupils are good at understanding the patterns they find and explaining their thinking. In a Year 4 lesson on addition and subtraction many pupils saw the relationship between processes without prompting from the teacher. They were able to check the accuracy of their work by themselves and make the necessary corrections. Year 6 pupils were successful in devising their own instructions on how to draw a circle using computer software. Pupils have a satisfactory experience of investigative work and are learning to make very good use of information and communication technology to handle and present data graphically.
7. Standards of attainment have improved in science since the last inspection and are well above national expectations by the end of Key Stage 2. Pupils attain levels which are broadly in line with expectations at Key Stage 1. At both key stages teachers enrich the curriculum and their teaching by augmenting school resources with materials they make at home. In Year 2 teachers excite pupils' interest by involving them in matching the parents and young of real animals. Year 4 pupils have very good opportunities to use their imaginations, as in making parachutes. Pupils in Year 6 enjoy consistently good teaching with plenty of emphasis on the discussion of problems and ideas. Although pupils reach satisfactory levels in practical activities like measuring, the school recognises the need to improve resources and has allocated money to buy better equipment.
8. Pupils' attainment in information and communication technology is in line with national expectations at both key stages. The school has significantly improved the resources and teaching of the subject since the last inspection. Pupils' progress through the school is good and is likely to improve as they gain greater experience of using the new suite. All pupils now have sufficient time to develop first hand competence. They use the Internet confidently for research and print well designed and illustrated brochures. Year 6 pupils make very good gains in their mathematical knowledge using computers to draw angles and circles. However, pupils are not always given opportunities to develop their skills in Key Stage 1 as when Year 2 pupils produced good work on healthy diets which included bar charts which were not computer generated. The subject is well managed and teachers' knowledge has been successfully extended by whole school and individual training sessions. The school has adopted new guidelines for teaching and facilities are well used.
9. Pupils attain a broad knowledge of religious education following a well planned programme of study. Teachers make very good use of artefacts, visits and visitors to extend pupils' understanding of moral issues as well as the celebrations of Christian and other faiths.

The acting headteacher provides very good leadership and works closely with staff to improve teaching and learning throughout the school

10. The school benefits from the energetic leadership of the acting headteacher who gives it a clear sense of direction. She works closely with staff and is particularly successful in encouraging an open and professional dialogue on ways to improve standards. She has been very active in evaluating teaching and learning in the school and through discussion and training staff are exchanging and extending good practice very effectively. The school accurately analyses its

strengths and weaknesses and has set up clear programmes in order to raise pupils' attainment further.

11. The school has clear aims and values which permeate its work. Members of staff are committed to promoting high attainment and this is reflected in the good progress pupils make through the school. The very good relationships in the school and the positive attitudes of pupils testify to the strong moral and social guidance which teachers give and which is much appreciated by parents. Nonetheless, the school is well aware of the areas in need of development. All members of staff have contributed to drawing up the current school development plan and agreeing priorities. Targets and time-scales are well defined and in individual action plans the responsibilities of subject co-ordinators are clearly detailed. The school sets ambitious targets for itself but improvements in the past year indicate that these are workable and appropriate.
12. The monitoring of teaching has been very effective although this has been carried out mainly by the deputy headteacher (now acting headteacher) which has placed a heavy responsibility on one person. The feedback to teachers and subsequent discussions have been very successful in encouraging frank and objective evaluations of methods and techniques. The consistency of approaches and the good quality of teaching reflects the effectiveness of this programme. The school has made good use of the monitoring programme to establish individual targets for staff which is providing the basis for establishing a programme for performance management. Training needs are well identified and are linked to both individual and school priorities. Currently, senior staff are following a course in subject leadership which aims to strengthen curriculum co-ordination in the school and increase individual skills. This includes training in lesson observation and will extend the influence of subject leaders and the exchange of good practice with the intention of reducing the burden on the headteacher and deputy.
13. Over the last three years the school has increased in size by nearly 50 per cent. The school has been successful in implementing many necessary changes but has postponed the reorganisation of senior management responsibilities until the new headteacher is in post. It has identified the need to redefine roles such as that of the senior management team and the special educational needs co-ordinator. The quality of management by key staff is good. The responsibilities for subject co-ordination are well distributed and are being effectively developed, although temporary changes have been necessary to release the acting headteacher. However, areas such as the role of senior managers and the management of assessment lack clarification and an appropriate allocation of non-contact time.
14. The governors fulfil their responsibilities satisfactorily and have a good understanding of the school's strengths and weaknesses. They are active in monitoring the curriculum and finances and are closely involved in agreeing the school development plan which links spending to agreed priorities. Budgets are properly prepared and agreed and day-to-day administration is very efficiently managed. While the school follows good value principles in its use of resources, governors do not regularly establish clear criteria for measuring the effectiveness of spending.

The quality of teaching is good, with particularly strong teaching at Key Stage 2

15. Teachers take a very professional attitude to their work and are good at evaluating the effectiveness of lessons. They closely follow the school's teaching and learning policy which helps to establish consistent good practice. Their management of pupils is sensitive and very effective. They create a business-like and purposeful atmosphere in their classes by stating clearly what they want pupils to do and how they should behave. They share the learning objective with pupils at the beginning of lessons and refer to this to focus learning and progress.
16. Where teaching is very good teachers have a quiet and unhurried manner and yet maintain a clear direction to their lessons and use time well. Teachers have good subject knowledge and plan lessons well. They make exciting use of resources such as well chosen poems in English, Hindu artefacts in religious education and computers in mathematics. They challenge pupils thinking by the use of puzzles or "dilemmas" which pupils enjoy completing as homework. Above all teachers have excellent relationships with their pupils which encourages them to participate and feel valued. Teachers are good at questioning pupils and respond to their contributions with enthusiasm which

raises pupils' self-esteem. The marking of books is of a high standard throughout the school and teachers are good at rewarding pupils' efforts and indicating areas for improvement.

17. Where teaching is less successful this arises out of a lack of sufficient pace and challenge. A lack of preparation meant time was lost in organising resources in a mathematics lesson and ineffective management of pupils' behaviour slowed the pace of learning in an English lesson. Teachers do not always pitch learning at a sufficiently demanding level, as in mathematics teaching at Key Stage 1. Although teachers normally prepare different activities for different groups of pupils, additional work is often more examples of the same activity rather than thought provoking. Nearly all pupils of average and above average ability tackle the same task and do not have enough opportunities to investigate and reflect on underlying patterns in number. The texts chosen in English do not always lay sufficient stress on the main learning objective for the lesson. In looking at letter sounds interesting texts distracted pupils rather than focused their attention on the blends being studied.
18. The school has improved its procedures for assessing and recording pupils' progress since the last inspection. Teachers regularly review pupils' development on a half-termly basis and maintain detailed information which is passed on as pupils move from year to year. Teachers are generally good at using learning objectives as a means of measuring how well pupils progress in lessons. However, in checking on pupils' skills in mathematics and reading teachers are sometimes more mechanical than diagnostic. They record what has been done and do not identify areas for improvement to share with pupils. The school plans to introduce target setting for groups of pupils, which will help to identify ways in which they can improve their work.
19. The school provides a good range of learning opportunities for its pupils, motivating them to enjoy lessons. The curriculum is well balanced in Key Stage 2. In Key Stage 1 an over-use of time for language and mathematics limits time available for other parts of the curriculum. Statutory requirements are met for all national curriculum subjects and religious education. However, teaching does not take full account of pupils with special educational needs in that not all those who need them have individual educational plans. Teachers are good at promoting basic skills through literacy, numeracy, information and communication technology and give good opportunities for investigation and first hand enquiry through history. The curriculum is relevant to pupils' lives and teachers make strong links between subject areas. For example, pupils' learning in history and design technology is jointly developed in Year 3 by studying toys and domestic artefacts used in Victorian times. Similarly, in making attractive teapots and Willow Pattern plates pupils in Key Stage 1 understand the importance of design features in embellishing products. Adoption of national schemes of work has improved overall curriculum planning, resulting in good standards of work, evident in the very good displays across the curriculum.
20. The school's involvement in curriculum projects illustrates a commitment to extending pupils' interest. Last year pupils in Key Stage 1 developed skills in bird watching through their involvement in "Eco-society". A number of visitors speak to pupils about aspects of life in the community. Everyone has the chance to participate in the town carnival. The school provides a good range of extra-curricular activities which take place at lunch times and after school. Key Stage 1 pupils are making very good progress in playing recorders and older pupils sing well in the choir and rehearse for a play performance. A significant range of sporting activities involves them in lively competition with other schools and gives them contact with sports men and women in the community. Pupils develop a good understanding of cultures other than their own by learning about the beliefs and ceremonies of Hindus, Muslims and Jews. Links with schools in Europe and the study of communities in India and the Caribbean also help them to appreciate how people live in other parts of the world.

Children receive a good start to their schooling in the pre-reception and reception classes where teaching is well organised and consistently good

21. Pupils enter the school with skills which are below average overall and make good progress in both reception and in pre-reception classes. By the time children are five years of age many attain levels which exceed those expected of them in both language and number work and in their

personal and social development. In all other areas of learning they achieve the nationally expected outcomes¹.

22. Teaching is good in pre-reception and reception and consequently the children learn well and make good progress. Children's learning is very well planned and successfully balanced between directed and free choice activities. Children enjoy sessions on letters, language and number and happily move from one activity to another. Teachers set tasks which are demanding yet appropriate to children's needs. For example, in sorting letters pupils matched lower and upper case letters well. However, when they spelt out their names in lower case they responded well to guidance that they needed capitals at the beginning. Members of staff are good at promoting speaking and listening skills. They question children about their activities and encourage them to use correct phrases and vocabulary in their answers. They organise role play activities well which build on children's learning in language. For example, they retold the story of Goldilocks and the Three Bears very accurately whilst role-playing the parts, dressed as characters. In making porridge they revisited the story and extended their language by discussing the texture of the oats and whether they liked the taste or not.
23. Children's learning of number is good, they are encouraged to use number wherever possible and enjoy recognising patterns in art work and around the school. They maintain their concentration well in number games, counting patterns according to the number shown on dice. They know how to count up to 10 singly and in pairs and many go beyond. They learn how to measure a spoonful of oats and understand the importance of counting and mixing accurately. Children enjoy number rhymes and repeat them very well from memory. They use expressions such as bigger than and smaller than in describing the three bears.
24. Children's learning in speaking and social development is good. They are keen to talk to adults and have developed confidence in describing what they are doing. In working on models of the three bears children willingly explained how the sizes differed. They work and play together well and share toys and equipment without much dispute. They are well prepared for the move to Key Stage 1 by learning to co-operate with one another in play activities as well as following routines and taking turns in whole class sessions.
25. Teachers plan a range of well-linked experiences which develop children's skills very effectively across all the required areas of learning. They keep a close check on children's development and maintain accurate records which are well used to plan teaching.. There is good communication between all members of the team in early years and this ensures that each pupil is observed and helped to make appropriate progress. The secure and stimulating atmosphere which the staff creates in the reception classes provides pupils with a positive introduction to more formal schooling.

Pupils develop very good attitudes to learning and behave well. They receive clear guidance on moral and social issues, which helps to develop good relationships throughout the school

26. In nearly all lessons pupils work hard and have high levels of concentration and commitment to their work. Teachers generally maintain quiet and well ordered routines in which pupils settle to work sensibly and quickly. In many instances pupils are encouraged to organise their own resources and materials independently and without fuss. In discussions pupils take turns to speak politely and are keen to contribute their ideas and ask questions. They are good at listening to one another and celebrate other's achievements very supportively. Naturally, there are instances when pupils are not so angelic but this often arises out of pupils' unfamiliarity with what is expected of them or activities which do not hold their interest. Throughout the school pupils are keen to talk about what they are doing and share their ideas with adults. They take a pride in the school and generally behave very well both in lessons and play-time. Lunch-time is well supervised and pupils settle easily and sociably to enjoy their food.

¹ Desirable learning outcomes – these are goals for learning for children by the time they enter compulsory education at the age of five. They mainly refer to literacy, numeracy and personal and social skills. These will be replaced with the Early Learning Goals in September 2000.

27. Members of staff are strongly committed to promoting pupils' awareness of their responsibilities to one another and promote very good relationships. They value pupils' comments and contributions and there is a high level of mutual respect throughout the school. Religious education lessons and assemblies develop pupils' understanding of spirituality very effectively. Key Stage 2 pupils have time to consider the influence of famous characters such as Martin Luther King on the beliefs of others. In Key Stage 1 pupils reflect on their need for senses in appreciating and valuing the world. Assemblies are not always accompanied by music, thus reducing the effect of some valuable messages. Other areas of the curriculum such as a Year 3 history lesson help pupils reflect on the lives of children in World War 2, writing with feeling about events. This very good guidance on moral and social issues helps pupils to be courteous and polite, energetic and keen to participate in a wide range of social events, including residential visits. Good personal and social education is enriched through drama and "Circle Time". Visitors give pupils important information on matters of health and safety. For example, the police support the school's programme of drugs' education and the school nurse is involved in health education for girls. Plans are in place to extend this aspect of the curriculum further by introducing the new requirements for Citizenship. The school has made significant improvements to cultural provision, extending the knowledge and understanding of other countries, cultures and traditions. Visitors with other beliefs enrich religious education lessons, showing pupils customs from around the world, illustrated by very good displays of Hindu art and artefacts in Year 4.

WHAT COULD BE IMPROVED

Pupils' attainment in mathematics at Key Stage 1 which is below average

28. By the age of seven pupils' attainment in mathematics is below expectations. Over the last four years pupils' results in tests have been just below the national average and in 1999 their attainment was below both the national average and that achieved in similar schools. The curriculum is not broad enough. Pupils have a sound knowledge of number bonds and respond well to mental activities. However, their experience of solving problems is limited and they have insufficient opportunities to explore the underlying patterns through investigative work. Teachers' planning is closely linked to the National Numeracy Strategy but is not always well adapted to challenge pupils with above average ability. In work on time in Year 1 many pupils could read the hours accurately at the beginning of the lesson and were not extended by the task, which mainly reinforced this knowledge. The majority quickly understood how to record half past the hour and having completed the work-sheet were given free-choice activities which did not progress their learning of time. Teachers maintain a good overview of pupils' progress but do not always give them clear indications of how they are doing in lessons and set appropriate targets to help them improve. In half the lessons observed the pace of learning was not brisk enough to challenge the thinking of higher attainers and there were few open-ended activities to extend their learning. Although mental arithmetic sessions are generally well managed, pupils do not always have enough time to discuss and compare their methods. Computers were available but were not seen in use and resources were not always well prepared. The school has identified the need to complete the implementation of the numeracy strategy as part of their development programme.

The identification and monitoring of pupils with special educational needs

29. The number of pupils on the special educational needs register is well below the average number for a school of this size and does not include all those with evident needs. The school has good systems for assessing pupils on entry and maintains a careful check on their progress throughout the school. Several pupils in both key stages receive individual attention and support by teachers and class assistants and yet are not entered on the special educational needs register. As a result, their progress is not scrutinised closely enough nor are they always receiving the most appropriate structured support. The pupils in Key Stage 1 who receive support in a small class are not all included on the register. Teaching is planned which meets most of their needs and they receive a good level of individual attention. However, without detailed assessments of pupils' progress towards individual targets the effectiveness of support cannot be effectively measured.
30. The school has already taken steps to improve the practice and monitoring of pupils with special educational needs and has appointed a new co-ordinator for September 2000. Pupils on the

register are well supported by teachers and staff assigned to them both in class and on an individual basis. Individual educational plans are discussed and agreed with staff, parents and pupils and include objectives which reflect pupils identified needs. However, they do not all set sufficiently detailed short-term goals to motivate pupils and focus the work of support assistants nor do they include targets in mathematics.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

31. In order to improve the good standards in the school the governors, headteacher and staff should:

raise pupils' attainment in mathematics at Key Stage 1 by:

- increasing the pace and challenge of lessons with a view to ensuring that all pupils are stretched;
- monitoring pupils' progress more regularly in order to establish precise areas for improvement for groups and individuals, especially those of above and below average ability;
- increasing opportunities for pupils to investigate number patterns and methods of computation;.

improve the identification and monitoring of pupils with special educational needs by:

- including all pupils on the special educational needs register about whom concerns have been expressed;
- defining precise short-term targets in pupils' individual educational plans to motivate them and guide teachers.

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	18

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
4	11	55	26	4	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)	387
Number of full-time pupils eligible for free school meals	37

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	20

English as an additional language

No of pupils

Number of pupils with English as an additional language	0
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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	21
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence

	%
School data	5.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
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	24	24	48

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	17	19
	Girls	24	23	22
	Total	43	40	41
Percentage of pupils at NC level 2 or above	School	90 (90)	83 (94)	85 (92)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	19	19
	Girls	24	24	24
	Total	43	43	43
Percentage of pupils at NC level 2 or above	School	90 (92)	90 (92)	90 (90)
	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	19	19	38

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	14	18
	Girls	14	17	17
	Total	23	31	35
Percentage of pupils at NC level 4 or above	School	63 (74)	82 (81)	92 (87)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	18
	Girls	18	18	18
	Total	29	31	36
Percentage of pupils at NC level 4 or above	School	76 (81)	86 (87)	100 (90)
	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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	387
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	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)	14.3
Number of pupils per qualified teacher	24
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	14
Total aggregate hours worked per week	97

FTE means full-time equivalent.

Financial information

Financial year	1999-2000
	£
Total income	578,599
Total expenditure	584,059
Expenditure per pupil	1,542
Balance brought forward from previous year	31,550
Balance carried forward to next year	26,090

Results of the survey of parents and carers

Questionnaire return rate 11.6%

Number of questionnaires sent out	369
Number of questionnaires returned	43

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	24	5	0	0
My child is making good progress in school.	60	38	0	0	2
Behaviour in the school is good.	45	55	0	0	0
My child gets the right amount of work to do at home.	41	47	8	2	2
The teaching is good.	62	36	0	0	2
I am kept well informed about how my child is getting on.	33	46	14	7	0
I would feel comfortable about approaching the school with questions or a problem.	63	28	5	2	2
The school expects my child to work hard and achieve his or her best.	64	31	5	0	0
The school works closely with parents.	30	56	9	5	0
The school is well led and managed.	38	56	2	2	2
The school is helping my child become mature and responsible.	48	50	2	0	0
The school provides an interesting range of activities outside lessons.	35	37	12	2	14