

INSPECTION REPORT

PADGATE CE (A) PRIMARY SCHOOL

Warrington

LEA area: Warrington

Unique reference number: 111363

Headteacher: Mr A Brady

Reporting inspector: Ms S Evasdaughter
19339

Dates of inspection: 12-13 June 2000

Inspection number: 190977

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Station Road
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Appropriate authority: The Governing Body

Name of chair of governors: Mr E Collinson

Date of previous inspection: July 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a larger than average primary school for girls and boys aged four to 11. The school does not have a nursery but a good proportion of pupils have either attended a nursery or playgroup prior to beginning school. The attainment of children when they enter the school is slightly below that expected of five-year-olds in English and mathematics, although in personal and social development slightly above. The number of pupils eligible for free school meals is similar to most other schools in the country. Very few pupils are from different ethnic heritages and there are no pupils for whom English is not their mother tongue. The number of pupils with special educational needs and those with a statement for special educational needs is similar to most other schools.

HOW GOOD THE SCHOOL IS

This is a good and improved school. The school is well led by the headteacher who is supported effectively by senior teachers, other staff and governors. Pupils' examination results at the end of both key stages are exceptionally good in mathematics. For 11-year-olds they are similar to the national average in English and science. For 2000, compared with the previous year, results are much improved overall at the end of infants. The school is keen to identify where it needs to make changes in order to improve pupils' progress and has successfully employed a range of initiatives to effect this improvement. Its success is clearly evident in its most recent, 2000, examination results for Year 2 in reading, writing and mathematics. It provides good value for money.

What the school does well

- Pupils' attainment in mathematics by the ages of seven and 11 which is very high and the highest attainers are very well supported
- Strong leadership with the vision to take action for continuous improvement
- Very good provision for the social development of older pupils, particularly in Year 6
- Very good arrangements for managing pupils' behaviour which set a very good climate for learning

What could be improved

- Aspects of management, particularly systems of self-review in order to improve and maintain standards in English and science from the already satisfactory level to match the current high level of mathematics
- Furthering the use of some good assessment methods and formalising the use of short term lesson planning to ensure that the good match of work to pupils needs which is already provided in many lessons is extended to all lessons

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 many areas of its development since it was last inspected in 1996 but there are some areas where there is still more to do.

- The development of policies and schemes of work for subjects, has been overtaken by national initiatives. The school is using the National Strategies for Literacy and Numeracy and has plans well in hand to use the new national schemes for other subjects from September.
- The provision for special educational needs is now managed satisfactorily.

- The school provides more challenge for high attainers. It does this most successfully in mathematics.
- It is very successful in identifying the level of pupils' attainment but is not yet using the extensive information gained to set appropriate individual targets in English, mathematics and science for each child in each year. The school is moving in this direction however as in the infant department teachers are testing a system of setting targets for individual pupils in English.
- The school's plan for development now focuses on appropriate priorities. Although this plan does not have a clear focus on measuring the success of the school's many initiatives in relation to improvements in pupils' learning, the school has been effective in practice in improving how pupils learn.
- Staff development and resources are now adequately funded. Learning resources are generally adequate and the school makes every effort to secure any additional available funding. Staff are offered a range of training focused on the needs of the school. An example is the action currently being taken on the school's comprehensive plans to increase the use of information technology across the curriculum and to develop teachers' confidence.
- The school no longer has a deficit budget but has a healthy reserve of funds.

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	D	C	C	C
mathematics	D	B	A	A
science	D	B	C	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Eleven-year-olds: English, mathematics and science

The table indicates that standards in English and science are similar to those found in other schools nationally. In mathematics however, the school's results are well above average. In English and science the majority of pupils achieved the national average level in the tests though not enough pupils reached the higher level, particularly girls. Over twice as many boys in English and well over twice as many boys in science achieved the higher level. This differential is not typical of previous years and no difference in the treatment of girls and boys was seen during the inspection.

Since 1996 there has been a sustained improvement in the numbers of pupils achieving the national average in all three subjects.

The standards of the work of 11-year-olds seen during the inspection reflected the 1999 results. Examples of outstanding work were seen in Year 5 English and Year 6 mathematics.

Seven-year-olds: English, mathematics and science

In 1999 when compared to similar schools nationally the school's results were in the lowest five per cent in reading and were below other similar schools in writing and mathematics. The percentage of pupils achieving the higher levels was above similar schools in writing but well below in reading, mathematics and science. The test results for 2000 show significant improvements in the proportion of pupils achieving the expected level in reading, writing and mathematics. The percentage of pupils achieving above the national expectation shows improvement in reading and in particular in mathematics. Inspection findings confirm these results.

The school has set appropriate targets for the numbers of Year 6 pupils expected to achieve at the national average in English and mathematics and is reaching these targets successfully.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are eager to learn, enjoy learning, apply themselves well, listen carefully, ask and respond to teachers' questions sensibly.
Behaviour, in and out of classrooms	Very good and a great strength. Pupils are respectful to others, extremely polite, take turns and co-operate, value each other's ideas and opinions.
Personal development and relationships	Very good. From the youngest age pupils are trusted and respond well to being given responsibility for elements of self-discipline.
Attendance	Satisfactory

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
good	insufficient seen	satisfactory	good

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

Seventeen lessons were observed. No unsatisfactory lessons were seen. One outstanding lesson was seen. The quality of teaching in the top set in Year 6 in mathematics is outstanding. It enthuses pupils with a dynamic excitement and enthusiasm for the subject. Numeracy is taught well throughout the school. Teaching of literacy ranges from satisfactory to very good and is satisfactory overall. Six percent of lessons were excellent, 12 per cent were very good 47 per cent were good and 35 per cent were satisfactory. The school meets the needs of the high and highest attainers in mathematics in an exemplary fashion, but could do more for the highest attaining pupils in other subjects. Otherwise the school meets the needs of all pupils satisfactorily.

Strengths in teaching throughout the school are the relationships, and management of pupils' behaviour which is smooth and consistent. Pupils work hard and eagerly. The establishment of such a very good climate for learning allows teachers to concentrate on teaching and pupils to make good progress as a result of the negligible amount of time spent on misbehaviour. Pupils also learn well as a result of the

way that teachers captivate pupils' interest by providing lessons which excite them in both infants and juniors.

The teaching of pupils with special educational needs is satisfactory overall. It ranged from unsatisfactory to good. It was most successful when lessons were taken by the teacher responsible for the management of special needs and the part-time specialist teacher.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Enhanced by a good range of extra-curricular activities in Key Stage 2, effective visits to the high school to which most pupils transfer and links between different subjects.
Provision for pupils with special educational needs	Satisfactory. The work of the co-ordinator and specialist teacher is good though provision by class teachers is inconsistent. Individual education plans are of good quality.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good with outstanding elements for the social development of eight to 11-year-olds. Pupils are, for example, responsible for administering their own discipline, requesting which aspect of their work they wish to have assessed by the teacher and assessing the work of classmates.
How well the school cares for its pupils	Assessment is good but this information has yet to be used comprehensively to set individual targets for pupils. Social care is very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. Strong and visionary leadership from the headteacher with support from an effective, cohesive team of senior teachers who take a wide range of action on the basis of any identified areas for development. The schools' written plan is not closely enough focused on judging success on the basis of improvements in pupils' progress.
How well the governors fulfil their responsibilities	Satisfactory. Governors take guidance from the headteacher and debate new initiatives if they have concerns.
The school's evaluation of its performance	Satisfactory. The monitoring of pupils' work and the quality of teaching is developing. Areas for further growth are clearly identified.
The strategic use of resources	Good. The school takes every opportunity to attract resources from a wide range of sources and works well with the local cluster of schools.

The school satisfactorily consults with pupils, staff and parents, compares itself to other schools and makes vigorous and successful attempts to improve the quality of the education it provides.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Pupils' behaviour• Their children like school• The quality of the teaching• The school is easily approachable• The way the school is led and managed• The way the school engenders maturity and responsibility in pupils• The expectation that pupils achieve their best	<ul style="list-style-type: none">• Homework• Information about progress• Extra-curricular activities

The majority of parents have positive views of the school and inspectors support these views, particularly the pupils' behaviour, the way the school successfully encourages pupils' social development and their enjoyment of being in school.

Junior pupils have a homework diary which is used to inform parents of what homework has been set and which can be used for communication between home and school. Some excellent work is produced as a result of homework but the setting of homework is not always consistent across each class.

At the Parents' Meeting two or three parents stated that the time available at consultation meetings is too short. The school is keen to talk to parents at other times, though this is difficult for working parents. From discussion with parents at the Parents' Meeting it was clear that they are not aware of where improvements needed to be made in their child's learning. Parents would feel happier if more regular reports on their children's progress towards their targets were provided. The school has plans to do this soon, once it has formulated its policy on the use of assessment.

Extra-curricular activities are good in Years 3 and 4 and very good in Years 5 and 6; they include art club, computer club, sports activities, environment club, chess, recorders and singing. Pupils are involved in drama productions and arranging teas and other treats for elder community members. Although the additional activities available in infants are much fewer than for junior pupils they compare satisfactorily with other infant schools or departments. The recorder players produce some polished musical performances providing musical skills in the instrumentalists and good role-models for the young audiences in assembly.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils' attainment in mathematics by the ages of seven and 11 is very high and the highest attainers are very well supported

1. The school's results in mathematics are well above average. Examples of outstanding work were seen in Year 6 mathematics during inspection. In Year 2 the unconfirmed results from this year's, 2000's, national tests indicate a much improved picture when compared with the previous year. The school supports able pupils in mathematics particularly well. Three seven-year-olds in recent years achieved the standard expected of 11-year-olds in the national tests.
2. The school achieves its very high standards in Year 6 mathematics by some exceptional teaching. Pupils are divided into two groups for mathematics based on their previous test scores in the subject. In the Year 6 lesson with the higher attaining mathematics group it was evident that the excellent teaching offered to these pupils elicited the excellent progress that allowed pupils to attain such high standards. The teaching was lively, exciting, very challenging, with a range of different tasks which moved at an appropriately fast pace, all supported by the teacher's excellent subject knowledge and the setting of appropriate and equally exciting homework. Teaching in this class as in many others in a range of subjects, was clearly designed to make learning fun whilst at the same time providing a good level of challenge.
3. In another Year 6 lesson pupils were learning to use computer software to record data that they had collected in physical education lessons; another group linked their learning in information technology with their studies with mathematics data derived from geography lessons. These links ensure that pupils' learning in mathematics is reinforced through their studies in a range of other subjects.
4. At the time of the last inspection the school was commended on the way it taught potentially boring elements of certain subjects in an interesting way. This is still evident in a number of subjects including mathematics. In a Year 3 and 4 mathematics lesson, for example, pupils were learning how to move around a grid using the points of the compass. This potentially unexciting lesson was brought to life by the teacher's excellent use of pictures of items like a packet of fish and chip and a pair of "wellies". Pupils enjoyed moving backwards and forwards and giving the compass point formula for their journey between little characters with quirky childlike names and these interesting objects. These good mathematics lessons were also characterised by good knowledge and understanding by teachers, the direct involvement of pupils at every available opportunity, a fast pace, a range of different tasks to maintain pupils' interest and teachers keeping a watchful eye on pupils' level of understanding and progress and thereby quickly addressing any group or individual misunderstanding. In other mathematics lessons the strengths in teaching which achieve the school's high standards were also apparent. It is no wonder that pupils report enjoying their learning and parents are convinced that their children are happy in school. Such teaching not only elicited good progress but also dedication to learning from pupils.
5. The school is successful in ensuring the progress of exceptionally high attaining pupils, in mathematics. This is clear from the outstanding achievements of some seven-year-old pupils in this subject who achieved at a level typical of children four years older in 1998 and 1999. The school's capacity to challenge the highest attainers successfully in mathematics is also exemplified by the two Year 4 pupils who are learning alongside the higher set in Year 6

mathematics lessons. They are working, extremely comfortably, on, for example, algebraic formulae and other mathematics which is designed for pupils up to six years older than themselves.

6. The mathematics co-ordinator effectively monitors and evaluates colleagues' teaching of the subject in both key stages and this is clearly having an impact on the very good and improving picture of pupils' mathematics achievement across the school.
7. Following the 1999 national test results, the school was determined to improve their attainment at both key stages and introduced teaching in groups based on pupils' prior attainment for literacy and numeracy. Thus sets were devised in Years 1 and 2 and in Years 3 and 4. The introduction of this "setting" for six and seven-year-olds has shown significant improvements in mathematics results for 2000, particularly in those achieving above what would normally be expected of a pupil of this age. The improvements have also had a positive impact on pupils in the lowest attainment group. Last year 15 per cent of pupils did not achieve the national expectation where as this year that figure is reduced by two thirds. Some parents of pupils in the infant department expressed concerns that, in the past, their children had not made sufficient progress in English and mathematics. On the basis of these results, parents can feel reassured that the introduction of these setting arrangements have improved learning overall by the age of seven in mathematics and also writing.

Strong leadership with the vision to take action for continuous improvement

8. The headteacher's role is characterised by strong leadership within a supportive environment reflected by good relationships throughout the staff and governing body. This is also the view of the majority of parents who are pleased with the way the school is led and managed but also feel that the school is approachable if they have any concerns or suggestions; indeed the school invites parents views through its annual questionnaire. It also seeks to involve parents more fully in pupils' education through annual meetings on relevant curriculum topics and the establishment of courses for parents in association with other community groups, for example the local nursery.
9. The commendable aims of the school, which are well focused on attainment and enquiry and developing the whole child, are clearly evident in its work. The first one for example, begins "to create an environment that encourages pleasure and pride in learning, meeting every child's needs..." The headteacher has a sincere concern for school improvement and takes every opportunity to identify where improvements need to take place and how these can best be effected. Before it introduced the National Literacy Strategy staff made visits to other schools in the region which were already successfully using the scheme. The school received intensive support in implementing the strategy from the Local Education Authority's literacy co-ordinator. As with other initiatives the headteacher and senior teachers were keen to bring external assessors into school to improve their practice. The school chose to be part of the evaluation of the National Numeracy Strategy through an Ofsted scheme. Low standards in reading are being tackled with, as the 2000 Year 2 results show, some success, with a range of appropriate approaches including the Early Intervention scheme, Reading Recovery programme and building up collections of books to loan to pupils, and setting in both key stages was introduced in an attempt to improve attainment across the school.
10. The headteacher and the co-ordinators for literacy, numeracy and information technology monitor and evaluate how these subjects are taught throughout the school. Some members of the monitoring and evaluation team work with less confidence than others in encouraging

colleagues towards improvements in their teaching. However, in accordance with the leadership's good policy of taking full advantage of external expertise, an adviser from the local education authority has monitored the team's work to ensure consistency in their judgements.

11. The headteacher and senior teachers with management responsibilities are also keen to take full advantage of every opportunity for attracting additional funds and resources to the school. Examples of success are money for the environment club, fencing and the location of a life long learning centre within the school. This prudent use of available resources extends to the local high school and its other feeder schools. Pupils benefit from this through the expertise in information and communications technology available to the school. This is provided by one jointly funded and one "loaned" technician. Pupils also have lessons at the high school in Years 5 and 6 on projects in design technology, music and mathematics. The evidence of these benefits can be seen in the carefully and competently produced "lutes" made by the pupils. Parents report the great social benefit that this also gives to pupils in the transition to high school.
12. The school's leadership ensures a good approach to equal opportunities. Boys were achieving below the level of girls in English, mathematics and science over the past three years but this national trend was reversed for this school in 1999 when boys overtook girls, particularly in attaining above the national expectation. The inspection team found no evidence that girls were disadvantaged in the way they are taught. The school is continuing to monitor the situation.
13. As part of its drive to improve standards in the school the senior staff completed an audit for the first time last year in order to feed their conclusions into the school's plan for development. This resulted in a well-organised plan which mostly included the main elements appropriate to the school's development. Improvements in pupils' progress, however, although fully apparent in the school's practice, did not feature at the heart of this plan.
14. The school's team of leaders has a good approach to training and attends appropriate courses to further improve the way that they lead the school. The headteacher has introduced several effective developments into school as a result of his attendance at various courses.

Very good provision for the social development of older pupils, particularly in Year 6

15. The school, through its aims, takes the view that all aspects of the pupil's growth including academic, social, intellectual and physical development are of great importance. It is successful in these aims and provides eight to 11-year-olds with myriad opportunities for social development. Pupils, for example, are wholly responsible for producing and editing the frequently published school newspaper using computer software. They run the school's stationery shop and represent other pupils as house captains which can involve running their own assemblies. Pupils assist the volunteer librarian each week and are responsible for setting up the mathematics displays and assisting teachers in setting out the first morning lesson. They also assist with the provision of the tea and entertainment for the community elders at Harvest and they devise and are wholly responsible for running an annual charity market. In Year 5 pupils have enjoyed assisting in the infant department at the beginning of the school day. All these activities give pupils a sense of self-worth stemming from feeling valued as capable contributors to the school community.
16. The success of the school's very good provision for social development is also apparent in pupils' self-motivation. In a Year 5 class, for example, pupils' work on a range of topics in literacy is bound and carefully presented in a library of work. The sense of pride that this gives

pupils in their work and the encouragement they receive from their teacher has stimulated them to produce some outstanding stories and non-fiction booklets through working at home each term on a topic of their choice.

17. Teachers' marking of pupils' work is thorough and effective in pointing to areas which would help pupils improve. In Year 6, however, this is taken a stage further with pupils being given responsibility for identifying the particular elements of their work that they wish the teacher to comment on. They were also encouraged to assess, fairly, the work of their classmates.
18. Set against this very strong picture there are occasions when pupils' assistance with the learning of others is not used to best advantage. In a paired reading session for example, reading partners were not using the techniques that they had been taught to assist their partner in improving their reading. One pupil was reading for her partner when he got into any difficulty and another was simply ignoring any difficulties encountered by his partner, although both "helpers" knew the techniques they could be using to encourage better reading.

Very good arrangements for managing pupils' behaviour which set a very good climate for learning

19. The school has a very good system of encouraging good behaviour. This works well because pupils feel they are partners in it and systems for enforcement are consistent across the whole school. This provision for good behaviour is extremely successful and teachers' management of pupils is a strength of the school, allowing lessons to be taught well with barely a whisker of time taken to ensure that pupils, of all levels of attainment, are learning enthusiastically.
20. Throughout the school pupils are given, and respond exceptionally well to the opportunity, to be responsible for their own discipline. When a pupil does well they are given additional merit points. When a pupil's usually very good behaviour inadvertently slips, teachers may take away merit points. Points are given and taken verbally and it is the pupil who is responsible for remembering if points were given in another lesson or how many points or stickers they have to add to their scoreboard at the end of the day.
21. Teachers also encourage very good behaviour and attitudes to learning, through their very good relationships with pupils and by the content of their lessons and style of teaching. In Years 3 and 4, for example, teachers use endearing animal characters. In Year 5 "Pokemon" will be the subject of work in reading and writing and in Year 6 quirky human characters are used to present difficult concepts in a fun way. In the infants, sea creatures of all kinds were used, including the head of a monk fish with a large jaw and needle sharp teeth to effectively further pupils' learning on their topic on the seaside.
22. Another way in which pupils' good behaviour is maintained is through the high expectations teachers have of pupils. This feature of good teaching was for example evident in a Year 1 and 2 literacy lesson. The teacher used challenging, well prepared questions to further the thinking of pupils that she had identified as being most likely to benefit from them and ensured that pupils of all levels of attainment were fully involved in the lesson. Another example of high expectations eliciting good behaviour and effort comes from a group of pupils with special educational needs, in a Year 5 literacy lesson.

WHAT COULD BE IMPROVED

Aspects of management, particularly systems of self-review in order to improve and maintain standards in English and science from the already satisfactory level to match the current high level of mathematics

23. The school makes every effort to identify where improvements are needed and then introduces a range of measures in order to address any perceived deficits. Despite its efforts it does not always appropriately tailor the desired action to the perceived problem. For example, although in practice the school has identified well its areas for future development and, indeed has effected significant improvement in the results of the national tests for seven-year-olds, for 2000, its written plan for its development does not make sufficient reference to measuring its success through the raising of standards. In the plan the introduction of the new strategy for numeracy is appropriately the first item but evaluating the success of its review is not linked with improvements in pupils' attainment. Similarly there is no mention of any review of the school's implementation of the National Literacy Strategy despite the local education authority's involvement in supporting the strategy and the very low results in reading and below average results in writing in 1999 national tests for seven-year-olds. Teaching and learning relates to the introduction of a policy but not to how this is to improve effectiveness. The targets for review for information and communications technology, likewise, refer to the review of training but not to pupils' improved attainment. Thus the school's three-year development plan, despite being well designed in many other ways and clearly linked to the school's aims, is an inadequate tool to focus the senior management team, the governors and staff on raising standards.
24. The school's examination results at the end of juniors, indicate that the improvement in pupils' attainments in mathematics over the past three years in comparison with schools nationally and with similar schools has been greater than in English or science. The school has introduced an extensive programme for the monitoring of teaching and learning in English, mathematics and information technology. This involves the headteacher and members of the senior management team and has been augmented and evaluated by members of the local educational authority's advisory service and Ofsted. The success or otherwise of this monitoring and the many other initiatives introduced to improve pupils' progress, for example, teaching pupils in groups according to their prior attainment and setting targets for pupils in some subjects, are not currently monitored and evaluated through the school's development plan. It is therefore difficult for the school to formally evaluate the success of these various initiatives in terms of raising standards.
25. The quality of teaching for pupils with special educational needs is satisfactory overall. It ranges from unsatisfactory (in one lesson) to good. It is at its best when teaching is by the teacher responsible for managing special needs and the part-time special needs teacher; it is occasionally unsatisfactory when provided by the class teacher. In the only lesson where provision for pupils with special educational needs was unsatisfactory this was because the work given to the pupils was too easy for them and did not improve their literacy skills. In a Year 5 literacy lesson where teaching was good pupils were given clear instructions; the work was challenging, pupils were encouraged and supported well, the teacher had high expectations of what pupils could do and these were responded to accordingly with a high standard of achievement. Pupils not only made progress on the content of the lesson but also remembered to use appropriate grammatical features like possessive apostrophes.

26. The school has made some progress in responding to the key issue from the last inspection of making provision for higher attainers. This has been most successful in mathematics though higher attaining pupils are also given more challenging work in English through the system of dividing pupils into sets in Years 1 and 2 and Years 3 and 4. The school now identifies and keeps a register of higher attaining pupils. However, only two pupils on this register have individual education programmes through which additional work is identified (in mathematics). Another pupil, for example, who currently produces work in literacy far in excess of what would be expected for a Year 5 pupil is not set targets or additional challenging work.

Furthering the use of some good assessment methods and formalising the use of short term lesson planning to ensure that the good match of work to pupils needs already provided in many lessons is extended to all lessons

27. Currently the school uses a useful battery of tests to establish pupils' levels of attainment. The pupils who score the lowest on these tests are identified as having special educational needs and are given additional support. Those who score in the highest band are monitored to ensure that they make appropriate progress. The school is in the process of introducing a system which will formally record these assessments more easily onto software and through this it will be able to establish how well different groups of pupils are progressing against their prior achievements. The school has also begun a scheme for tracking the progress of individual pupils in English in the infants and a similar scheme is used for individual targets in mental mathematics in the juniors. What the school does not yet have are comprehensive systems for using all the information it has collected on what pupils know and can do to improve the progress that each individual pupil makes. The current and intended systems do not automatically help the school's managers to establish which aspects of its teaching are most successful and with which pupils.
28. In the subjects other than English and mathematics teachers' short-term planning is left to their own discretion. Hence there is no system for ensuring that important elements are included, for example the provision of work matched to all levels of attainment and clear and appropriate learning objectives.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. Governors and staff should

- Strengthen aspects of management, particularly systems of self-review and thereby improve and maintain standards in English and science from the already satisfactory level to match the current high level of mathematics by,
 - using the school's development plan to closely monitor and evaluate the impact of its current and future initiatives to raise standards (Paragraphs 23, 24)
- Develop the school's use of their policy for assessment so that lessons are consistent in the impact they have on raising attainment by:
 - ensuring that each pupil's progress is followed and areas of relative weakness are addressed by using its already good assessment information to set targets for individual pupils and monitor and influence their progress towards these targets; * (Paragraph 27)
 - formalising short term lesson plans in subjects other than English and mathematics to ensure the work provided is always appropriately matched to different groups of pupils' levels of attainment, and which always have clear and appropriate learning objectives. (Paragraphs 25,28)

In addition to the key issues above the following less important area for improvement should be considered for inclusion in the action plan:

- Formalising its existing provision for the setting of appropriate targets and challenging work for all pupils who are particularly talented. (Paragraph 26)

*The school already has trial systems in place for doing this and plans to extend this throughout English, mathematics and science.

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	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	12	47	35	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 – 11
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	295
Number of full-time pupils eligible for free school meals	N/A	51

FTE means full-time equivalent.

Special educational needs

	Nursery	YR–Y11
Number of pupils with statements of special educational needs	N/A	5
Number of pupils on the school's special educational needs register	N/A	60

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	31
Pupils who left the school other than at the usual time of leaving	21

Attendance

Authorised absence

	%
School data	5.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.4

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	17	22	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	13	14
	Girls	17	20	21
	Total	26	33	35
Percentage of pupils at NC level 2 or above	School	67 (89)	85 (86)	90 (89)
	National	82(80)	83 (80)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	14	13
	Girls	18	20	20
	Total	28	34	33
Percentage of pupils at NC level 2 or above	School	72 (79)	87 (93)	85 (94)
	National	82 (80)	86 (84)	87 (85)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	31	29	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	28	30
	Girls	21	24	24
	Total	47	52	54
Percentage of pupils at NC level 4 or above	School	80 (75)	87 (71)	90 (73)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	27	27
	Girls	23	22	21
	Total	49	49	48
Percentage of pupils at NC level 4 or above	School	82 (71)	82 (67)	81 (75)
	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	3
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	290
Any other minority ethnic group	2

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 – Y11**

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	25.7
Average class size	26.8

Education support staff: YR – Y11

Total number of education support staff	3
Total aggregate hours worked per week	72

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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FTE means full-time equivalent.

Financial information

Financial year	99/00
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	£
Total income	539 633
Total expenditure	579 237
Expenditure per pupil	1 548
Balance brought forward from previous year	64 082
Balance carried forward to next year	24 478

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	282
Number of questionnaires returned	201

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	37	6	0	0
My child is making good progress in school.	56	39	4	0	1
Behaviour in the school is good.	48	49	1	0	1
My child gets the right amount of work to do at home.	32	45	16	4	2
The teaching is good.	60	35	2	0	2
I am kept well informed about how my child is getting on.	45	42	11	1	0
I would feel comfortable about approaching the school with questions or a problem.	66	31	2	0	1
The school expects my child to work hard and achieve his or her best.	71	27	2	0	0
The school works closely with parents.	37	51	8	1	2
The school is well led and managed.	59	36	2	0	3
The school is helping my child become mature and responsible.	56	42	1	0	0
The school provides an interesting range of activities outside lessons.	23	37	18	7	15