

# INSPECTION REPORT

## **MONTON GREEN PRIMARY SCHOOL**

Eccles

LEA area: Salford

Unique reference number: 105904

Headteacher: Miss G Mason

Reporting inspector: Mrs EMD Mackie  
23482

Dates of inspection: 5 - 7 March 2001

Inspection number: 192677

Short inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary, with Nursery
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Pine Grove Monton Eccles Salford Manchester
Postcode:	M30 9JP
Telephone number:	0161 707 2287
Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Evans
Date of previous inspection:	March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Monton Green Primary School is situated in a well established residential area of Eccles. It is a larger than average primary school with 287 pupils on roll. This includes 30 children in the nursery class and 30 in the reception class. There is a wide range of attainment when children enter the school and attainment is broadly average. The school recruits well and attracts pupils, particularly those with special educational needs, from outside its immediate area. Seventeen per cent of pupils are registered for entitlement to free school meals and this is about average nationally. Eight pupils speak English as an additional language, six of whom are in the early stages of speaking English. Most of these pupils speak Bengali as their first language. Twenty-one per cent of pupils are on the school's register of special educational needs. This is broadly in line with the national average and includes the designated provision for ten pupils with moderate learning difficulties.

### **HOW GOOD THE SCHOOL IS**

This is a very good school with strong and effective leadership. Pupils behave very well and have positive attitudes to school. They achieve very well and attain high standards in English, mathematics and science by the time they are eleven years old. The overall quality of teaching and curricular provision is very good. The school provides good value for money.

#### **What the school does well**

- Pupils make good progress throughout the school and achieve very well by the time they are eleven years old. Most pupils reach high standards in the core curriculum subjects of English, mathematics and science.
- Very good teaching and curricular provision throughout the school promote very good levels of pupils' learning.
- The academic and social needs of all pupils are identified rigorously so that every pupil is supported well and has access to what the school has to offer.
- The headteacher, key staff and governors lead and manage the school very well so that there is a clear sense of common purpose and a positive ethos throughout the school.

#### **What could be improved**

- Outdoor provision for the nursery and reception classes requires attention. It does not match the high quality of indoor provision

*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 very good improvement since the last inspection.

In response to the Key Issues raised:

- basic number work is now a major feature of mathematics lessons;
- clear targets are set in mathematics, as in all subjects;
- teachers set high expectations for all pupils, both in school and for homework;
- there is now a satisfactory number of extra-curricular activities.

In addition:

- there has been a significant improvement in the quality of teaching;
- the school's robust programme of self evaluation has led to the identification of clear, concise and useful priorities.

## 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	B	A	B	B
Mathematics	D	B	B	B
Science	B	C	B	B

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

In the year 2000, standards for eleven-year-olds in all three subjects were above the national average and above the average for similar schools. These results include those for pupils with moderate learning difficulties, who achieved well in relation to their prior attainment. This reflects the school's commitment to challenge and high achievement for all pupils. Achievement refers to the progress that pupils make over time in relation to their starting point. The trend in the school's average National Curriculum points for all subjects was above the national trend from 1996 to 2000. Although the school did not meet all of its extremely challenging targets, set with the local education authority last year, it is well set to meet the equally demanding targets set for this year.

Pupils achieve very well by the time they leave the school. From current inspection, most eleven-year-old pupils now attain very well in English, mathematics and science. Increasingly rigorous analysis of test results is enabling the school to set challenging targets for all pupils. The improvements in mathematics from 1998 to 1999 have been maintained through the enthusiastic implementation of the National Numeracy Strategy. In English, the skilful use of shared texts in the literacy hour and the organisation of extended lessons to develop writing skills give the school the capacity to improve standards further. In science, the good results and current rise in standards reflect the high quality provision of well-designed investigative activities which stimulate pupils' interest and stir their enthusiasm for the subject. Throughout the school, pupils increasingly use information and communication technology (ICT) as a tool for learning and achieve appropriate standards for their ages. In other subjects, including religious education, scrutiny of pupils' work indicates that they achieve well.

Results for seven-year-olds in the 2000 national tests were very good in reading and writing and good in mathematics, both at national level and compared with similar schools. In the teachers' assessments in science, the percentage of pupils reaching the expected level was in line with the national average. The school's performance, as measured by the median for all schools, was well above average at the higher level. Thorough teaching of the basic skills of reading, writing and arithmetic provides pupils with secure tools for learning in all subjects. During the inspection, pupils were seen to achieve above average levels in English, mathematics and science.

By the time they leave the reception class, most pupils reach the nationally agreed Early Learning Goals for young children, and a good number exceed them. This reflects the school's very good provision in the nursery and reception classes.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils' positive attitudes contribute very effectively to the high standards of academic achievement in the school.
Behaviour, in and out of classrooms	Very good. Pupils are courteous and they show respect for other pupils and for adults.
Personal development and relationships	Very good. In lessons, pupils work well as individuals and in groups. They are thoughtful for one another and show a mature attitude in their consideration for other people; for example, in collecting funds for charities.
Attendance	Satisfactory. The attendance rate is similar to the national average.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Very good

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

The high quality of teaching is a strength of the school. Very good teaching was seen at all three stages and excellent teaching was observed in Years 5 and 6. Over forty per cent of teaching was very good or better. A further half was good. No unsatisfactory teaching was seen. Overall, the quality of teaching, including planning, preparation, assessment of pupils' work and setting of homework, is very good throughout the school. The quality of teaching in English and mathematics is very good and teachers promote the use of literacy and numeracy very well. Teachers' secure subject knowledge helps them to set challenging tasks for all pupils, including those with special educational needs and those who speak English as an additional language. As a result, pupils achieve well and acquire skills, knowledge and understanding at a very good rate. They respond very well to the teachers' high expectations. Teachers make effective use of time and create a positive atmosphere which promotes pupils' confidence and engenders very good relationships.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is broad and balanced and the National Strategies for literacy and numeracy have been introduced very effectively. The curriculum for the Foundation Stage for children in the nursery and reception classes is of high quality.
Provision for pupils with special educational needs	Very good because of the school's thoughtful and well-planned arrangements for the inclusion of pupils, including those with moderate learning difficulties, in mainstream classes. Pupils' individual education plans are of good quality and they are reviewed appropriately in order to meet current needs.
Provision for pupils with English as an additional	Very good. Pupils soon integrate and make good progress and do well because of the school's sensitive and well-structured approach to the



language	teaching of language and literacy.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for pupils' moral and social development is particularly good. The school organises a wide range of opportunities for pupils to become increasingly responsible as they grow older.
How well the school cares for its pupils	Good. There are good levels of educational and personal support for pupils, including well-organised procedures for monitoring their attendance, progress and personal development. There is a very strong bond of trust between staff and pupils.

The school works well in partnership with parents. All parents who responded to the pre-inspection questionnaire said that they are kept well informed about how their children are getting on and they feel able to approach the school with any questions or problems.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides strong and effective leadership. There is strong sense of purpose in the school. The headteacher and key staff work together very well as a team which is committed to providing high quality education and continuing to raise standards of pupils' attainment.
How well the governors fulfil their responsibilities	Very well. Governors' use their wide range of expertise well in the service of the school.
The school's evaluation of its performance	Very good, and a strength of the school. Clear priorities are identified through rigorous evaluation and discussion. Robust analysis of pupils' performance in national and school-based tests is used very well to set targets for further improvement.
The strategic use of resources	Very good. Funds are used very effectively to ensure good provision for the pupils, including those with special educational needs or who speak English as an additional language. Governors consistently apply principles of best value very well in their transactions.

The grassed and hard surface areas for outside play by the nursery and reception classes are in a poor state.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Most parents feel comfortable in approaching the school with questions or problems.</li> <li>• Their children like school.</li> <li>• Their children make good progress.</li> <li>• They are kept well informed about how their children are getting on.</li> <li>• They feel that the school helps their children to become mature and responsible.</li> <li>• The school expects their children to work hard and achieve their best.</li> </ul>	<ul style="list-style-type: none"> <li>• A few tend to feel that the school does not provide an interesting range of activities outside lessons.</li> </ul>

Less than a quarter of parents responded to the pre-inspection questionnaire. Of these, most were well satisfied with the school's provision for their children. Parents at the pre-inspection meeting echoed this view, as do inspectors. At the parents' meeting, a number of parents, though supportive of the school's homework policy, were concerned about the difficulty and amount of some homework set for their children. Homework set during the inspection was appropriate and pupils were positive in their responses to questions about doing work at home. Some parents were also concerned about the behaviour of a few older pupils who lacked consideration for others as they came into school from the playground. The school has dealt firmly with this and no incidents were observed during the inspection. The provision of extra-curricular activities has improved since the last inspection, when they were unsatisfactory, and is now judged to be satisfactory.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**Pupils make good progress throughout the school and achieve very well by the time they are eleven years old. They reach high standards in the core curriculum subjects of English, mathematics and science.**

1. The school's results in these three subjects were above the national average in the National Curriculum tests for eleven-year-olds in the year 2000. Inspection evidence suggests that standards are now well above average and pupils achieve very well. The secure foundation of well-taught skills in literacy and numeracy helps pupils to make good progress throughout the school. In the nursery and reception classes, children gain valuable skills in speaking and listening because of the teachers' emphasis on the development of appropriate vocabulary. Throughout the school, teachers provide a wide range of opportunities for pupils to discuss their ideas and share their views. This helps pupils to tease out their thoughts and gain greater understanding of what is being taught. Skills in English have been developed systematically through the study of well-chosen texts which help pupils to understand how punctuation is used to create specific effects and how authors choose words carefully to express particular features of characters and settings.
2. By the time they are seven years old, most pupils read well for their age. Increasingly, they use expression to bring life to stories. All pupils make effective use of their knowledge of letter sounds to decipher words and older infants confidently break words into syllables. The quality of pupils' written work is improving as teachers focus on story development and longer pieces of writing. In one lesson, the teacher extended pupils' ideas very well as she got them to read their stories aloud, reviewed the use of punctuation and discussed possible adjectives which could add interest to their work. In another lesson, pupils talked about 'traditional tales' and knew that these often begin with 'Once upon a time'. Pupils write well for a good range of purposes and teachers use an interesting range of strategies in order to introduce new ideas and reinforce pupils' learning. As they learned about persuasive language in a very good literacy lesson, lower juniors discussed how to persuade people to come to the school's 'Easter Bingo' session. They designed posters which included word such as 'free', 'fantastic' and 'tantalising'.
3. By the time they are eleven years old, most pupils read very well for their age. They build well on earlier learning so that they become increasingly fluent and begin to 'read between the lines' and recognise that there are sub-plots which add drama and intrigue to stories. The content of pupils' written work is very good, and higher attaining pupils write very well indeed. When recording the story of Macbeth, a pupil wrote of Lady Macbeth, 'She taunted him with ideas'. Pupils in Years 5 and 6 wrote 'Just So Stories' beautifully, with very good levels of punctuation and lively illustrations. This high quality of presentation is not evident in much of pupils' other work; for example, in science. Pupils do well as they practise their handwriting and then forget to transfer this to their everyday work.
4. In mathematics, pupils gain increasing confidence with numbers as they grow older. In the nursery and reception classes, they sort, order and count objects, sing number rhymes and become aware of higher numbers in everyday life. In the infants, pupils showed secure understanding as they ordered numbers to twenty on a washing line and to a hundred on a large grid. More able pupils add two-digit numbers, such as 23 and 35, together in their heads. Throughout the school, pupils develop an increasing awareness of the processes of addition, subtraction, multiplication and division of numbers and become increasingly skilful at using these processes to solve everyday problems. Quick-fire mental arithmetic sessions keep pupils 'on their toes' and pupils express their mathematical ideas well. Teaching of high quality helped pupils in Years 3 and 4 to speed up their skills as they quickly multiplied numbers by five, ten and twenty and then halved them. Pupils in Year 6 have a sure grasp of the relationship between fractions and decimals. Teachers encourage pupils to solve problems in their own ways and then share their solutions with the rest of the class. This helps them to make sense of mathematics and develop a deeper understanding of the subject.

5. Pupils' scientific knowledge and understanding develops well in the nursery and infant classes and results in very good levels of understanding by the end of the juniors. As they study materials and their properties, physical processes and life processes and living things, pupils become confident scientists who recognise the importance of fair tests and are able to give reasonable accounts of scientific processes. In the infants, pupils become more aware of the uses of electricity in everyday life. Pupils in Year 5 presented a dramatic production of the circulatory system. By forming themselves as a human body and passing coloured bands around the group, they showed how the heart pumps the blood round the body and how it collects oxygen from the lungs. As they studied the human skeleton, pupils in Year 6 showed high levels of understanding about its function and the way joints move in different ways.

**Very good teaching and curricular provision throughout the school promote very good levels of pupils' learning.**

6. The overall quality of teaching is very good. During the inspection, no unsatisfactory teaching was seen. Ninety per cent of teaching was good or better, over forty per cent was very good or better and seven per cent was excellent. This is a big improvement on the last inspection, when eleven per cent of teaching was judged to be unsatisfactory. Teachers work hard and serve the pupils well. In the best lessons, teaching is brisk, no time is wasted and the lesson builds very effectively on what pupils already know and can do so that they make very good gains in learning. Throughout the school, teaching is well supported by very good curricular provision which is cohesive, clear and helpful. The cohesion ensures that long-term planning includes all appropriate areas of the National Curriculum and that teachers have a broad picture of how subjects are taught throughout the school. The clarity enables teachers to plan units of work in which all pupils learn in a systematic and progressive way. Weekly and daily plans, helpful to both teachers and pupils, are then devised so that each pupil's needs are met. In English and mathematics, pupils benefit further from being taught in groups according to ability; this enables teachers to plan work with even more precision. Teaching by the specialist teacher for pupils designated with moderate learning difficulties is consistently very good. Throughout the school, classroom assistants and qualified nursery nurses give valuable support in all classes. They are involved in the planning and their time is used well, especially during activities in which pupils work in groups.
7. The curriculum for children in the Foundation Stage – in the nursery and reception classes – is very good indeed. Staff have a secure understanding of the needs of young children, and relevant activities are planned to engage their interest and build on what they already know. For example, a midwife visited the school to talk to the children about how to look after babies. As they increased their knowledge and understanding of the world, children visited the fire station and were able to climb on the engines and talk to the fire-fighters. The basic skills are taught well, too, as children learn letter sounds and shapes and share large texts in literacy lessons. Staff organise interesting activities which help children to develop their mathematical understanding in a practical way. Teachers and classroom assistants listen well to children so that they can help them to sort out their ideas.
8. The school has implemented the National Strategies for Literacy and Numeracy very well. In the infants and juniors, teachers use the three parts of the literacy and numeracy lessons very effectively. In the first part of lessons, teachers make clear what is to be taught and learned. Pupils then complete tasks and finally come together to review what they have done. Large texts are used very effectively. In the infants, for example, a teacher covered up specific words in the story of 'Cinderella' and pupils had to read the whole sentence to consider sensible suggestions to fill the gaps. Teachers ask probing questions to elicit pupils' understanding and get them to think hard. Because teachers extend pupils' specific subject knowledge very effectively and pupils listen well, levels of discussion are very good and teachers are able draw out aspects of lessons in interesting ways.
9. The curriculum is planned so that pupils learn in a range of styles. Teachers ensure that there are opportunities for pupils to learn by listening, looking and through practical activities. Pupils

benefited from concentrated teaching and discussion when they worked as a group with the teacher in an infant lesson. Because the lesson was organised effectively, other pupils knew what to do and were able to get on with their individual work independently. In an excellent lesson in mathematics in Year 6, pupils sat in a circle and fired questions at each other about equivalent proportions of a kilogram. In another excellent science lesson in Year 5, pupils took part in a drama session and then shared their ideas about the circulation of blood.

10. ICT is taught satisfactorily but it is not always planned sufficiently into other subjects. However, pupils achieve satisfactory standards when they use their skills effectively for word processing, data handling and research in CD ROMs. Good teaching of control was seen in the reception class when children played with a programmable toy and sent it off in various directions. In design and technology, the quality of teaching was good overall, with some very good teaching for younger junior pupils when they considered their designs and discussed which materials to use. The well thought-through curriculum for design and technology helps teachers to plan and teach in ways which stimulate pupils' interest. Pupils with moderate learning difficulties benefited from very skilful teaching when the teacher included drama as she got pupils to describe how they would make a cardboard monster come out of a model cave. Would it slide or would it jump? Teamwork is a major feature in the teaching throughout the school. In all subjects, teachers work together very well to evaluate pupils' needs, match work appropriately and consider the best ways to teach. Everyone 'sings from the same hymn sheet'. All staff are committed to improvement in order to provide better for the pupils and to raise standards further in all subjects. Teachers take responsibility for their own professional development and there are opportunities for them to visit each other's classrooms. They know their strengths and are aware of areas in which they need to improve; this professional approach is a great strength of the school.
11. The curriculum is broad and balanced and it is enhanced in many innovative ways so that pupils achieve well in the foundation subjects and religious education. For example, the school has valuable links with local industry, especially in science and technology, so that pupils gain a deeper understanding of how materials are used. Pupils visit places of worship in order to learn about a variety of religions. Visitors, such as theatre groups, artists and musicians, add to the rich range of experiences provided for the pupils. Field trips and visits to significant historical sites, including some in their own area, bring relevance to pupils' learning. Parents value the way they are informed of what their children are to learn each half term. This effectively promotes an extension of teaching and curricular development to pupils' homes.

**The academic and social needs of all pupils are identified rigorously so that every pupil is supported well and has access to what the school has to offer.**

12. Assessment of pupils' attainment and progress is of high quality and commitment to the inclusion of all pupils is a central feature in the life and work of the school. Staff look not only at what pupils know and understand, they also consider the best ways to help pupils to progress. Pupils are involved in setting targets and evaluating their own progress. This helps them to see how well they are doing and recognise that their own efforts are important. Targets are shared with parents, who appreciate the way they are involved in supporting their children. Because the targets are realistic and teachers expect pupils to learn in a step-by-step way, they achieve success and have good levels of self-esteem and confidence. In discussions, pupils in Year 2 said that they love learning and getting better at things. There is a purposeful atmosphere in the classrooms because pupils believe that they can succeed. Sensitive support from classroom assistants provides additional opportunities for pupils to clarify any points which they do not understand at first.
13. In lessons, teachers include all groups as they question the class. In a writing lesson in Year 5, the teacher was careful to ask questions evenly of boys and girls. She challenged both with demanding questions about how to write a formal letter. There was no hiding place. In Year 6, pupils were given the opportunity to use their speaking and listening skills thoughtfully in a debate. This enabled pupils, who were perhaps not so strong in reading or writing, to develop their linguistic skills and sharpen up their powers of reasoning.

14. The school's approach to assessment, curriculum provision and teaching is particularly effective for pupils with special educational needs. These pupils, including those with moderate learning difficulties, are monitored rigorously and supported very well. Particular needs are met sensitively in short sessions in a thoughtfully organised and attractive classroom, but for most of the day pupils are included in mainstream classes very effectively. This works well because of the school's system of grouping pupils according to their ability in English and mathematics. High quality support from teaching and support staff enables pupils with special educational needs and those who speak English as an additional language to benefit fully from the National Curriculum. Lessons are planned very effectively with precise and challenging targets for each pupil. Staff employ a variety of teaching styles which engage pupils' interest and concentration and help pupils to understand what is being taught. Specialist staff prepare very good individual education plans which include targets for improved social behaviour. Because all staff work together very well, pupils' targets are reinforced throughout the day.
15. Pupils' personal and social development is fostered through well-organised assemblies, 'circle times' and 'golden time'. In 'circle time', pupils discuss relationships. They are candid about how they feel, how they think everyone should behave and how they can help other people. Pupils have 'golden time' at the end of the week, when they negotiate with their teachers to do favourite things in school. This time has to be earned during the week. In assemblies and religious education lessons, pupils develop an awareness of the wider issues of care and consideration for others. For example, younger pupils gained greater understanding of the importance of love and care for people, regardless of race or religion, when they listened to the story of The Good Samaritan. Junior pupils became more aware of world issues when they heard about the suffering of people in the recent earthquake in India.

**The headteacher, senior staff and governors lead and manage the school very well so that there is a clear sense of common purpose and a positive ethos throughout the school.**

16. The recently appointed headteacher provides clear leadership and very good educational direction for the school. In partnership with key staff and governors, she works conscientiously to meet the school's aims and raise standards of pupils' attainment further. There is also a very firm commitment to providing a broad curriculum and developing pupils' personal and social skills. The headteacher and deputy headteacher have monitored teaching and learning in the classrooms and discussed their findings with the staff. The co-ordinators for English, mathematics, science and ICT have also monitored how their subjects are being taught and learned in lessons. In this way, the leadership is able to share the good things which are going on in the school and address any areas of relative weakness.
17. Teachers with special responsibilities fulfil their duties very well. The sense of teamwork in the school is very strong because teachers have confidence in each other and all want to provide for pupils as well as they can. Recent national guidance and information from professional courses on all subjects is shared and discussed so that pupils benefit in practical ways in the classrooms; for example, in literacy, numeracy and ICT lessons.
18. The school is not complacent and self-evaluation is a strong and empowering feature of the leadership and management. As management skills are enhanced through governor training and skilful leadership, the school development plan is used increasingly as a tool which leads the school forward purposefully. Priorities are rooted out through honest appraisal. Staff and governors are sufficiently confident to be able to look at all aspects of the school critically and face up to areas where improvement is necessary. For example, they know that children's writing could be better and therefore have arranged extended lessons for pupils to have time to complete longer pieces of work. They also know that, although teachers are working well towards integrating ICT into all subjects, there is some way to go. A new computer suite has been installed to enhance pupils' skills and teachers are keen to put it to use. Governors are also aware that the outdoor play area for nursery and reception children is unsatisfactory and needs attention. They are already making plans to improve matters.

## **WHAT COULD BE IMPROVED**

**Outdoor provision for the nursery and reception classes requires attention. It does not match the high quality of indoor provision**

19. The building occupied by the nursery and reception classes was recently adapted and refurbished for their use. It provides spacious and well-equipped rooms for children to learn and play in an attractive atmosphere. In contrast, the grassed and hard-surface areas for outside play are shabby and the fencing and gates are old and worn. Children cannot gain full benefit from outdoor activities because surfaces are uneven and paths become muddy and unusable. The area was not originally planned with these young children in mind. The governors have already set plans in motion to seek funding for improvements and parents are supportive of the initiative.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

20. The school should:
  - make appropriate arrangements to improve outdoor play provision for children in the nursery and reception classes.  
*(Paragraphs 18 and 19)*

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	26

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	34	49	10	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)	30	257
Number of full-time pupils known to be eligible for free school meals	0	48

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	15
Number of pupils on the school's special educational needs register	1	60

English as an additional language	No of pupils
Number of pupils with English as an additional language	8

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	7

### Attendance

#### Authorised absence

	%
School data	5.1
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.7
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.



### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	21	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	18	18
	Girls	19	20	20
	Total	37	38	38
Percentage of pupils at NC level 2 or above	School	90 (98)	93 (98)	93 (98)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	18	17
	Girls	20	20	19
	Total	38	38	36
Percentage of pupils at NC level 2 or above	School	93 (98)	93 (98)	88 (95)
	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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	15	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	12
	Girls	17	16	19
	Total	29	27	31
Percentage of pupils at NC level 4 or above	School	85 (78)	79 (89)	91 (92)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	10
	Girls	17	17	18
	Total	27	27	28
Percentage of pupils at NC level 4 or above	School	84 (84)	84 (86)	88 (84)
	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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	4
Chinese	0
White	222
Any other minority ethnic group	1

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	12.4
Number of pupils per qualified teacher	20.7
Average class size	25.7

#### **Education support staff: YR – Y6**

Total number of education support staff	6.8
Total aggregate hours worked per week	180

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30

Total number of education support staff	1.2
Total aggregate hours worked per week	40

Number of pupils per FTE adult	13.6
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
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	£
Total income	555325
Total expenditure	554356
Expenditure per pupil	1932
Balance brought forward from previous year	23472
Balance carried forward to next year	24441

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	287
Number of questionnaires returned	64

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	22	3	2	0
My child is making good progress in school.	72	25	3	0	0
Behaviour in the school is good.	52	41	0	2	5
My child gets the right amount of work to do at home.	54	39	2	0	5
The teaching is good.	64	34	2	0	0
I am kept well informed about how my child is getting on.	70	30	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	78	20	2	0	0
The school expects my child to work hard and achieve his or her best.	62	38	0	0	0
The school works closely with parents.	54	39	5	0	2
The school is well led and managed.	65	31	2	0	2
The school is helping my child become mature and responsible.	62	38	0	0	0
The school provides an interesting range of activities outside lessons.	49	28	12	0	11