

INSPECTION REPORT

HIGH LANE PRIMARY SCHOOL

Stockport

LEA area: Stockport

Unique reference number: 106051

Headteacher: Ms E Hattersley

Reporting inspector: Mr D Twist
OIN 1492

Dates of inspection: 21st – 23rd May 2001

Inspection number: 190052

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Andrew Lane High Lane Stockport
Postcode:	SK6 8JQ
Telephone number:	01663 762378
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Appropriate authority:	The Governing Body
Name of chair of governors:	Robert Taylor
Date of previous inspection:	October 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

High Lane Primary School serves boys and girls between 4 and 11 years old. It is of average size with 220 pupils on roll. Almost all pupils are of white ethnic background and none are learning English as an additional language. The school draws the majority of its pupils from the local area, which has good social and economic circumstances, About a third of pupils come from areas further afield, some of which are not as advantaged. Including those with statements, 13 per cent of pupils are identified as having special educational needs, which is below the average figure. The number entitled to free school meals is broadly in line with the national average. Pupils enter the reception class with a broad range of ability but recent assessments show that overall attainment is average.

The school has grown in size over the last few years. This has been partly due to an influx of pupils following the closure of a nearby primary school.

HOW GOOD THE SCHOOL IS

High Lane is an effective school. It achieves good standards in English, mathematics and science, and has developed a very good climate for learning. Most of the teaching is good or better. The school is well led and the headteacher, staff and governors are always looking for ways to make it better. The school provides good value for money.

What the school does well

- The school achieves good standards in English, mathematics and science.
- The school is very successful in promoting pupils' personal development and their mature attitude to school helps them to make good progress
- A high proportion of the teaching is good or better, with that in the nursery, Year 4 and Year 6 particularly effective and stimulating.
- The headteacher and senior staff provide effective leadership and along with contributions from staff and governors, have created a climate in which the school constantly evaluates its work and seeks to improve.
- The school puts a lot of effort into communicating with its parents, so that they can be active partners in their children's learning.

What could be improved

- The school needs to put more strategies into place to fully stretch the highest attaining pupils, particularly in subjects other than English and mathematics.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress in addressing the very few points for development in its previous inspection of October 1996. Schemes of work and documents outlining the school's approach have been developed for all subjects including religious education as well as for pupils' spiritual, moral, social and cultural development. This has helped teachers to plan activities which demand steadily more of the pupils as they progress through the school. As well as dealing with these issues, the school has successfully put into place a wide range of

other initiatives, which have improved its effectiveness. For example, it has adopted and adapted the national arrangements for literacy and numeracy teaching and these are helping to improve standards. The school's systems for checking pupils' progress have improved and it now has a clearer view of strengths and weaknesses in standards of work. This enables it to take well-directed action to target any instances of under-achievement, particularly in English and mathematics. Leadership and management have been further strengthened. This is particularly so in the way in which information is gathered on the school's performance and used by all those responsible to set out a clear long term plan for improvement.

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	
	1998	1999	2000	2000	
English	C	C	A	A	well above average A above average B
mathematics	C	B	B	C	average C below average D
science	C	D	A	B	well below average E

The school's results show an overall improvement over the last three years when compared to the national picture and show that pupils aged 11 are now achieving beyond what is expected of them, particularly in English and science, where over half exceeded the expected level in the 2000 tests. In English, writing is particularly strong. The school's trend of improvement in results over the past five years has not been as steep as the national average. This is because they began at a high level in 1996 and dipped to in line with the national average in 1998. The main reason for this was the number of pupils taking the tests that year who had joined the school from another school that was closing, and who had not experienced their full time in High Lane. Work seen during the inspection in Year 6 confirms that the school has now firmly consolidated the good standards of last year, and pupils in Years 4 and 5 are also well on the way to good attainment at 11. Mathematics results for 7 year olds were well below average in 2000 even taking into account the fact that this cohort was below average on entering reception. Standards are now much better and 7 year olds are in line to meet national expectations. The school has set realistically challenging targets for 2001 based on pupils' previous levels of work, and these are likely to be achieved. Whilst pupils achieve well across the school, the highest attainers could do even better, if stretched more in areas other than literacy and numeracy.

Pupils in the Foundation Stage make good progress and almost all are on line to achieve, and in many cases exceed, what is expected by the end of reception. Progress is especially strong in the nursery.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The vast majority of pupils work hard and are keen to get involved in the tasks they are set. Their enthusiasm for learning makes a big contribution to the progress they make.

Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons, at playtimes and when moving around the school. They are exceptionally courteous and show consideration for others.
Personal development and relationships	Very good. Pupils are always ready to support each other in their work and they co-operate very well. They respond extremely well to the many opportunities to take responsibility and to show initiative. Older pupils show great maturity in the way they relate to adults and younger children.
Attendance	Better than in most schools. Pupils arrive in good time and lessons start promptly.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 6 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	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.

Overall, teaching in the school is good. In 70 per cent of lessons seen, the teaching ranged between good, very good and excellent (9 per cent excellent, 26 per cent very good and 35 per cent good). The rest was satisfactory. Teaching is consistently good for children in the Foundation Stage and in the nursery it is very good. In Year 6, teaching is excellent and it is also very good in Year 4. At the time of the inspection, Years 3 and 5 were being taught by supply teachers who were new to the school and still getting to know their classes. Teaching here was more ordinary as expectations of what pupils can do are still being established and are not yet challenging enough for higher attaining pupils. Their good attitudes to work however, enable most pupils to make good progress. Both literacy and numeracy are being well taught with good attention being given to developing fluent reading, well structured writing and sound mental arithmetic skills. There is more good and better teaching than at the time of the last inspection.

Teachers plan lively and interesting activities which capture most pupils' interests. They are good at setting out clearly for pupils the main ideas to be learned. This helps them to understand what they are trying to achieve and helps them to know how well they are getting on. A particularly good feature of much of the teaching is the way staff create a working atmosphere which is both purposeful and enjoyable for pupils. This has the effect of encouraging pupils to try hard and to have a go at challenging tasks, often in co-operation with others. Most pupils are very responsible learners and work well both individually and in groups. Teachers have high expectations in most classes and encourage pupils to think for themselves. Support staff are mostly well deployed and well briefed in their roles. They use their initiative in offering the right amount of help at the right time to the pupils who need it. The newly established computer suite is used well by teachers to extend pupils' information technology skills and help them develop knowledge in other subjects.

Most of the time, teaching is equally good for all groups of pupils. Those with special needs are well supported both in class and when withdrawn for small group

teaching, because suitable work is presented in a form that all can fully understand. Occasionally the highest attaining pupils are given the same tasks as the majority in lessons other than mathematics and English. Whilst they complete these to a high standard they could go even further with more challenging work. This is also true of some homework, which is mostly well used by teachers to reinforce pupils' key skills.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. There is a strong emphasis on literacy and numeracy, but the school takes care to ensure that other subjects are not neglected The school is good at taking opportunities to develop learning in different subjects through the same activity.
Provision for pupils with special educational needs	Good provision is made for these pupils. Whilst some individual education plans are too wide-ranging and not specific enough in their targets, the strategies used in lessons are better and help these pupils to make good progress.
Provision for pupils' personal, spiritual, moral, social and cultural development	Pupils' personal development is very good. They are given opportunities to take responsibility and show initiative. Great emphasis is put on the pupils' all round development. Pupils are encouraged to reflect on spiritual, social and moral issues and to raise their awareness of other cultures as well as their own.
How well the school cares for its pupils	The school takes good care of its pupils and staff are sensitive to their needs. Procedures for ensuring their welfare, health and safety, including child protection, are good.

The school meets all statutory requirements for the curriculum. There is an average range of extra curricular activity and visits and visitors are well used to enrich the pupils' learning experiences. A residential visit for the oldest pupils further enhances their personal and social development. The information technology curriculum is better resourced than at the last inspection and the newly opened computer suite is being well used to help pupils to achieve good standards.

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 effective leadership in the way they set clear direction for the work of the school. All staff contribute to development planning and the school is successful at identifying what needs to be improved and taking action to achieve it.
How well the governors fulfil their responsibilities	The governors fulfil all their statutory responsibilities. They have a good understanding of the strengths of the school and are very supportive of its development, involving themselves fully in key policy decisions and new initiatives.
The school's evaluation of its performance	The school is very good at checking on its performance. Procedures for tracking pupils' progress are strong and the information is acted upon. The quality of teaching and learning are regularly checked and any issues dealt with. All staff audit their areas of responsibility and know what needs to be developed to make further improvements. The school development plan highlights clear criteria by which the effectiveness of

	actions will be measured.
The strategic use of resources	The school uses its resources efficiently and it spends its money in line with identified priorities. The headteacher and governors plan ahead carefully to ensure that the school is well resourced.

The headteacher, staff and governors work well together to promote a strong culture of self- evaluation and improvement. This helps to maintain the pace of change and development. The school applies the principles of best value when allocating resources. There is wide consultation before making financial decisions and careful measurement of the effectiveness of expenditure.

PARENTS’ AND CARERS’ VIEWS OF THE SCHOOL

• What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school expects their children to work hard. • Children like school, behave well and make good progress. • The teaching is good and the school is well led. • The school helps children to become mature. • The ease with which they can approach the school with questions or problems. 	<ul style="list-style-type: none"> • Some parents think there are not enough after school clubs and activities. • Some do not think the school works closely enough with parents. • Some would like to be better informed about how well their children are getting on.

The inspection team fully agrees with the parents’ positive comments but does not endorse the views of some on the three areas for improvement. The range of activities offered outside lessons is similar to that found in most schools of this type and size. The school has comprehensive arrangements for communicating with parents and seeks to work in partnership with them in promoting their children’s learning.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school achieves good standards in English, mathematics and science

1. By the end of Key Stage 2, pupils' English work is impressive, particularly in the range and quality of their writing. There are several key reasons for this. Teachers give plenty of attention through the school to the basic skills of grammar, spelling and handwriting. They concentrate particularly upon the importance of building text so that it has variety in sentence structure and well-chosen vocabulary. Individual and group targets set for pupils help them to focus upon what they need to do to make their writing better. This approach results in well-presented and accurately written work, in which pupils take great pride as they reach the top of the school. The curriculum for English puts a lot of emphasis on reading a wide range of good quality literature and poetry. This provides a role model to encourage pupils to produce a substantial amount of writing for a wide range of purposes and audiences. Whether pupils are writing reports on their science investigations, letters of complaint to a newspaper, play scripts or accounts of their favourite fiction, they concentrate hard on finding the most appropriate way to express themselves. The quality of poetic and imaginative writing is especially high with pupils in Year 6 using excellent description such as 'The wind shrieks violently like a ghost in agony' in a piece entitled 'The Storm'. Much of the pupils' achievement in writing is based upon a strong foundation in reading. Pupils have become fluent and expressive readers who are confident in the skills of accessing both depth of meaning in fiction, and information in non-fiction material. Also underpinning English attainment is the emphasis put upon giving pupils opportunities to speak at reasonable length. This gives them the chance to practise expressing themselves, and teaches others to listen carefully.
2. For the majority of the current Year 6, attainment in mathematics is well above average. Much of this is due to the way the curriculum puts a strong emphasis upon numeracy, for example in regular mental arithmetic work. Here, pupils are made to think hard and respond quickly as teachers ask for explanations of how pupils arrived at their answers and also ask for alternative ways of working through to a solution. Pupils are keen to explain the different ways they reach their answers and this helps to consolidate their understanding of the skills being taught. The best teaching involves all pupils in these sessions, as for example when Year 6 write their individual answers on small whiteboards as they calculate percentages. Teachers have high expectations of pupils in most lessons and they are expected to work at a good pace. The curriculum is well organised to offer work at an increasingly challenging level which builds well on what pupils have already achieved.
3. Pupils show a good level of knowledge and understanding in science. In the 2000 tests they performed very well after a dip over the previous two years, and over half exceeded the expected level. Current work shows this higher level to have been maintained and the range of work covered over the year shows a good balance across the different strands of the subject. One of the key reasons behind pupils' achievement in science is the level of practical

investigation which they undertake. This gives them a strong grasp of the scientific method as they learn to observe the conventions of fair testing, predict the outcomes of experiments, and take careful observations and measurements in carrying them out. Pupils show that they can record the results of their work in a variety of ways, including the use of graphs, tables and charts. Their familiarity with practical investigation is supported by well-planned activities across the whole age range. From observing butterflies hatching in nursery, through experimenting with electrical circuitry in Year 2, to studying insulating properties of materials in Year 4, pupils back up their knowledge with valuable first hand experience.

The school is very successful in promoting pupils' personal development and their mature attitude to school helps them to make good progress.

4. Pupils' high levels of personal development enable them to become very effective learners; they become valued members of the community, and are socially and morally aware of the impact of their actions on others.
5. There is a very strong focus on pupils' personal development across the school. As a result of the consistently effective opportunities they experience, the oldest pupils are mature and spirited learners, high in self-confidence. The headteacher and staff set challenging expectations for pupils and this leads them to strive for excellence in their work and to shoulder school-wide responsibilities with conscientious care and pride.
6. An example of how the school engenders social responsibility and a sense of community in its pupils is through the School Council. Realistic "election campaigns" are held and each year group votes in the ballot, giving even the youngest pupils experience of the democratic process. Elected class representatives are keen to publicise their role, giving personal reasons for wanting to stand for the Council. For example ' I want to help to make decisions that will make the school better'. Members have participated in a local meeting of Schools' Councils with the Mayor of Stockport where, through public presentations, they compared what each Council did and learned from one another. Pupils are keen to make a difference to the school. Already, following requests from pupils, the lunchtime environment has been improved through the purchase of floral displays for the tables. Playtime equipment has also been purchased for all classes to use and enjoy.
7. Class-led collective worship is another area where teachers encourage pupils to take a central role. Pupils decide on a topic, research it independently and produce props and accompanying music. The Year 6 pupils, who led an assembly on the theme of 'Temptation' during the inspection, were supremely confident and communicated the central message really well that we are all tempted in life– it's how we deal with the temptation that counts. Not only were the pupils confident about delivering their prepared script but they were comfortable enough to lead a question and answer session and to enlist the help of other pupils from all classes with skill and humour. The assembly provided an excellent opportunity for pupils to demonstrate their individual

competencies as well as providing their audience with a good example of how they might themselves approach a similar task in the future.

8. A first class foundation for such strong personal development is laid down in the nursery class. Here, very young children work with great enthusiasm and vigour. They too demonstrate great confidence in their own abilities due, in great part, to the emphasis put on developing this by the nursery staff. They are very supportive of children's ideas and constantly encourage them to complete tasks for themselves. Children are quick to ask for help and are confident to approach visitors and chat to them. One boy asked "Could you hold this ribbon tight for me so that I can cut it please?" He waited until the ribbon was taut and then successfully used his scissors to cut the length required. Children relate very easily to each other and to adults, automatically use common courtesies and hold substantial conversations about what they are doing.
9. There is a purposeful working atmosphere in the school, with all members of the community busily engaged in meaningful activity. Pupils carry out a large number of monitorial roles without direct adult supervision. Some undertake office duty at lunchtimes and others take care of the younger members of the school, guiding them around the building and helping them with their lunches. Road safety representatives liaise with outside bodies and co-ordinate the road safety work of the school and many pupils are eager to represent the school at sporting and other community activities. These opportunities help to raise pupils' self-confidence and skill levels.
10. While all this is happening, pupils also give time to those less fortunate and run a series of fundraising events during the year to benefit charities, both national and international. Pupils demonstrate strong moral awareness and show a willingness to spend time producing ideas and articles to raise money; for example in a school 'fayre'. The extent of this work is to be commended.

A high proportion of the teaching is good or better, with that in the nursery, Year 4 and Year 6 particularly effective and stimulating

11. There are some significant strengths in much of the teaching seen during the inspection. At each end of the school (in nursery and Year 6), teaching is exceptionally strong. It is also very good in Year 4. Many of the good lessons share common features. Teachers plan and prepare their lessons thoroughly and take care to make it clear to pupils exactly what they are expected to learn. For example, Year 6 pupils were told that they would be learning how to find their way around an Internet site to locate information on the Peak District. Most teachers show enthusiasm for the tasks in hand and this motivates pupils to want to learn. They have high expectations of what most pupils can manage. For example, even in the nursery, the teacher is not afraid to use challenging vocabulary to stretch children's understanding. When observing butterflies, for example, she asked 'What does liberate them into their natural environment mean?' The children offered sensible interpretations such as, 'It means let them go' or 'It means don't keep them in a building.' Teachers often begin lessons by recapping on what pupils should already know from previous

work. This sets the context for new learning and enables the teacher to pitch the lesson at the right level, or see if there is a need to reinforce a key point before moving on. In some lessons, teachers are very good at setting activities that require pupils to collaborate on tasks. This was seen in information and communication technology lessons in the new computer suite. Year 1 pupils were grouped to allow more confident ones to support peers as they mastered a new program. The benefit was mutual, with some gaining personal confidence to share their understanding and others enabled to work at a faster pace with the support of their peers. In a Year 6 session, pupils were paired up to enable them to co-operate in undertaking Internet research on a geography topic in preparation for a forthcoming residential visit. The teacher gave a very measured amount of support which enabled pupils to get underway, but left sufficient challenge to stretch their knowledge of navigating the various menus on screen in order to locate key information. Another strong feature of the teaching is the effective marking of work. This helps pupils to know how they might improve next time. A Year 6 pupil's first draft of a story, for example was annotated with advice such as 'The first part of the story is really strong, but the ending is too abrupt and needs developing.' This gave the pupil some direction to follow in redrafting his ideas.

12. Not all of the teaching is at this high standard. Some is more ordinary, particularly in the case of two classes, which were being taught by supply teachers who were new to the school and in the process of adjusting to what might be expected of pupils. One class has unavoidably experienced some disruption because the school has had to use a number of temporary teachers. Whilst this does not appear to have significantly affected their standard of work, some pupils do not find it as easy to settle to work as others. The school is aware of the need to provide maximum stability for this group and plans are being drawn up to that end.

The headteacher and senior staff provide effective leadership, and along with contributions from the staff and governors have created a climate in which the school constantly evaluates its work and seeks to improve.

13. The school is given strong direction by the leadership of the headteacher, who is well supported by the deputy and senior staff. The teaching of the deputy also provides an excellent role model for other staff to follow. The headteacher sets clear expectations, which are well communicated to the staff. One result of this is that initiatives such as the school's systems for promoting good behaviour and personal development are consistently applied by all staff. A key feature of leadership is the attention given to issues that are central to the success of the school such as the quality of teaching and learning and the standards that pupils attain. The headteacher and deputy have established a system of monitoring lessons to check their quality and to highlight any aspects of an individual teacher's work that need attention. This results in a culture of improvement as teachers make efforts to fine tune their work, developing for example, their organisation of the plenary session in mathematics to better summarise what has been learned.
14. The school's analysis of its own performance is another strength of the leadership. Staff are all expected to undertake a regular audit of what is going

well and what needs development in the areas for which they have responsibility. This includes close scrutiny of test results to seek out areas of weakness, so that the next planning cycle can be used to remedy any gaps in the pupils' knowledge or skills. For example, in last year's tests for seven year olds, some clear shortcomings emerged in mathematics after the results had been analysed. Money and time were two areas where pupils' understanding was weak. The programme of work both for the summer term and for the next set of pupils to take the tests was amended to put more emphasis upon these areas. As a result, knowledge and skills have improved. Pupils' work is sampled regularly to check that it is meeting the expectations that have been set for each year group and any issues emerging are shared with those who need to know. As pupils pass through the school, their progress is tracked so that any under achievement can be spotted and if necessary, action can be taken to support them. This also informs the school as to whether or not it is adding sufficient 'value' through better pupil achievement. Governors ensure that they are sufficiently informed to make useful contributions to deciding the school's development priorities. They do this by spending time in school whenever possible, attending training to keep up with recent initiatives and meeting with staff to exchange views on what the school should be working towards next. This openness in development planning enables all key players to contribute views on forthcoming priorities and the result is a comprehensive improvement plan. This document sets out what the immediate and long-term priorities are, how much they will cost to put into place and how the effectiveness of the school's actions will be measured. The importance that the school places on getting good value for any expenditure is illustrated by its approach to staff training. All staff who attend a training event are required to produce an evaluation report to share with colleagues so that the benefits of the training can be maximised and any course which is of insufficient benefit can be avoided by others to prevent wasted time and money.

15. The administration of the school is very well organised. Systems run very smoothly and there is a very good level of communication so that all are clear about what is expected of them.

The school puts a lot of effort into communicating with its parents, so they can be active partners in their children's learning.

16. Much time is taken by the headteacher, class teachers and administrative staff to ensure that parents are provided with very clear information on all aspects of school life including what their children are learning. An informative prospectus and governors' report, coupled with detailed newsletters and effective use of a parents' notice board give a very rounded picture of what is happening in school. Additionally, each teacher produces a regular curriculum guidance sheet that sets out clearly for parents the work their children will be covering and the areas in which they could support them at home. This system offers valuable information and illustrates how hard the school tries to maintain a productive partnership with parents. Much effort is made to produce photographic evidence and explanatory books about specific aspects of school life and these are well displayed in the entrance hall for parents to look through. Parental help is welcomed in school and helpers are given guidance

to make their support in the classroom more effective. A wide variety of leaflets is produced for parents of new entrants to the school and these give parents a really clear understanding of the school's expectations and routines.

17. Clear expectations of parental involvement are inherent in the school's reporting systems. At parents' evenings, for example, teachers discuss children's targets with parents so that each party agrees on what the child should aim for next. Staff are very approachable and parents are able to meet informally with teachers whenever the need arises. The school also asks for parental opinions through occasional questionnaires and this helps to improve the exchange of views.
18. The school's strong commitment to a worthwhile home-school partnership is a valuable aspect of its daily work and has a significant impact on children's learning. Particularly useful is the level of support given by parents to the completion of homework, which becomes more demanding as pupils reach the top of the school, and prepares them for the rigours of secondary school.

WHAT COULD BE IMPROVED

The school needs to put more strategies into place to fully stretch the highest attaining pupils, particularly in subjects other than English and mathematics.

19. The school has already recognised the need to identify and provide for those pupils who show themselves to be capable of high levels of attainment. This priority is endorsed by the inspection. Whilst there is ample evidence that teachers set work that appropriately challenges a wide range of ability in their lessons, this is not always the case. The best practice is in English work where individuals are given targets to achieve, based upon what specific skills they have yet to achieve. Some for example, may be working on using better descriptive language whilst others might have to work on more basic punctuation. In mathematics too, pupils are set harder challenges in class when they have shown themselves capable of high-level work. In other subjects, the degree of challenge is often not as appropriate for the higher attaining pupils. Work sampling reveals, for example, that in history work, Year 5 pupils of all abilities have answered questions on Victorian schools at the same limited level of difficulty. This represents good achievement for some, but for others the exercise offers little challenge when they restate simple facts as opposed to inferring or drawing their own conclusions. In Year 4 science work, there are examples of pupils at each end of the ability spectrum completing the same format of recording their investigations. Again, this work is not set at too low a level for most, who make good progress, but for the higher attainers, the work does not extend their scientific or linguistic skills to the full. On occasions, homework is also too easy for this group of pupils.
20. The school has already taken the first step in remedying this problem but there is more to do. It has produced a very good guide to the identification of 'the more able child' in all the subjects of the curriculum. An action plan has also

been drawn up to raise attainment amongst this group. The strategies identified such as creating a register of pupils, introducing more challenging questioning, identifying resources to meet higher attainers' needs, and providing staff training, are all appropriate. The tasks are challenging, but the school has accurately highlighted the areas to work on under the heading of 'accelerated learning'. If it implements this action plan effectively, it will make a significant impact upon this development issue.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

21. Raise the level of challenge offered to those pupils who show themselves capable of high levels of achievement, particularly in subjects other than English and mathematics by:
 - Implementing the school's agreed criteria for identification of these pupils and completing a register.
 - Implementing the section of the school development plan devoted to accelerated learning strategies.
 - Producing clear guidance for staff to support their teaching of the highest attaining pupils.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
9	26	35	30	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)	11	222
Number of full-time pupils known to be eligible for free school meals	0	13

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	40

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.2

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	16	14	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	14	14
	Girls	14	14	13
	Total	26	28	27
Percentage of pupils at NC level 2 or above	School	87 (91)	93 (91)	90 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	14	14
	Girls	14	13	14
	Total	26	27	28
Percentage of pupils at NC level 2 or above	School	87 (91)	90 (100)	93 (100)
	National	84 (82)	88 (86)	88 (87)

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	2000	11	8	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	11
	Girls	8	7	8
	Total	18	17	19
Percentage of pupils at NC level 4 or above	School	95 (75)	89 (91)	100 (81)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	11
	Girls	8	7	8
	Total	17	17	19
Percentage of pupils at NC level 4 or above	School	89 (81)	89 (91)	100 (91)
	National	70 (68)	72 (69)	79 (75)

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	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	159
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	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)	8.2
Number of pupils per qualified teacher	25
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	98

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	21

Total number of education support staff	1
Total aggregate hours worked per week	21

Number of pupils per FTE adult	11
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FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	434151
Total expenditure	430785
Expenditure per pupil	1857
Balance brought forward from previous year	-740
Balance carried forward to next year	2626

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	233
Number of questionnaires returned	71

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	41	8	0	0
My child is making good progress in school.	35	52	11	0	1
Behaviour in the school is good.	34	65	0	0	1
My child gets the right amount of work to do at home.	28	58	8	3	3
The teaching is good.	39	49	4	1	6
I am kept well informed about how my child is getting on.	32	51	11	6	0
I would feel comfortable about approaching the school with questions or a problem.	45	46	7	1	0
The school expects my child to work hard and achieve his or her best.	55	38	4	0	3
The school works closely with parents.	32	45	14	4	3
The school is well led and managed.	37	52	7	0	4
The school is helping my child become mature and responsible.	28	66	3	0	3
The school provides an interesting range of activities outside lessons.	23	45	17	13	3