

INSPECTION REPORT

STAMFORD PARK JUNIOR SCHOOL

Hale, Altrincham

LEA area: Trafford

Unique reference number: 106285

Headteacher: Miss. C. Galley

Reporting inspector: Mr. M. H. Cole
3369

Dates of inspection: 12th/13th February 2001

Inspection number: 190908
Short inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Cedar Road, Hale, Altrincham, Cheshire
Postcode:	WA15 9JB
Telephone number:	0161 9283608
Fax number:	0161 9285330
Appropriate authority:	Governing body
Name of chair of governors:	Mr. D. Johnson
Date of previous inspection:	2 nd December 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
3369	Mr. M. H. Cole	Registered inspector
01305	Mr. B. Rance	Lay inspector
21378	Mrs. J. Harding	Team inspector

The inspection contractor was:

Evenlode Associates Ltd.
6 Abbey Close
Alcester
Warwickshire
B49 5QW

Telephone: 01789 766099

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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	10
WHAT COULD BE IMPROVED	15
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
PART C: SCHOOL DATA AND INDICATORS	16

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Stamford Park Junior School serves 276 boys and girls aged between seven and eleven. It is a little larger than average for a primary school. There are 36 per cent more boys than girls. The school serves a mixed residential area but overall the social and economic circumstances are above the national average. This is seen in the below-average proportion of pupils (8.3 per cent) who qualify for free school meals. A small proportion of pupils (7.2 per cent) is of minority ethnic origin. A few of these pupils (2.5 per cent) have learnt English as an additional language but they are competent in English. Overall, pupils have above-average attainment on entering the school. The school identifies 22.8 per cent of pupils as having special educational needs, a broadly average proportion; their needs are mostly in relation to learning difficulties. No pupil currently has a statement of special needs.

The school's circumstances are largely as at its previous inspection. There continues to be a significant turnover of pupils as they move from school to school.

HOW GOOD THE SCHOOL IS

The school demonstrates a good level of effectiveness. Pupils achieve very well. The standards of their work are generally above average and, in some key areas, well above average. Standards are also better than in similar schools. The high standards result from very good leadership and management, and good teaching. Taking account of the level of available funds, the school provides very good value for money.

What the school does well

- Pupils achieve very well, leading to results in national tests in English, mathematics and science that are well above the national average and better than in similar schools; their other work, too, is generally of a good standard.
- Pupils show very good attitudes and behave well; they are interested, enthusiastic, responsible and independent, and they make very good relationships.
- Good teaching helps pupils to learn very effectively and make good progress.
- Very good leadership and management of the school are effective in raising standards and improving the quality of education.
- Opportunities for learning are of good range and quality, both within the curriculum and in activities at lunch-time and after school.
- Provision for pupils' personal, moral and social development, and arrangements for their health and welfare, are very good.
- Parents have positive views of the school.

What could be improved

- The school has no significant weaknesses but would benefit from making even better some already good practices for checking the effectiveness of the teaching and learning, and assessing pupils' progress, to show exactly where teaching can be adapted to better meet pupils' needs.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school's previous inspection in December 1996 it has demonstrated a good level of improvement. Standards in English, mathematics and science were judged to be above average in 1996 but the oldest pupils' results in recent standard National Curriculum tests in these subjects point to standards that are *well above* average. Despite starting at an above average level, test results over the last four years show an upward trend similar to that for all schools. All the many significant strengths of the school, reported previously, have been at least maintained. This includes the very good attitudes and relationships shown by pupils, the good curriculum and the very good quality of leadership and management. The teaching remains of good quality overall but with an increase in the proportion of very good lessons seen during the inspection from 17 to 33 per cent.

There has been a good response to the only two concerns raised at the last inspection, about (i) standards

in information and communication technology which were not as good as in other subjects, and (ii) insufficient assessment of pupils' progress in subjects other than English, mathematics and science. Introduction of a well-equipped computer suite, a new staff appointment and staff training have much improved provision for information and communication technology and work seen in this subject during the inspection was of a good standard. Procedures for assessing progress in subjects other than English, mathematics and science are now good. Very strong commitment to improvement is an outstanding feature of the work of all school staff and the school's priorities in planning for the future are entirely appropriate, showing that prospects for further improvement of the school are good.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	A*	A	B
mathematics	A	A	A	A
science	A*	A	A	B

Key	
in the highest 5 per cent nationally	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The most recent test results, for 2000, were well above the national average in all three subjects of English, mathematics and science. Compared with similar schools results were well above average in mathematics and above average in English and science. The school comfortably exceeded the realistic targets it had set for itself for results in English and mathematics. The trend of test results in these subjects is upward, in line with the national trend. A more detailed analysis of the 2000 results shows that in science every pupil reached at least the level of attainment expected for their age; few schools achieve this.

Work seen during the inspection also showed the oldest pupils achieving standards that are well above average in mathematics and science. In English, their work was above average but not as good as shown by previous test results. This reflects an overall lower profile of literacy skills in the present Year 6 group of pupils which includes a higher proportion of pupils with special needs in relation to literacy than previously.

During this short inspection, sample lessons were seen in other subjects and these provided examples of good standards of work in information and communication technology, and in design and technology. Some work of a very good standard was seen in the dance aspect of physical education. Discussions with older pupils, and examples of their written work, showed some good attainment in geography. All other work seen pointed to standards that are at least in line with those expected nationally for pupils' ages.

Pupils achieve very well. They learn effectively as a result of good, challenging teaching which also promotes very good attitudes to their work. Between starting at the school and leaving it, a very substantial proportion of pupils make greater progress in English and mathematics than would normally be expected.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils are interested and enthusiastic.
Behaviour, in and out of classrooms	Good.
Personal development and relationships	Very good; pupils show responsibility and independence and make very co-operative relationships.

Attendance	Very good; attendance is well above the national average.
------------	---

Pupils' interest and enthusiasm means they concentrate well on their learning and work productively and at a good pace. Responsible attitudes mean that in assemblies, at lunch-time and in the playground pupils behave very well with little need for adult direction.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	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.

Of lessons seen during the inspection 33 per cent were of very good quality, while a further 44 per cent were good. The remaining 23 per cent of lessons were satisfactory, there being no unsatisfactory teaching.

Teaching seen in both English and mathematics was of at least good quality. The teaching of basic skills in literacy and numeracy, wherever the opportunity arises across the curriculum, is good. Teaching meets the needs of pupils of all abilities, including those with special educational needs. Teachers' knowledge of the subjects leads to the planning of interesting and stimulating work that fully meets the needs of the curriculum. These are particular strengths of the teaching. Pupils respond with positive attitudes to the work, which lead to good progress in acquiring knowledge, understanding and skills; these are especially positive features of their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Consistently good.
Provision for pupils with special educational needs	Satisfactory.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall, especially for pupils' moral and social development.
How well the school cares for its pupils	Very well.

A well-planned, broad and balanced curriculum receives good support from links with the community and is supplemented by a good range of activities at lunch-time and after school. Very good care for pupils is seen in the close watch which is kept on pupils' academic and personal development. The school staff also show caring attitudes to pupils and makes very good relationships with them. This contributes to pupils' moral and social development as well as to their daily welfare. Formal procedures for safeguarding pupils' welfare are very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good; strong leadership sets high expectations and is accompanied by a firmly and effectively shared commitment to improvement throughout a close-knit team of staff.
How well the governors fulfil their responsibilities	Well-informed, supportive governors are effectively involved in planning the strategic development of the school.
The school's evaluation of its	Very good.

performance	
The strategic use of resources	Good; all resources are efficiently and effectively used.

The headteacher's strong leadership sets an example of commitment to high quality in all the school does. Very effective delegation of responsibility and creation of close teamwork leads to the strong shared commitment to improvement through searching examination of practices. Good procedures for checking the quality of teaching and learning are in place. Governors support the school closely in cautious planning and control of finances to ensure the school receives best value from available funds.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
That their children <ul style="list-style-type: none"> • like school • make good progress • behave well at school • become more mature and responsible That the school <ul style="list-style-type: none"> • is well led and managed • provides good teaching • expects pupils to work hard • is approachable with questions or problems. 	A small minority of parents <ul style="list-style-type: none"> • would like a different amount of homework • would like more information about how their children are getting on • would like more activities outside lessons.

Inspectors' observations support all of the very positive views expressed by parents.

Inspectors judge the homework arrangements to be good and note that the level of parental satisfaction on this matter is higher than in the great majority of schools.

Inspectors find that written reports to parents give a good picture of how children are getting on, and note that almost all parents find the school approachable when they have questions.

Inspectors judge that the range of activities for pupils at lunchtime and after school is good, especially in sport, although there is relatively little music. Overall the provision is better than in most similar schools. The quality of the activities is very good and very many pupils attend them.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve very well, leading to results in national tests in English, mathematics and science that are well above the national average and better than in similar schools; their other work, too, is generally of a good standard

1. In the summer of 2000 the oldest pupils took the standard National Curriculum tests in English and mathematics shortly before leaving the school. These pupils had taken earlier tests at age seven shortly before starting at the school. Comparing each pupil's scores in the two sets of tests shows that many made very good progress during their time at the school.¹ During the four years they spend in the junior school pupils are normally expected to raise their level of attainment, as defined by the National Curriculum, by two levels (for example, from level 2 to level 4). However, two-thirds of pupils leaving the school in 2000 had raised their attainment in English by *three* levels. In mathematics, four pupils in ten achieved the same. Almost all other pupils progressed by the expected two levels. A different measure, comparing the overall average scores of pupils on entry to the school with their scores when leaving, shows gains to exceed what is expected by the equivalent of one whole term's work. Inspectors' observations support the view of virtually all parents completing the pre-inspection questionnaire that their children's progress is good.
2. Very good achievement is also evident in the fact that that the oldest pupils' test results in these subjects, and also in science, are not only well above the national average but also better than those achieved in similar schools². Compared with similar schools, results were well above average in mathematics and above average in English and science.
3. During the inspection, the evidence of the quality of teaching and learning seen was consistent with this picture of pupils' achievement. Very purposeful teaching generally sets high expectations of pupils' progress and encourages pupils in a very positive attitude to their work. This all makes for equally purposeful and effective learning.
4. The quality of work seen during the inspection also bears out the positive picture of standards painted by the test results. Work seen in mathematics and science showed the standards of the oldest pupils to be well above average. Work seen in English was of above average standard but not as good as shown by the 2000 test result. This is explained by a difference between the two year-groups of pupils. The present Year 6 includes a significant number of pupils who find particular difficulty with literacy skills, several of them having been recognised as experiencing a significant level of special needs.
5. In English, most of the oldest pupils show good skills of spelling and punctuation and a particular strength is the ability to use words imaginatively to create particular effects and provide vivid descriptions. Pupils can adapt their style and vocabulary well for different kinds and purposes of writing, including poetry. Some especially good, thoughtful writing was seen when pupils were asked to adapt Shakespeare's "All the world's a stage" speech to modern life. Skills of listening are very good and most also speak with above-average clarity, though the opportunities in lessons seen during the inspection for pupils to practise these skills were barely adequate. The great majority are fluent, accurate readers who can also talk thoughtfully about favourite books and authors. They also have a good understanding of ways to research information from libraries and books.
6. Mathematical understanding and knowledge are good for almost all of the oldest pupils and very

¹ Results on the earlier tests were not available for a small minority of pupils.

² "Similar schools" are defined by the proportion of pupils eligible for free school meals; this measure has been found to be significantly related to the levels of attainment normally found in schools nationally.

good for some. Most can calculate with large numbers and can quickly perform simpler tasks in their heads. Pupils recognise a range of methods for simplifying calculations they make in their heads. They apply their understanding well to solve practical problems. There is good understanding of the relationships between fractions, decimals and percentages. They know the difference between different kinds of angles, how to measure them and can make logical deductions about the angles in a single shape.

7. Examples of work in other subjects seen during the inspection generally showed at least a satisfactory standard in relation to pupils' ages. Good standards of work were shown by Year 3 pupils in an information and communication technology lesson, and by Year 6 pupils in design and technology. Year 6 pupils demonstrated some work of a very good standard in a lesson in the dance aspect of physical education. Discussions with older pupils, and examples of their written work, showed some good attainment in geography and some very good understanding in science.

Pupils show very good attitudes and behave well; they are interested, enthusiastic, responsible and independent, and they make very good relationships.

8. The great majority of parents say their children like the school and the rate of pupil attendance is well above the national average. Both of these facts are consistent with the good level of interest and enthusiasm shown by pupils in the lessons seen during the inspection. Positive attitudes are also reflected in the good behaviour seen around the school, in assemblies, at lunchtime, in the playground, and for almost all of the time in lessons. Teachers' good planning of interesting, lively and stimulating activities is a major reason for this. Another is the school's firm expectations about behaviour and the use of rewards to reinforce them. Expectations about attendance are also high and effectively supported by careful checks and encouragement.
9. Relationships between teachers and pupils, and amongst pupils themselves, are co-operative. Pupils are respectful towards adults and fellow pupils, including those who are in some way different from themselves, for instance in gender, background, ability or because they have special needs. Although few in number, pupils of minority ethnic background are valued members of the community, are fully involved in the life of the school and experience the same opportunities as others. In dance lessons, the oldest boys and girls co-operate very well together, without embarrassment. In discussion with an inspector, some older pupils expressed a sensitive and caring concern about a fellow pupil they thought lacked friends. There is no evidence that teasing or bullying is a significant concern and no pupils have been excluded in recent years.
10. Virtually all parents completing the pre-inspection questionnaire agreed that the school helped their children become mature and responsible and this is inspectors' judgement, too. Older pupils respond well when given responsibilities for helping around the school. In addition pupils grow in responsibility as a result of the good practices of sharing objectives for learning with pupils, setting personal targets for them to achieve and consulting with them about their feelings about their own education.

Good teaching helps pupils to learn very effectively and make good progress.

11. The good, and sometimes very good, standards of work achieved are the reflection of good teaching which promotes effective learning. Virtually all parents completing the pre-inspection questionnaire believed the teaching to be good and they are justified in their view. Direct observations of lessons during the inspection, examinations of teachers' planning and the past work completed by pupils all point to a good quality of teaching throughout the school and across the curriculum. Lessons are well-planned and well-managed events. All aspects of teaching are good but there are particular strengths. Teachers show especially good knowledge of their subjects and of what they should teach. This results from the very good support for the teaching provided by the headteacher and by all staff in their roles as subject managers. Checks on the effectiveness of the teaching lead to relevant support for teachers through training or the mutual

support of colleagues.

12. By such means a good quality of structured and systematic teaching of basic literacy and numeracy skills has been developed, making effective use of national strategies for teaching in this area. Training and the mutual support of staff have also been effective, together with the new resources of the computer suite, in improving the teaching of information and communication technology and raising standards in the subject.
13. Teachers' good knowledge and understanding lead in turn to good planning which shows a clear identification of what pupils are to learn, although this does not usually distinguish between pupils of different abilities. In a few lessons this means that some pupils make less progress than their previous attainment suggests is possible. However, in practice the work is usually appropriately challenging for pupils of all ability levels, including those with special educational needs. This is helped by the thorough and regular processes of assessing pupils' progress used in every class. Marking of pupils' work is good, often giving pupils helpful encouragement or suggestions on how to improve; it is better than that found in most schools.
14. Because teachers plan challenging work pupils are able to make good progress. Progress is also helped by pupils' positive attitudes of interest and enthusiasm for their work, which in turn lead to good behaviour. Teachers promote this positive response by setting clear expectations, using encouragement and reward effectively and by planning work that is interesting and gives the work vitality and relevance for pupils.
15. Teachers manage pupils well, setting firm expectations and offering plenty of encouragement. Lessons are conducted at a lively pace. However, in some otherwise good or very good lessons, too much time is spent with the teacher talking to the whole class. Occasionally this leads to some pupils becoming restless and losing concentration. Sometimes it also means that there is too little time for pupils to work independently, particularly at writing.
16. A positive feature of the teaching is the effective co-operation with support teachers or staff, for example in giving extra help to pupils with special educational needs so that they can be included as fully as possible in the lessons and progress as well as others.
17. The teaching incorporates very good arrangements for homework. They are systematic and regular. Parents are happier about homework than is the case with most schools.

Very good leadership and management of the school are effective in raising standards and improving the quality of education

18. Following the previous inspection of the school, inspectors wrote that "the quality of the leadership and management are outstanding features of the school and contribute directly to the high standards of achievement and the quality of education provided". This continues to be true.
19. The headteacher gives excellent personal leadership to the school. She sets a very strong example in her clear determination to give her pupils a very good quality of education while also caring for every aspect of their welfare and their development. She sets high expectations for pupils' work and behaviour while making warm and supportive relationships with them. As a result she is much respected by pupils and their parents alike. This is seen in parents' very positive answers to the pre-inspection questionnaire where every parent expressing a view thought the school to be well led and managed, almost three-quarters agreeing strongly about this. The school shows a strong sense of teamwork with all staff fully committed to providing a good quality of education and to making an already very good school even better. This is why the school, though judged very positively at its previous inspection, has nevertheless achieved a good level of improvement since then. As a result this is now a school with very many strengths and no significant weaknesses.

20. Effective delegation by the headteacher has made the very effective work of its subject managers into a major strength of the school. Every permanent member of the teaching staff has a responsibility for managing the work in one or more subjects of the curriculum. They take these responsibilities very seriously and are especially effective in the strong leadership they give to the planning of the curriculum in their subjects, and the full support they give to their colleagues' development of expertise. This is why the curriculum is consistently well planned and teachers' knowledge of the subjects is consistently good. Subject managers also have a good awareness of how, through monitoring teaching, learning and pupils' progress they can look for ways to improve performance in their subjects.
21. The headteacher, well supported by her deputy, leads the subject managers in a very good range of procedures for evaluating the school's performance. These include direct observations of lessons, checks on teachers' planning, checks on pupils' work and analysis of assessments of pupil progress. The headteacher makes a good allocation of time for these activities to each subject manager and careful planning and de-briefing ensures the time is effectively used. These processes have already proved beneficial in identifying areas for improvement and guiding action to bring improvement about. All staff are very open to sharing evaluations and suggestions with each other. They often support and observe each other's teaching. All benefit greatly from each other's expertise as well as from the advice and training outside of the school which is frequently made available to them.
22. Governors also make a very effective contribution to the leadership and management of the school. Working closely with the headteacher and staff, they keep themselves well informed about the standards achieved, about progress in school improvement and about priorities for future development. They are closely involved with careful planning and management of financial matters.

Opportunities for learning are of good range and quality, both within the curriculum and in activities at lunchtime and after school.

23. The school gives pupils a broad and rich range of stimulating opportunities for learning. This is partly because the good co-operative planning of the curriculum provides comprehensive coverage of the National Curriculum. It is also because, in their planning of lessons, teachers take pains to make the work lively and interesting, sometimes exploiting good links with the local community. Thirdly it is because there is a good range of extra opportunities outside lessons in which a large number of pupils participate.
24. The stimulating nature of the curriculum is helped by links made between subjects within an overall theme which the school adopts for each term ("Discoveries" at the time of the inspection). Recent work on dance, for example, brought together elements of literature, geography and music in mutual support of each other. Sometimes incorporation of opportunities to use information and communication technology enlivens works in other subjects and consolidates skills in this subject. For example, pupils designing and making tents in design and technology, and others studying the Vikings in history, have researched their topics via the internet. Good studies of the local area give relevance to work in history and geography, especially when a controversial local issue, like the extension of Manchester Airport, is considered.
25. A good range of optional activities, in which many pupils join, further supplements the lively curriculum. Physical education is well supported at appropriate times of the year by a range of sports including opportunities to compete with other schools. Clubs for computing, "maths challenge", dance, drama and recorders enhance other aspects of the curriculum. A few parents regret that there are not more musical opportunities outside of lessons.

Provision for pupils' personal, moral and social development, and arrangements for their health

and welfare, are very good.

26. The curriculum also includes good provisions to promote pupils' spiritual, moral, social and cultural development. Good quality school assemblies contribute well to these kinds of development. During the inspection an excellent example of such an assembly started by reference to the pupils' topical interest in Valentines' Day. With effective humour and an excellent rapport with pupils, the headteacher led a lively discussion in which many pupils joined eagerly. The theme was skilfully developed to embrace the symbolism of the heart and the meaning of love, concluding with a reading of St. Paul's definition of love from the Bible. Expressive singing of a well-chosen hymn to the headteacher's guitar accompaniment added to the calm and thought-provoking atmosphere which helped pupils reflect on the meaning of love beyond the superficial commercialism of Valentine cards. Excellent attitudes, relationships and behaviour were evident during this assembly.
27. Assemblies are also used to reinforce the school's very good provisions for moral and social development. These include the involvement of pupils in agreeing a "mission statement" for themselves, the "five Cs" of consideration, co-operation, courtesy, commitment and care". Pupils understand these values, thanks to occasional reminders in assemblies and in class, and they put them into practice as their good, self-disciplined behaviour shows. The good role-models provided by staff in their relationships with pupils, with each other and with parents, also make an important contribution to moral development.
28. Very good provision for pupils' social development takes a number of forms. Older pupils are entrusted with many duties in helping with the smooth-running of the school and they perform these well. All pupils are involved in processes of consultation, for example, about classroom rules. There have been surveys of pupils' feelings about their enjoyment of school, discipline, bullying and feeling safe. Targets for improved work and, occasionally, behaviour are discussed with them. All these means are effective in promoting pupils' mature and responsible attitudes.
29. Work seen in a range of subjects such as English, history, geography, music, art, dance and religious education shows that the school makes good provision for pupils' cultural development. This includes encouragement for pupils to gain awareness and appreciation of religions and cultures that are unfamiliar to them. This is effective in promoting attitudes of respect for differences.
30. In addition to these general provisions for pupils' personal development, the school has very good procedures for keeping an eye on each pupil's welfare and progress, both academic and personal. Checks on their academic progress are thorough with regular testing in English, mathematics and science and other forms of assessment for other subjects. These measures are used to track each pupil's progress from year to year and to set targets for pupils' future achievement. These targets are usefully printed in pupils' homework folders as a constant reminder, while annual targets are included in the annual written reports to parents. Most targets are helpful but occasionally they are too general, unclear or long-term to be fully effective in inspiring pupils' efforts.
31. The school's formal procedures for ensuring pupils are protected, safe and secure, and that they attend well, are very good.

Parents have positive views of the school.

32. The school is rightly held in high regard by parents. Almost all of those returning the pre-inspection questionnaire expressed their considerable contentment with the school. On every question the percentage of parents responding positively was higher than in the majority of schools. For example, more than ninety-five per cent of parents said they thought the school was well led and managed, had high expectations, provided good teaching and helped children become

mature and responsible. A similar proportion also thought that their children liked school, made good progress and behaved well. The overall pattern of responses to the questionnaire is even more positive than at the previous inspection. Parents who attended the pre-inspection meeting also expressed positive views of the school.

33. Parents' confidence in the school reflects the very full and effective way the school informs and consults with parents. Many informative newsletters are published. There are occasional surveys of parental opinion, sometimes for the whole school and sometimes for a particular year-group. Parents show their regard for the school through fund-raising and in some cases through practical help within the school and classroom.

WHAT COULD BE IMPROVED

The school has no significant weaknesses but would benefit from making even better some already good practices for checking the effectiveness of the teaching and learning, and assessing pupils' progress, to show exactly where teaching can be adapted to better meet pupils' needs

34. The school has no significant weaknesses but would benefit from making even better some already good practices for checking the effectiveness of the teaching and learning, and assessing pupils' progress, to show exactly where teaching can be adapted to better meet pupils' needs.
35. The school already has good procedures for monitoring and evaluating the quality of teaching and learning and these have already been used to bring about some valuable improvements. There is also a good system for assessing pupils' progress and the next steps necessary in their learning, and planning of lessons is generally good.
36. However, if the school is to raise still further the good standards achieved, this can best be done by further development of all these inter-related processes. More precise evaluations of exactly where there is scope for further improvement in teaching and learning can help the teachers focus their undoubted commitment to improvement in the most beneficial way. Scope for improvements can also be identified by making maximum use of assessments of pupil progress that are as closely focused as possible on specific items of knowledge, understanding or skill.
37. Armed with the insight gained from evaluating teaching and learning, and from assessing pupils' progress, the school can identify very specific ways in which the teaching can be planned to be still more effective and pupils' progress enabled to be even better. Precise targets for improved progress can be set at which both teachers and pupils can aim. Measuring success in meeting targets can then become a further form of assessment to show whether or not improved teaching and learning have been achieved.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

1. Further develop the staff's skills in monitoring and evaluating teaching and learning to achieve still greater precision in identifying areas for improvement. Check how time in lessons is allocated to different teaching methods and to opportunities for pupils to practise skills of speaking and of writing at length.
2. Build on the examples of good assessment practice already found. Ensure that in all subjects there is a manageable system of closely focused assessment of pupils' progress in key knowledge,

understanding and skills that is effective in showing precisely the next steps necessary in teaching and learning and where future improvements can be made.

3. Informed by the monitoring, evaluation and assessment undertaken, plan teaching and intended learning so that teaching always challenges pupils at all levels of ability and that learning shows the maximum progress possible. Build further on pupils' responsible attitudes by setting targets for progress that are specific, understandable and achievable in the short term.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	33	44	23	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	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	276
Number of full-time pupils known to be eligible for free school meals	23

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	63

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	3.2
National comparative data	5.2

Unauthorised absence

	%
School data	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 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	29	38	67

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	25	29
	Girls	37	37	38
	Total	60	62	67
Percentage of pupils at NC level 4 or above	School	90 (91)	93 (87)	100 (99)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	26	28
	Girls	37	37	37
	Total	58	63	65
Percentage of pupils at NC level 4 or above	School	89 (91)	94 (90)	100 (99)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	5
Black – African heritage	0
Black – other	0
Indian	4
Pakistani	2
Bangladeshi	0
Chinese	2
White	260
Any other minority ethnic group	3

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**

Total number of qualified teachers (FTE)	10.9
Number of pupils per qualified teacher	25.3
Average class size	30.6

Education support staff

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Financial information

Financial year	1999/2000
----------------	-----------

	£
Total income	452123
Total expenditure	434626
Expenditure per pupil	1563
Balance brought forward from previous year	50796
Balance carried forward to next year	68293

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	276
Number of questionnaires returned	113

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	35	3	1	0
My child is making good progress in school.	52	44	1	0	2
Behaviour in the school is good.	60	37	1	0	1
My child gets the right amount of work to do at home.	40	46	11	2	0
The teaching is good.	80	17	1	0	2
I am kept well informed about how my child is getting on.	23	56	17	3	0
I would feel comfortable about approaching the school with questions or a problem.	56	38	4	1	0
The school expects my child to work hard and achieve his or her best.	70	27	2	0	1
The school works closely with parents.	35	54	8	1	1
The school is well led and managed.	73	26	0	0	1
The school is helping my child become mature and responsible.	65	31	3	1	0
The school provides an interesting range of activities outside lessons.	31	52	14	2	0