

# INSPECTION REPORT

## **MELLOR PRIMARY SCHOOL**

Mellor, Stockport

LEA area: Stockport

Unique reference number: 106058

Headteacher: Mr M Barley

Reporting inspector: Mr E Jackson  
3108

Dates of inspection: 22-24 May 2000

Inspection number: 193194

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: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Knowle Road  
Mellor  
Stockport  
Cheshire

Postcode: SK6 5PL

Telephone number: 0161 427 1052

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Appropriate authority: Governing Body

Name of chair of governors: Mr J Bevis

Date of previous inspection: April 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

The school is smaller than most primary schools, but has grown from 111 on roll in 1996 to 180, and now also offers nursery provision. The number of pupils eligible for free school meals, three, is well below average, and the number of pupils with special educational needs, 30, is about average. The number of pupils from minority ethnic backgrounds, one, is very low, and there are no pupils learning English as an additional language.

Many of the pupils are from educationally privileged backgrounds, and attainment at entry to the main school, at five, is generally well above average. As the school typically recruits about 20 pupils per year, small differences in the attainment of the intake, or from pupils leaving and being replaced by others of lower attainment may have significant implications for the comparison of the school's results with national statistics. For instance, three years ago the school admitted a significant number of pupils into classes at Key Stage 2 from another local school which closed, many of them having special educational needs.

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

The school maintains very high standards in almost all its work. Attainment in national tests by 11 is well above the national average, and above that in schools in similar circumstances. This is the result of high quality teaching throughout the school, well supported by very effective leadership. The school gives very good value for money.

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

- Achieves high standards in almost all its work, strongly based in high quality teaching.
- Very effective leadership provides an excellent ethos for learning in a very supportive and caring learning environment.
- Maintains a broad and rich curriculum, including a very good early years programme, and very good adaptation of the National Literacy and Numeracy Strategies to the pupils' needs, including those with special educational needs.
- Pupils' behaviour and their attitudes to their learning are real strengths, supported by the very good provision for their spiritual, moral, social and cultural development.

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

- The developmental marking of older pupils' work.

*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 maintained the high standards recognised in the last inspection in 1996. It has made very good progress in addressing the few issues raised in the report, and further issues arising from its own evaluation. The headteacher and governors ensure that the developmental priorities adopted are the right ones, and that they are effectively implemented.

Those teachers with management and co-ordination responsibilities have much more clearly defined roles now. These involve them in significant overview of subjects and aspects of the school's work. This includes monitoring their colleagues' planning, budgetary control, and keeping everyone up-to-date with important developments. For the co-ordinators of the core subjects of English, mathematics, science and information technology this also includes observations of their colleagues' teaching, contributing well to

improvements in teaching and learning. This aspect is to be further developed as part of the school's current improvement plan, to help improve even further the quality of teaching, and pupils' standards of attainment.

Additionally, the school has responded very well to national developments in literacy, numeracy and information technology, and to increased national expectations for performance target-setting, including more effective use of comparative information about test results. The significant increase in pupil numbers has been dealt with very effectively, as has the addition of a nursery class. The very good programme devised by the staff to cover the nationally recommended areas of experience for the under-fives is implemented very well. Staffing has also been carefully increased to cope with larger groups, and has included very useful training for classroom assistants. The teachers have adapted their teaching very well to the needs of the increasing number of pupils with special educational needs, increased from one pupil on the special educational needs register in 1996 to 30 pupils now. This increase partly reflects the growth in the school roll, but also improvements in the identification of pupils with particular needs.

Substantial improvements have also been made to what was already good accommodation. A small additional teaching space has been built for the Year 2 pupils using funds from the 'Infant Class Size Initiative', adequate for the 20 pupils currently based there. An imaginative extension to the reception classroom has provided additional space to accommodate the ten part-time nursery pupils for the morning and afternoon sessions. A very good outside play area for the early years group has also been created, with landscaping proceeding currently.

The pupils' spiritual and cultural development has improved significantly. Teachers are assiduous in helping the pupils to respond to their learning reflectively, and to appreciate beauty in the natural and man-made world. The school has also achieved an award for its work in European Awareness, including offering language and tuition in European languages, in co-operation with its linked high school.

## STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	A*	A	B
Mathematics	A	A	A	A
Science	A	D	B	C

**Key**

very high                    A\*

well above average      A

above average            B

average                     C

below average            D

well below average      E

*A\* indicates performance which is in the top five per cent nationally.*

The pupils achieve standards by age 11 that are well above the national average, and above average in comparison to schools in similar circumstances. Boys attain particularly well in comparison with other boys nationally. These high standards by the end of Key Stage 2 have been maintained over a number of years. By age seven, pupils achieve well above the national average in reading and writing, results which are well above the average

in similar schools in writing, and in line with similar schools in reading. In mathematics, however, results fell from above the national average in 1997 to below average in 1999. The school has taken swift action to rectify this situation, and attainment for the current seven year olds is well above average, whilst the attainment of the current Year 1 pupils is very high. By five, almost all the children in the reception class attain above the levels described in the nationally recommended Desirable Learning Outcomes.

Teachers set targets for the pupils based on their assessment of their attainment. These targets are realistic but demanding, seeking to improve standards, but showing awareness of the pupils' capacity to achieve.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Outstanding.
Behaviour, in and out of classrooms	Pupils behave very well in all aspects of their work and play.
Personal development and relationships	Very good.
Attendance	Very good – well above the national average.

The high quality learning relationships fostered by the headteacher and staff lead to pupils having excellent attitudes to their work and play. From the early years on, the pupils rise to the school's high expectations of their behaviour and independence. The school builds well on the good start many pupils receive at home, and works successfully with parents to help the pupils grow as members of a shared community.

### **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>aged up to 5 years</b>	<b>aged 5-7 years</b>	<b>Aged 7-11 years</b>
Lessons seen overall	Very good	Very 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 quality of teaching is a strength of the school. It was outstanding in one in four lessons observed in the early years and at Key Stage 1. It was very good in half the lessons seen across the school, and it was good in almost all the rest. Teaching is never less than satisfactory.

The teaching of English and mathematics, including literacy and numeracy, is very good. Teachers have very good subject knowledge and understanding, and also understand how to inspire and challenge all pupils, including high attaining pupils and those with special educational needs. Occasionally, however, the marking of older pupils' work does not give them sufficient information for them to improve and develop their own knowledge and understanding.



Because they have such outstanding attitudes to their school work, the pupils concentrate very well on the given tasks, are very keen, and work at a very good pace. This ensures that they take full advantage of the very good teaching, and make very good progress in their learning.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Meets statutory requirements; broad and balanced; literacy and numeracy covered well, as is information technology.
Provision for pupils with special educational needs	Very good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good; moral and social development outstanding.
How well the school cares for its pupils	Very well; child protection arrangements well understood.

The school works very closely with parents, many of whom work as volunteers in classes. The school has maintained a very good primary curriculum, and the teachers draw links between subjects successfully in thematic and topic work. It is a very caring school, and pupils work and play together in a real family atmosphere.

#### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	The headteacher's confidence and experience helps the staff and governors to develop a very good learning ethos. He is very well supported in this by the deputy headteacher and other key staff.
How well the governors fulfil their responsibilities	Fulfil all statutory responsibilities; have close knowledge and understanding of the work of the school; very good strategic planning.
The school's evaluation of its performance	Well established; provides good evidence base for improvement.
The strategic use of resources	Very good.

The headteacher has a comprehensive educational philosophy that ensures strong direction for staff and governors, providing a very clear and shared vision of how the school should operate on behalf of the pupils. The school's aims are very clearly present in its work, and there is a determinedly strong shared commitment amongst the whole school

community to develop and improve the quality of education, and to maintain high standards. There is a clear and effective concern to ensure that the best value is obtained from the use of the school's resources.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• That their children enjoy school, and make good progress, including in becoming mature and responsible.</li> <li>• The teaching is good, encouraging children to work hard and achieve their best.</li> <li>• The management of the school is good, and they feel comfortable in approaching staff with concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• Information about the work planned for the following term.</li> </ul>

The inspection confirms the parents' overwhelmingly supportive comments about the school. There appears to be a good flow of information between home and school, but the school acknowledges that parents could be given more information about planned work.

## **PART B: COMMENTARY**

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

**Achieves high standards in almost all its work, strongly based in high quality teaching.**

1. The pupils achieve standards by age 11 that are well above the national average, and above average in comparison to schools in similar circumstances. Boys attain particularly well in comparison with other boys nationally. For instance, in response to the teacher's prompting, Year 6 pupils increased their use of imagery in their written stories. One boy wrote in an adventure story, 'Its ears were as pointed as church spires and its claws were as sharp as knives. Its nose was like a rugby ball, and its feet were shaped like plungers'. These high standards have been maintained over a number of years. In a mathematics lesson Year 6 pupils demonstrated very good knowledge and understanding of the equivalence of fractions, decimal fractions and percentages. They used the correct vocabulary, such as numerator and denominator, and understood how to round a number to two decimal places.
2. By seven, pupils achieve well above the national average in reading and writing, results which are well above the average in similar schools in writing, and in line with similar schools in reading. During a very good lesson on the use of adjectives, one Year 2 pupil wrote, 'A musical grasshopper came into our house. The filthy, green thing sings the same song over again'. She knew which words were nouns and which adjectives, and had control of language more typical of a Year 4 pupil. In mathematics, however, results fell from above the national average in 1997 to below average in 1999. The school has taken swift action to rectify this situation, and attainment for the current seven year olds is well above average, whilst the attainment of the current Year 1 pupils is very high. During a practice session for Year 2 pupils on the five times table, one boy asked, "Where does the five times table stop?". The teacher skilfully capitalised on this opportunity to extend pupils' thinking by asking what the last digit of the answer to one million times five would be. The pupils all knew that it would be nought or five, and one boy rapidly volunteered five million as the answer. Year 1 pupils effectively estimated how many 'bears' of different sizes it would take to fill a space, to check the teacher's proposition that the larger the object, the less required to fill the spaces. Her questioning and prompting helped these five and six year old pupils to understand how guessing and estimation are related, and how practice affects the likely accuracy of the 'guess'. This was outstanding teaching and learning.
3. Teachers set targets for the pupils based on their assessment of their attainment. These targets are realistic but demanding, seeking to improve standards, but showing awareness of the pupils' capacity to achieve. In the nursery and reception class, for example, the teacher and nursery nurses co-operate constantly in assessing children's attainment, and in setting new targets for their learning. For instance, during mathematics work from a train topic, children not only made very good progress in their use of comparative language such as longer and shorter than, but also talked accurately about the differences between local and inter-city trains, at the teacher's instigation.
4. The quality of teaching is a strength of the school. It was outstanding in one in four lessons observed in the early years and at Key Stage 1. It was very good in half the

lessons seen across the school, and it was good in almost all the rest. Teaching is never less than satisfactory. During one afternoon of the inspection, the variety and level of the work proceeding in each classroom illustrated the very high ethos for learning strived for and regularly achieved by all in the school.

5. The teaching of English and mathematics, including literacy and numeracy, is very good. Teachers have very good subject knowledge and understanding, and also understand how to inspire and challenge all pupils, including high attaining pupils and those with special educational needs. In a Year 3 literacy lesson exploring characterisation, the teacher encouraged the pupils very effectively to write character profiles from a known story. They used such words as 'confused', 'puzzled', 'jealous', and 'bewildered' innovatively, working independently of the teacher very well.
6. The teachers plan and teach very interesting lessons, supported well by other classroom staff, and volunteer parents. They tell the pupils what they are expected to learn, so that together they are able to review learning and progress. Because they have such outstanding attitudes to their school work, the pupils concentrate very well on the given tasks, are very keen, and work at a very good pace. This ensures that they take full advantage of the very good teaching, and make very good progress in their learning. In a lesson about the formation of local river systems, the Year 4 teacher explained this so clearly that two eight year old girls not only understood the process, but linked it independently to the water cycle from work they had completed earlier in the term.

**Very effective leadership provides an excellent ethos for learning in a very supportive and caring learning environment.**

7. The headteacher has a comprehensive educational philosophy that ensures strong direction for staff and governors, providing a very clear and shared vision of how the school should operate on behalf of the pupils. The school's aims are very clearly present in its work, and there is a determinedly strong shared commitment amongst the whole school community to develop and improve the quality of education, and to maintain high standards. There is a clear and effective concern to ensure that the best value is obtained from the use of the school's resources. This involves careful selection of staff and resources to match the pupils' needs, and skilled and appropriate use of financial and teaching resources. The governing body works diligently alongside the headteacher to monitor and evaluate the school's work through a series of committees, and visits to classrooms.
8. Those teachers with management and co-ordination responsibilities have much more clearly defined roles than at the time of the previous inspection, and fulfil them very effectively. These involve them in significant overview of all curriculum subjects and aspects of the school's work. This includes monitoring their colleagues' planning, budgetary control, and keeping everyone up-to-date with important developments. For the co-ordinators of the core subjects of English, mathematics, science and information technology this also includes observation of their colleagues' teaching. This aspect is to be further developed as part of the school's current improvement plan, to maintain and help to improve the quality of teaching, and pupils' standards of attainment. Currently, the headteacher is very effectively involved in both the monitoring of teaching and learning, and in providing teaching cover to free other staff to perform their management duties. The deputy headteacher supports the headteacher very well, and fulfils her role of special

educational needs co-ordinator with intelligence and careful competence. The significant increase in pupil numbers has been dealt with very effectively, as has the addition of a nursery class. Staffing has also been carefully increased to cope with larger groups, and has included very useful training for classroom assistants.

9. The school works very closely with parents, many of whom work as volunteers in classes, carefully briefed by the staff. One parent, whose children have now left the school, voluntarily manages the school library in consultation with the English co-ordinator. Parents also support teachers in classes, and listen to pupils read. The help offered adds considerably to the school's ability to provide specific help to individuals and groups, and improve standards.
10. It is a very caring school, and pupils work and play together in a real family atmosphere. In lessons, assemblies, playground, and the dining hall, the quality of the relationships is so good that these occasions are almost all conducted in a relaxed and respectful manner. This is also evident in the before and after school club, which is very popular with pupils and parents alike. This is organised by a parent whose children have also left the school, who also works in other capacities in the school, and the club connects seamlessly with the rest of the school's daily life. One parent commented that his child enjoys this club so much that he has to wait until the club actually closes before she will deign to come home! This further illustrates the tremendous shared ethos of the school contributing to the atmosphere of shared and purposeful endeavour, maintaining the high standards of personal development.
11. The staff know the pupils very well, and use their close knowledge of them during lessons to assess their progress and help them in discussion to improve their learning and achievement. There are also very good examples in Key Stage 1 of the skilled marking of pupils' work. The comments written in pupils' books help them to make further progress, and extend their thinking. For instance, one boy was encouraged to write a full page of his own text in four sessions by the well-placed developmental questions posed by the teacher.

**Maintains a broad and rich curriculum, including a very good early years programme, and very good adaptation of the National Literacy and Numeracy Strategies to the pupils' needs, including those with special educational needs.**

12. The teachers have maintained a broad and balanced curriculum, and the pupils' achievement in subjects such as history and geography is well above that commonly found in primary schools. From the reception class to Year 6, pupils have very good opportunities to develop their skills in information technology. In Year 4, for example, pupils have printed and can read their names using the Greek alphabet, and used geometric knowledge developed in ancient Greece to program the computer to produce intricate shape patterns, with a volunteer parent's help.
13. The school has developed a very good primary programme of work, and the teachers draw links between subjects successfully in thematic and topic work. For instance, Year 2 pupils improved their skills in writing instructions alongside geographical skills in describing their route from home to school. They also learn to explain their findings logically in science, as one boy did in describing living things found in a local field: 'The people in the field group found one cat because there was a house next to the field, so that's how he was in the field'.

14. Additionally, the school has responded very well to national developments in literacy, numeracy and information technology, and to increased national expectations for performance target-setting, including more effective use of comparative information about test results. The teachers have agreed between them how they will use the aspects of the strategies which will help their pupils, and also how they will maintain such strong areas of the school's work as extended writing. The very good programme devised by the staff to cover the nationally recommended areas of experience for the under-fives is implemented very well. During the inspection, a temporary teacher known to the pupils skilfully implemented the long-term plans prepared. She ensured that the 23 reception pupils and ten different nursery children, morning and afternoon, experienced a rich and varied curriculum, including using the hall for physical activity when it rained. To see the reception classroom filled with activities supporting effective learning in so many areas, supported appropriately by adults, and the attached nursery similarly educationally active was a real joy. Here the youngest pupils were learning to work together harmoniously, and to pursue their own ideas in a controlled environment.
15. The teachers have also adapted their teaching very well to the needs of the increasing number of pupils with special educational needs, increased from one pupil on the special educational needs register in 1996 to 30 pupils now. All the teachers write the individual action plans for the pupils in their class on the special educational needs register, in consultation with the deputy headteacher, and work closely to them in planning work that meets these pupils' needs very well. Support staff contribute very well here.

**Pupils' behaviour and their attitudes to their learning are real strengths, supported by the very good provision for their spiritual, moral, social and cultural development.**

16. From the early years on, the pupils rise to the school's high expectations of their behaviour and independence. In all activities observed, the pupils responded to the opportunities offered quickly and purposefully. They are attentive in whole-class sessions, listening to their teachers and other pupils respectfully. They also work well in pairs and groups, and conform to the separately agreed classroom 'rules' sensibly. In sessions when the teacher or other adult concentrates on one group, the other pupils work independently with concentration. In one lesson, a Year 2 pupil working independently asked the teacher a question. She redirected the pupil to think about her 'problem' further, which she did, and looked for and found the resources she needed to continue her work for herself.
17. Occasionally, some pupils misbehave, and there are a number of pupils on the special educational needs register because they need specific help to cope in school. The school has clear guidance for this, and all staff operate the agreed system consistently. These pupils are also helped by other pupils, who remind them of the required standards of behaviour, and help them to match the school's expectations.
18. The high quality relationships fostered by the headteacher and staff lead to pupils having excellent attitudes to their work and play. The school builds well on the good start many pupils receive at home, and works successfully with parents to help the pupils grow as learners. This attitude to learning is almost tactile in some lessons. For instance, after the Year 1 class had returned from the excitement of their swimming lesson, they took part in a lesson to compare methods of measuring surface area very enthusiastically. They switched readily from the pleasure of the

physical activity to the mental creativity required to tackle the complex tasks planned by the teacher.

19. The pupils' personal development is very good. As well as growing in independence and initiative, pupils build very effectively in school on the excellent moral and social development begun at home. This maintains the high levels commented on at the time of the last inspection. For instance, during an assembly contrasting robots and humans, the pupils followed the headteacher's message about freedom of choice well. They showed a very good understanding of personal responsibility, and how they were responsible for their own actions, good and bad.
20. Spiritual development is fostered very well in the school. It has improved significantly since the last inspection, and the pupils respond to this provision with great sensitivity. This is seen in their art: for instance, in some Year 4 work in the style of Picasso's Cubist period, and by reception class pupils observing and drawing their own faces as part of a self-awareness topic. Through work in music, literature, science, history and geography, pupils are introduced to ideas which make them think about themselves in the world, and the effects of human action on the world. They also consider a variety of religious beliefs in developing their understanding of people's response to deep philosophical questions. They show great respect for the beliefs of the major faiths, including Christianity, Islam and Judaism.
21. Cultural development is also very good, and has improved strongly since the last inspection. As well as learning throughout the school a great deal about the locality and its cultural heritage, pupils in Year 1 and Year 4 are linked with pupils in schools in differing localities in the United Kingdom. The Year 1 pupils exchange letters and visits with a school in inner-city Manchester, where most of the pupils are of Asian heritage. This gives them very good opportunities to learn about living in a quite different environment, but also about different cultural and religious backgrounds. The school has earned an award for European Awareness, and offers the older pupils the opportunity to study a modern European language, in co-operation with its link high school.

## **WHAT COULD BE IMPROVED**

### **The developmental marking of older pupils' work.**

22. The teacher of the Year 5/6 class has 38 pupils, most of whom produce copious amounts of written work. She works valiantly to keep up to date with this, and to use her marking to improve their work. Occasionally, however, the marking does not give them sufficient information for them to improve and develop their own knowledge and understanding. For instance, when pupils prepare a first draft of their work, the teacher comments on it, corrects spellings and so on. When the pupils prepare the final version, perhaps as part of a topic, she makes a general summary comment about the topic presentation, but does not mark the work closely enough to check inaccuracies, or extend the pupils' ideas. There is also insufficient sharing with the pupils of the specific attainment criteria they need to achieve in order to progress to higher levels in English, mathematics and science.

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

In order to maintain and further improve the quality of education and pupils' standards of attainment, the headteacher, governors and staff should:

Build on the current school priority to better monitor pupil progress by:

1. ensuring that the marking of pupils' work is consistently rigorous across the school;
2. developing strategies to increase older pupils' knowledge and understanding of their own performance in order to involve them more fully in setting targets for their own future learning. (Paragraph 22)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	10

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	50	38	6	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)	10	160
Number of full-time pupils eligible for free school meals	N/A	3

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	1	29

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	2

### Attendance

Authorised absence	%
School data	3.75
National comparative data	5.4

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 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	13	15	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	12	9
	Girls	14	15	13
	Total	24	27	22
Percentage of pupils at NC level 2 or above	School	86 (96)	96 (93)	79 (89)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	9	10
	Girls	14	11	14
	Total	24	20	24
Percentage of pupils at NC level 2 or above	School	86 (89)	71 (89)	86 (84)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	9	11	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	9
	Girls	11	8	9
	Total	19	17	18
Percentage of pupils at NC level 4 or above	School	95 (100)	85 (72)	90 (67)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	9
	Girls	9	9	9
	Total	17	18	18
Percentage of pupils at NC level 4 or above	School	85 (83)	90 (72)	90 (83)
	National	68 (65)	69 (65)	75 (72)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	136
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)	7.2
Number of pupils per qualified teacher	23
Average class size	27.6

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

Total number of education support staff	3
Total aggregate hours worked per week	55

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

Total number of qualified teachers (FTE)	1*
Number of pupils per qualified teacher	10*

Total number of education support staff	2*
Total aggregate hours worked per week	66

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

\* Staff cover 10 nursery and 23 YR pupils between them

### **Financial information**

Financial year	1999/2000
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	£
Total income	322,422
Total expenditure	320,309
Expenditure per pupil	1,780
Balance brought forward from previous year	2,113
Balance carried forward to next year	4,025

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	360
Number of questionnaires returned	185

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	34	5	0	1
My child is making good progress in school.	47	49	3	0	1
Behaviour in the school is good.	46	52	1	0	1
My child gets the right amount of work to do at home.	27	53	15	1	4
The teaching is good.	52	46	0	0	2
I am kept well informed about how my child is getting on.	29	53	15	1	2
I would feel comfortable about approaching the school with questions or a problem.	69	30	1	0	0
The school expects my child to work hard and achieve his or her best.	50	45	2	1	2
The school works closely with parents.	48	42	7	1	2
The school is well led and managed.	71	27	1	0	1
The school is helping my child become mature and responsible.	55	44	1	0	0
The school provides an interesting range of activities outside lessons.	39	44	8	0	9

### Other issues raised by parents

The parents are overwhelmingly supportive of the school. There were some concerns expressed about the variability of homework between classes, and the amount of curricular information received. Some parents are also concerned about a class of 38 pupils, but do not complain about the standard of teaching or learning.

Inspection findings confirm the parents' very positive views of the school.