

INSPECTION REPORT

BROADOAK PRIMARY SCHOOL

Swinton

LEA area: Salford

Unique reference number: 105923

Headteacher: Mr E Connolly

Reporting inspector: Tom Shine
24254

Dates of inspection: 3rd – 5th April 2000

Inspection number: 189804

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INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery, Infant and Junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Fairmount Road Swinton Salford Greater Manchester
Postcode:	M27 OEP
Telephone number:	(0161) 794 2326
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr R Yeo
Date of previous inspection:	25 th September – 1 st October 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a large community primary school with a nursery, for boys and girls aged 3-11. It has 451 full-time pupils and 52 children in the nursery, 12 of whom attend full-time. The gender balance in the school is fairly well balanced. Most children in the nursery are admitted to the school's reception classes, but only if they meet the admission criteria. Most do, whilst a minority go to other schools. When children enter the reception classes, their attainment is above what might be expected nationally. The attainment of pupils on entry to the reception classes this year is well above average. However, this fluctuates and in some years is well above the local authority average, for example the current cohort in reception. The number of pupils with special educational needs is broadly average in relation to the size of the school. Of these, six have statements of special educational needs, which is below average. There are very few pupils from ethnic minorities, or pupils who have English as an additional language.

HOW GOOD THE SCHOOL IS

Broadoak is a good school, achieving very high standards in English and mathematics. Good teaching and the commitment to high achievement of the headteacher and staff, well supported by the governors, enable the school to be well on its way to achieving its mission statement of *Working together to achieve our best*. The school provides good value for money.

What the school does well

- By age eleven, attainment is very high in English and mathematics and is well above average in science.
- Overall, teaching is good, with over one in five lessons being very good or better; high quality questioning contributes to pupils' good progress.
- Pupils' very good attitudes and their behaviour contribute positively to their learning.
- The headteacher and key staff provide good leadership, clearly focused on maintaining high standards and are well supported by the governors.
- Parents' support for the work of the school is very strong.

What could be improved

- There is no consistent style of joined handwriting by the beginning of Key Stage 2.
- There are few opportunities to broaden pupils' awareness of a multi-cultural society, by visits to places of cultural interest including places of worship representing other major faiths.
- Parents of pupils with special educational needs are not fully consulted as soon as the school identifies any initial concern.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in September 1996, the effectiveness of the school's efforts in tackling the action points identified has been good. Many of the issues were related to improving the quality of teaching and these have been successfully addressed. For example, the monitoring and evaluation procedures have been reviewed to focus on teaching and learning. The result is that the quality of teaching is much better than it was in 1996, when 15 per cent was unsatisfactory. In this inspection, there was no unsatisfactory teaching observed. This is partly as a result of a significant turnover of teaching staff since then and the introduction of careful staff selection procedures. The monitoring of teaching by the headteacher and co-ordinators and the support that they give has also had a measurable impact on raising standards of teaching. The effect has been to raise pupils' attainment and learning not only in English, mathematics and science, but also in other subjects such as religious education which was unsatisfactory at the last inspection.

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*	A*	A	B
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

These are very good results indeed and show standards in all three subjects to be well above average. However, they are not quite as high as in the previous two years, when the school's overall performance was in the highest five per cent of schools nationally. In science, they were equally as high in 1999. They show that the school does better than similar schools, especially in mathematics and science. The school attributes the slight dip in the English and mathematics results in 1999 to a generally weaker cohort, containing more pupils with special educational needs (SEN) than in previous years. Evidence from this inspection confirms that at age eleven, pupils' achievements have returned to the very high levels of previous years, being particularly strong in literacy and numeracy.

When children enter the reception classes, their attainment is above average. They make good progress and, by the age of seven, their attainment in reading, writing and mathematics is well above average. However, these very good standards do not quite reflect the outstanding results at the end of Key Stage 1 in 1999. This is because whilst there are fewer pupils with general SEN than in previous years, there are more pupils with greater need. Attainment in religious education has improved and is now satisfactory throughout the school. Information and communication technology is used well in other subjects, such as science. The school's targets are sufficiently challenging and it is well placed to achieve them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very positive. Pupils are responsive and enthusiastic and show interest in their lessons. They enjoy school.
Behaviour, in and out of classrooms	Very good in and around the school. Pupils are very courteous.
Personal development and relationships	Pupils have good relationships with each other and with all members of staff. They are willing to take on responsibility in the daily routines of the school when given the opportunity.
Attendance	Above the national average. There is very little absence.

Pupils' attitudes and behaviour are very positive features contributing to their effective learning.

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	Good

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

Teaching has improved a great deal since the last inspection, when it was satisfactory or better in 85 per cent of lessons and very good or better in only 12 per cent of lessons. In this inspection, in the lessons seen, teaching is satisfactory or better in 100 per cent of lessons, and is very good or better in 22 per cent. Teaching is very good for the under-fives; it was good in the last inspection. It is also good in Key Stage 1, mirroring the position of 1996. It is also good overall, in Key Stage 2, which is a significant improvement from the last inspection, when it was satisfactory in Key Stage 2 overall, but was generally unsatisfactory and sometimes poor in Year 6. The teaching of literacy and numeracy skills, overall, is good. Good or very good teaching was observed in all year groups.

In the best lessons, the teachers' effective questioning fully engages the pupils' attention and challenges them to recall the knowledge and skills they learned in earlier lessons. At the same time, it enables the teacher to assess the pupils' current knowledge and understanding of the subject accurately, ensuring that the lesson planned will be well matched to the needs of all pupils, including those of pupils with special educational needs. When this happens, the expectations of the best teachers are such that pupils of all attainment levels are expected to give of their best. Their response invariably matches the teachers' high expectations. Not all lessons are of this high quality, but there are plenty that are and the school's improved monitoring procedures are set to ensure that teachers not at this standard continue to improve to the level of the best.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school offers a good, broad range of learning opportunities, including extra-curricular activities.
Provision for pupils with special educational needs	This is good. There is early identification and effective support, including support from the local education authority (LEA) and pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, satisfactory. Provision for pupils' moral and social development is good, whilst provision for spiritual and cultural development is sound. There are limited opportunities for pupils to broaden their multi-cultural awareness and enhance their personal development.
How well the school cares for its pupils	The school cares well for its pupils.

The school provides an effective curriculum that fully meets statutory requirements and emphasises well the development of pupils' literacy and numeracy skills. The school does well to provide additional time for pupils to develop their ideas and stories through extended writing and there are many opportunities for pupils to practise their speaking and listening skills. Provision for religious education is satisfactory and has improved since the last inspection; information and communication technology has become more integrated into other areas of the curriculum since the appointment of the present co-ordinator. Provision for pupils' spiritual and cultural development has improved and is now satisfactory, but more opportunities could be provided to develop these areas further. The range and quality of school activities is good. Provision for the under fives is very good, but should be better for physical development when the large outdoor play equipment, identified in the school's development plan, is installed. All staff in the school know their pupils well, and provide a caring environment.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and key staff provide good leadership and effective management in improving standards in teaching and learning. The headteacher knows the strengths and weaknesses of the school very well and has ensured that there is an effective focus on the monitoring of teaching to raise standards.
How well the governors fulfil their responsibilities	Governors fulfil their statutory responsibilities well. They are knowledgeable, well informed, involved in the life of the school and are committed to maintaining good standards.
The school's evaluation of its performance	This is good. The school monitors and evaluates its National Curriculum results well; weaknesses are identified and acted upon effectively.
The strategic use of resources	Good. Resources are used well, including funds for special educational needs and specific grants from the LEA.

The headteacher, key staff and governors provide clear educational direction for the work and development of the school and promote high standards. The school's decisions on spending are linked to educational priorities with the aim of raising standards. It is well on its way to achieving its aim of, *developing each child's full potential in all areas, irrespective of race, creed, ability or gender, through the highest quality of teaching and learning*. The school applies sound principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children like school. They make good progress. Behaviour is good. Teaching is good. The school is approachable. The school has high expectations. It works closely with parents. The school is well managed and led. It helps pupils become mature and responsible. There is a good range of activities outside school. 	<ul style="list-style-type: none"> They are not consulted soon enough when a concern about a child's special educational needs is identified. There is not the right amount of homework.

Inspectors strongly support parents' positive views. At the meeting, some parents said they were not told soon enough when the school identified a concern about their child's special educational needs. The school is reviewing its procedures to meet this criticism. In the questionnaire, a small number of parents were not happy with the amount of homework given. Inspectors found homework to be broadly appropriate for pupils' ages.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By age eleven, attainment is very high in English and mathematics and is well above average in science.

1. Pupils at age eleven achieve standards in the National Curriculum tests in English, mathematics and science that consistently hover within the *high* to *very high* range. In 1999, for example, the results in English and mathematics were high, but not quite as high as in the previous two years when they were in the highest five per cent of schools nationally. In practice, at this level, differences in a large cohort represent the performance of just a few pupils, which the school considered not quite as capable of consistently achieving higher levels as in previous years. In science, on the other hand, the cohort did very well, achieving results in the highest five per cent of schools nationally. This reflects a general tendency towards higher results in science nationally, although not as high as the school's results and the knowledge-based nature of the test. The school believes that the present cohort in Year 6 is stronger than in 1999, overall, and inspection confirms this, finding pupils' attainment in English and mathematics to be very high, reflecting the test results of 1997 and 1998. Attainment in science is well above average, although not quite as high as the recent test results would suggest. This is because of the greater emphasis given to literacy and numeracy, following the recent introduction of the daily mathematics lesson as part of the National Numeracy Strategy and extra time, additional to the Literacy Hour, being given for pupils to practise their extended writing skills.
2. These high standards build upon the above average attainment of children when they enter the reception classes, most of whom have had the benefit of the school's very good nursery provision and the good progress they make throughout Key Stage 1. By the age of seven, inspection finds pupils' attainment in reading, writing and mathematics to be well above average. These judgements are not quite as high as the 1999 results suggest because there is a higher proportion of pupils with special educational needs (SEN) requiring more support than previously.
3. Good teaching provides plenty of opportunities for pupils in all lessons to practise their speaking and listening skills. Teachers emphasise technical vocabulary well. In a science lesson in Year 3, for example, pupils learned that cress needs *light* and *dark* to grow and that when it is *yellow* it looks *unhealthy*. Teachers use questions well to promote learning and to which pupils listen attentively. In a religious education lesson, in Key Stage 1, the class discussed the gifts Jesus left his friends after the crucifixion. The teacher asked: "*Which one of those gifts would you like and why?*" One girl replied, "*I'd like to be able to cook so that I could eat them all*". Such confident responses to many such questions are based on very good relationships between the teacher and her class which underpin good behaviour and engender in the pupils the confidence that their responses will be valued and respected. By age eleven, pupils listen very well in all lessons and are able to explain to the class confidently and clearly the differences between fact and fiction and that report writing is concerned with facts and is distinguished by the language used. Throughout the school, all pupils listen very well in assemblies and are eager to answer questions when asked. Pupils' speaking skills have improved since the last inspection, when it was reported there were insufficient opportunities to practise them and they were undeveloped.
4. There is good emphasis on literacy supporting pupils' learning in other subjects, such as science, religious education and geography. Pupils enjoy reading and, by age seven, their reading skills are well above average and, by age eleven, are very high. These pupils read with fluency and very good expression, portraying the individual characters well in a fiction story by *Conan Doyle*, using good intonation. They read accurately and very confidently words such as, *disappointed*, *congratulations* and *encyclopedia*. Writing is well above average for pupils aged seven. Average attaining pupils generally spell accurately and punctuate correctly, spelling and punctuation being good, overall. Some are beginning to use speech marks correctly and they enjoy using descriptive writing, such as "*The bully screamed with fright*". Higher attaining pupils are very secure in the use of grammatical structure, correct punctuation, speech marks and sentence formation, sequencing their ideas logically and writing at considerable length as in "*One night, while Hazel the owner was asleep, the teddy bear became alive.*" All pupils form their letters correctly but only a small minority joins their letters independently. Throughout Key Stage 2, pupils make good progress in writing and, by age eleven, the overall standard is very high. Pupils of all abilities write

neatly, presenting their work to a high standard. Handwriting is consistently joined and fluent and the standard of spelling is good, overall. Higher and average attaining pupils use paragraphs effectively, containing simple and complex sentences. Their vocabulary choice is imaginative and precise, with examples such as, "*These furry little animals have no wish to be deliberately slaughtered!*" The punctuation of the average attaining pupils is weaker, but still above the national average. The below average pupils are still attaining at levels consistent with what is expected nationally, using vocabulary choices well for effect, as in, "*She had to shade her eyes because of the bright beams of sunlight streaming onto her pillow*".

5. Numeracy is emphasised well and pupils' skills support other areas of the curriculum effectively. Throughout the school, pupils of all attainment levels make good progress. At age seven, pupils' attainment is well above the expected standard. Pupils have a very good grasp of adding and subtracting two digit numbers. Average attaining pupils have similar confidence, but their work is not so well presented. When working with *shape, space and measures*, pupils recognise and use the geometrical features of shapes such as pentagons, hexagons and octagons. Pupils benefit from the daily mathematics lesson and the teachers' quick-fire questioning increases their mental dexterity very effectively. They have good understanding of place value and of odd and even numbers and continue to make good progress. By age eleven, all pupils have a very secure grasp of mathematics in general and numeracy in particular. Evidence from pupils' past work shows a wide range, from work on angles and handling data, to probability; they know the metric equivalents of commonly used Imperial units and convert from one to the other accurately, for example from Celsius to Fahrenheit, and kilometres to miles. Pupils have very good skills in mental mathematics, confidently reciting their 80 times table to 12 and back. Throughout the school, pupils are highly motivated and respond very well to good teaching.
6. In science, pupils achieve standards well above the national average by ages seven and eleven. By age eleven, pupils have a very good understanding of scientific concepts. They are given very good opportunities to practise *experimental and investigative science*. For example, they hypothesise, plan, and carry out tests effectively, using substances such as sugar, rice, iron filings and sand and consolidate and extend their knowledge and understanding of the process of separation, knowing that there are five ways to do this. For example, some pupils request warm water to dissolve sugar because the process will not take so long and they conclude that by making water evaporate out of the sugar solution it will crystallise. Others know that iron filings can be removed using a magnet. Pupils record their experiments accurately and effectively, and are familiar with appropriate scientific vocabulary such as *dissolve, evaporate* and *filtration*.

Overall, teaching is good, with over one in five lessons being very good or better; high quality questioning contributes to pupils' good progress.

7. Teaching has improved significantly since the last inspection when 15 per cent of lessons were unsatisfactory. In this inspection, there were no unsatisfactory lessons observed. The percentage of very good or better teaching is also higher than at the last inspection, 22 per cent, against 12 per cent in 1996. Teaching for the under-fives is very good, overall.
8. The quality of questioning pupils is exceptionally good in most lessons. These questions challenge pupils to think and to recall their previous learning, reflecting the teachers' high expectations and getting the best out of their pupils. For example, in a religious education lesson in Year 4, the class studied the Islamic practice of *Zakah*, the annual contributions to community funds for the poor. The pupils learned that the *Zakah* is a tax, and that the value of money relates to what it can buy. The teacher said: "*I'm going to ask you to think about this statement: the person who gives money away, is richer than the person who keeps it. What do you think?*" The class was very quiet for a moment, while they thought of the meaning. One boy responded: "*I think it means you're richer in your heart*". The pupils' interest was stimulated by these questions which evoked a good response and there followed a lively debate on values which do not place everything on money. When the class teacher asked the class to comment on the Islamic aphorism, *The most valuable possessions in life cannot be bought with money*, a boy, who had quickly learned that there are more important things than material possessions, asks: "*Is it children?*" The teacher's high quality questioning not only enables her to establish the depth of the pupils' understanding, but also enhances their learning by involving them fully in the process.

9. All teachers are committed to high standards for all of their pupils, as is evident from their planning, which includes clear learning goals. They have adopted the National Literacy and Numeracy Strategies enthusiastically and teach literacy and numeracy well. They work very well with nursery and classroom assistants, ensuring that very young children and those who need more support to keep up are well provided for. In the nursery, for example, the staff have high expectations of work and behaviour and these are clear in the way they work well together, planning in great detail to ensure that the needs of this particularly able cohort are fully met. They decide to group the children according to ability for language and literacy; this works well and keeps all attainment groups at full stretch. The children respond to these challenges in a very mature way and are especially responsive in discussions and when listening to stories. Throughout the school, the expectation that pupils will give of their best, is clearly seen in the provision that is made for lower attaining groups and those whose grasp of concepts is less secure, especially those with special educational needs. Under the direction of the class teachers, classroom assistants provide good support, ensuring that these pupils make good progress. All teachers have very good relationships with their pupils, enabling them to manage their classes well.
10. Not all teachers perform to this high standard, but many do and the school's improved monitoring procedures are set to ensure that the less skilful teachers continue to improve to the level of the best.

Pupils' very good attitudes and their behaviour contribute positively to their learning.

11. Part of the school's mission statement declares that it "*actively promotes attitudes of mutual respect and encourages high standards of behaviour and self discipline*". This it achieves in all respects. Pupils respond well to good teaching and enjoy learning. They sustain high levels of concentration and groups receiving additional help enjoy the support. They have very good relationships with adults. In a good mathematics lesson in Key Stage 1, the teacher turned to the computer, only to find it was loaded with the wrong program for these particular lesson objectives. The children showed their respect for her by waiting calmly while the problem was resolved, without any suggestion of taking advantage of the situation.
12. Pupils have a good rapport with their teachers and respond well to being given responsibility, for example when they conduct their own experiments in separating mixtures in Year 6. They often pose their own questions, "*Why did they use Piggy Banks to put money in?*" a girl asked her teacher in an English lesson in Year 4, when studying non-fiction genre. They enjoy being challenged. In an excellent mathematics' lesson in Year 6, the class responded very well to the teacher's high expectations of them. She rattles her quick-fire questions off at such a pace that only their full concentration will do, but they clearly enjoy the challenge and are totally absorbed responding to questions such as; "*I think of a number. I'm going to multiply by 5, then take away 7, then I'll be left with 8. What is the original number?*" Such lively teaching and the pupils' eager response and attitudes create a very stimulating learning environment.
13. Both in the responses to the questionnaire and at the meeting parents reported that they were very pleased with pupils' behaviour. These opinions are well founded. In lessons and in and around the school, behaviour is very good. In the playground, pupils play well together and older pupils who play football do so without disrupting others. In assemblies, pupils enter and leave the hall quietly and in a mature way. There was an outstanding atmosphere in the hall as the headteacher told the story of the good Samaritan, and all pupils listened with the utmost concentration.

The headteacher and key staff provide good leadership, clearly focused on maintaining high standards, and are well supported by the governors.

14. The headteacher and senior staff lead and manage the school well and are clearly committed to achieving high standards in teaching and learning. One of many of the school's aims is, *to continually monitor and evaluate our performance in all aspects of school life in order to achieve the highest standards*. This aim is achieved well in practice. The primary mission statement is writ large throughout the school and it is clear from everything the school does that everyone is *working together to achieve its best*.
15. The headteacher provides very good leadership. His claim that "*we are not complacent*" is genuine. He has a very clear vision and knows the strengths and weaknesses of the school well and is focused on improving standards. This is done effectively by increased monitoring of teaching by the headteacher and the key stage and subject co-ordinators. These produce reports with recommendations, which are acted

upon to promote the raising of standards. This strategy has been very successful as the quality of teaching and learning has improved significantly since the last inspection in 1996. The National Curriculum test results are monitored and evaluated well and any weaknesses are identified and the appropriate action taken. For example, an analysis of recent results in English revealed that more could be done to improve the organisation and structure of a range of writing still further, particularly in Key Stage 2. As a result, additional sessions have been provided on the timetable for extended writing and standards in this aspect are rising still further.

16. The governing body is knowledgeable and effective and has high levels of expertise amongst the group. It has a number of appropriate committees, enabling it to fulfil its statutory responsibilities well. The chair of governors is very supportive of the school, visiting regularly for a weekly meeting with the headteacher and other governors also visit the school regularly. The numeracy and SEN governor, for example, gives of her time voluntarily and is well informed. She is aware that SEN is a relative concept and whilst she would welcome further training in SEN, she would like it to be relevant to the specific circumstances in Broadoak Primary School. This has a lower threshold for admission to the SEN register compared with most other schools in the local education authority. The governing body has full confidence in the headteacher, but is also aware of the expectations of parents and that it is accountable to the parents for the performance of the school; the ultimate aim being to continue to improve and to maintain high standards. The governors are appropriately involved in the development and review of the school management plan and use resources well. In the questionnaire, all parents were pleased with how the school is led and managed.

Parents' support for the work of the school is very strong.

17. Parents are very supportive of and show great interest in the life of the school. This was illustrated, for example, by the large number of parents who attended the meeting before the inspection and who returned the questionnaires. The support for the school in the questionnaires and at the meeting was also very strong. In the questionnaire, most parents made exceptionally encouraging comments about most aspects identified. The only minor criticism was about homework from 13 per cent of parents who responded. This strong parental support was echoed at the meeting when parents said they feel very welcome in the school. Many parents have helped in the school at some time or other. During the meeting, for example, about 15 per cent of parents said they help or have helped in the school in the past, but some parents felt the structure of the literacy hour had curtailed opportunities for parental help. They feel the headteacher is very approachable and appreciate the good, open relationships that exist. This was illustrated during the inspection by the headteacher being observed on more than one occasion talking to parents at the end of the day, socialising with them and generally promoting good communication and relationships. There is a very effective Parent Teacher Association successfully involved in social and fund raising activities. Recently, for example, it donated additional funds for books for higher attaining pupils, to supplement the literacy hour and this year it donated over two thousand pounds for additional resources for numeracy.

WHAT COULD BE IMPROVED

There is no consistent style of joined handwriting by the beginning of Key Stage 2.

18. By the time they leave the school at age eleven, the handwriting of pupils of all attainment levels is neat, and is consistently joined and fluent. This makes an effective contribution to the high standard of presentation, in keeping with the high quality of work produced by this age group. At age seven, on the other hand, the presentation of pupils' work, whilst varied, is generally not up to the high standard of the work itself. This is mainly because at this age most of the pupils print their work and do not use joined writing, although a minority do. There is no good reason why this should be so, as at age seven, the standard of print shows this would not be a problem and indicates that pupils have mastered the essential basics. For example, pupils of all attainment levels orientate and form their letters correctly. During the inspection, even the majority of pupils in Year 3 were still printing at the end of the Spring term. Fluent, joined writing would improve spelling, as some average and lower attaining pupils in Year 2 have a tendency to place capital letters in the middle of words and it would also enable them to write at greater speed, improving efficiency.

There are few opportunities to broaden pupils' awareness of a multi-cultural society, including visits to places of worship representing other major faiths.

19. Since the last inspection, provision for pupils' cultural development has improved from being unsatisfactory to satisfactory in this inspection. The emphasis is mainly on Western culture, for example in music and art, with some pleasing exceptions such as evidence of Aboriginal art in the library in Key Stage 1. The libraries, generally, however, contain few examples representing the wider cultural diversity of society. Religious education provides plenty of opportunities for pupils to be introduced to other world faiths in addition to the Christian tradition and some of this provision is good. Opportunities to extend pupils' learning from the classroom to settings beyond the school, representing other world faiths, such as places of worship, to enrich and broaden the pupils' understanding and awareness of the wider multicultural world, are few. In a school with few pupils from ethnic minorities, it is all the more important to provide experiences for all pupils to appreciate the richness of others' cultures in addition to their religious values and beliefs. This would help the school to further its aim of *"offering a broad and balanced curriculum, equipping pupils with the skills, knowledge, values and attitudes necessary to lead fulfilling lives and making a positive contribution to society"*.

Parents of pupils with special educational needs are not fully consulted as soon as the school identifies any initial concern.

20. At the parents' meeting, some parents said they were very happy with the school's early identification of pupils' special needs but were not notified as soon as is practicable, when the school had a concern about their children's needs. Some said they were not involved in target setting for their children's individual education plans. Parents have a right to be involved at the earliest stage possible so that they can be seen as partners in the educational process with unique knowledge and information to impart. The recent guidance issued by the school is in accord with the *Code of Practice on the Identification and Assessment of Special Educational Needs*, except that it does not lay sufficient emphasis on notifying parents soon enough when the class teacher has a concern about a child. With the exception of this one weakness, which can be easily rectified, parents were very happy with the school's provision for special educational needs and this is a view with which inspectors fully agree.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should now:

- ensure that joined handwriting is introduced consistently in classes by Year 2 (*paragraph 18*);
- improve the opportunities to broaden pupils' awareness of a multi-cultural society by providing visits to places of cultural interest, including places of worship representing other faiths (*paragraph 19*);
- ensure that parents are fully consulted when a concern about their children's special educational needs is identified (*paragraph 20*).

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	16

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	18.5	55.5	22	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	32	451
Number of full-time pupils eligible for free school meals	N/A	14

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	0	101

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.5
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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	36	32	68

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	36	36	35
	Girls	32	32	32
	Total	68	68	67
Percentage of pupils at NC level 2 or above	School	100 (97)	100 (98)	99 (96)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	35	35	35
	Girls	32	32	32
	Total	67	67	67
Percentage of pupils at NC level 2 or above	School	99 (80)	99 (83)	99 (85)
	National	81 (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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	36	28	64

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	33	36
	Girls	26	27	28
	Total	57	60	64
Percentage of pupils at NC level 4 or above	School	89 (88)	94 (92)	100 (98)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	32	35	36
	Girls	27	27	27
	Total	59	62	63
Percentage of pupils at NC level 4 or above	School	92 (100)	97 (100)	98 (100)
	National	68 (65)	69 (65)	75 (72)

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	3
Pakistani	3
Bangladeshi	0
Chinese	1
White	474
Any other minority ethnic group	1

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)	18.4
Number of pupils per qualified teacher	26.1
Average class size	29.9

Education support staff: YR – Y6

Total number of education support staff	7.0
Total aggregate hours worked per week	189

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	32.0

Total number of education support staff	2.0
Total aggregate hours worked per week	58

Number of pupils per FTE adult	10.7
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FTE means full-time equivalent.

Financial information

Financial year	1998/99
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	£
Total income	703,433
Total expenditure	702,709
Expenditure per pupil	1,384
Balance brought forward from previous year	29,996
Balance carried forward to next year	30,720

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	512
Number of questionnaires returned	245

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	33	2	1	0
My child is making good progress in school.	64	35	0	0	1
Behaviour in the school is good.	64	34	0	0	2
My child gets the right amount of work to do at home.	44	37	13	0	2
The teaching is good.	64	35	0	0	0
I am kept well informed about how my child is getting on.	54	35	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	80	20	0	0	0
The school expects my child to work hard and achieve his or her best.	80	16	0	0	3
The school works closely with parents.	65	33	0	0	2
The school is well led and managed.	83	16	0	0	0
The school is helping my child become mature and responsible.	66	33	0	0	0
The school provides an interesting range of activities outside lessons.	55	32	2	0	8

Summary of parents' and carers' responses

These responses indicate very strong support for the school indeed. The only minor areas of concern were to do with the right amount of homework and how well the school keeps parents informed about their children's progress. Inspectors found homework to be broadly appropriate for pupils' ages. The school generally keeps parents well informed about their children's progress, but needs to ensure that, when it identifies a concern about a child's special educational needs, it keeps parents well informed at the outset.