

INSPECTION REPORT

LADYBROOK PRIMARY SCHOOL

Bramhall, Stockport

LEA area: Stockport

Unique reference number: 106055

Headteacher: Mrs Sheila Penny

Reporting inspector: Mrs Lesley Traves
24039

Dates of inspection: 19th – 21st November 2001

Inspection number: 193273
Short inspection carried out under section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Gleneagles Close Bramhall Stockport
Postcode:	SK7 2LT
Telephone number:	0161 439 8444
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Pamela Smith
Date of previous inspection:	March 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ladybrook Primary School is about the same size as most primary schools, with 267 pupils on roll, between the ages of four and eleven. Of these, 39 attend part time in the nursery. There are more boys in the school than girls and this creates an imbalance in some classes. Most though not all pupils come from the private housing estate that the school was built to serve, in an area of well above average social and economic circumstances. There are far fewer pupils entitled to free school meals (2.6 per cent) than in most schools. There are also fewer pupils with special educational needs (11.6 per cent) than in most schools, although this number has increased significantly in recent years. The school population is predominantly white. However, there are more pupils (4.2 per cent) than in most schools who speak English as an additional language. These pupils are from a number of different ethnic backgrounds and three of them are at the early stages of learning English. Most pupils enter the reception class with well above average levels of attainment.

HOW GOOD THE SCHOOL IS

Ladybrook is an outstanding school. It achieves standards that are well above average in all subject areas. Teaching throughout the school is consistently very good and is often excellent. The learning experiences provided for pupils and the learning environment the school creates are exceptional. As a result of these features, all pupils in the school achieve very well. There is excellent leadership and management. The headteacher, staff and governors work together as a highly effective team strongly committed to providing the best for the pupils. The school provides very good value for money.

What the school does well

- The school achieves high standards in all subject areas. Exceptionally high standards are achieved in information and communication technology (ICT) and in writing.
- The leadership and management of the school are excellent.
- The learning opportunities provided for pupils are outstanding.
- Very high standards of teaching ensure that all children achieve very well.

What could be improved

- The outdoor play area could be improved to reflect the very high quality learning environment inside the school and to provide more opportunities for pupils' social development.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the last inspection is very good. Ladybrook was last inspected in 1997, when it was judged to be a very good school. There have been some significant improvements since then, both in areas identified as issues in the inspection and those the school identified itself. These have been brought about through very strong leadership and management and a commitment to high standards. Teaching is now even stronger, with a much higher number of lessons being judged to be very good and excellent. The curriculum has been strengthened in all areas to ensure that pupils develop their knowledge, skills and understanding at a very good rate, throughout the school. The quality of teaching and learning in ICT has been greatly improved, through the creation of a 'centre for learning', which houses a suite of computers, as well as a large library. Procedures for checking on children's progress have also been strengthened to enable work to be set at the right level of challenge for all pupils. Test results have also improved and the school has received an achievement award from the DfES in recognition of this.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	A	B	A	B	well above average A above average B average C below average D well below average E
mathematics	A	A	A	A	
science	B	A	A	B	

The school's results in tests for 11-year-olds are consistently better than those of most schools nationally and schools with pupils from a similar background. National tests in 2001 showed that the school's performance in English, mathematics and science was well above average. When compared to similar schools, standards in mathematics are also well above average. Test results show that, by the age of 11, almost half of all pupils exceed the expected levels in these subjects.

Pupils achieve equally well in tests for 7-year-olds. Results here are also consistently better than in most schools and also in schools that are similar to Ladybrook. In some years, performance for these pupils in writing and mathematics has been within the top five per cent in the country. In the 2001 tests, performance in reading, writing and mathematics was well above average when compared to schools nationally and to similar schools.

Work seen in English, mathematics and science during the inspection confirms the test results, showing standards to be well above average by age 11. Standards in writing are a particular strength, with pupils achieving even better than the test results suggest. Standards in all other subjects are also well above average by age 11. Pupils achieve exceptionally well in ICT, which is a strength of the school.

Children get off to a flying start in the Foundation Stage and by the end of the reception year, most pupils have exceeded the goals set for children at this age. They achieve very well in all areas of learning.

Pupils with special educational needs and those learning English as an additional language receive very good support and they consequently achieve very well in all classes. Higher attaining pupils also achieve very well because they are given work that stretches them to the limit. Boys and girls achieve equally well in all subjects. The school sets itself challenging targets and is successful in achieving these.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Children work exceptionally hard and enjoy all the challenges presented to them. As a result, they achieve very well.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons, at playtimes and around the school.
Personal development and relationships	Excellent. Pupils demonstrate very high levels of maturity and responsibility. They are very respectful of other people and mindful of their needs.

Attendance	Very good. Attendance is above average and pupils are punctual.
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Pupils in all classes are very keen to learn and enjoy taking part in all aspects of school life. They work and play together very well. Relationships within the school are extremely strong.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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.

Teaching is better than it was at the time of the last inspection, with a much higher percentage of very good and excellent lessons seen. A quarter of all lessons were excellent, well over half were very good and the rest were good. Both literacy and numeracy are taught very well and there is some very high quality teaching of ICT.

A major strength of the teaching is the high levels of consistency found between classes and across subjects. This enables pupils to make very good progress from year to year. An outstanding feature is the way in which all teachers create classroom environments that are rich and stimulating. As a result, pupils are excited about their learning and keen to become involved in activities. Classrooms are very well organised to support pupils in discovering things for themselves. Introductions to lessons are always lively and thought provoking. This catches children's attention and ensures their full concentration from the start. Teachers are very good at identifying the ways in which different groups of pupils learn best and as a result, provide tasks and activities that closely match their needs. They are also highly skilled at asking questions and this enables them to check on children's understanding. They know exactly what point children have reached in their learning and challenge them at just the right level to push them further. A great deal is expected of the pupils in all lessons and as a result, they work very hard indeed and achieve very well.

Highly effective support teachers and classroom assistants support pupils very well in lessons. They work very productively with small groups and on occasions, with individuals. This is of particular benefit to those pupils with special educational needs. Staff have an excellent knowledge of these pupils and understand the best ways to help them learn. This ensures that they achieve very well in relation to their abilities.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Outstanding. The school provides an excellent range of learning opportunities for all pupils. Exceptionally strong links are made between subjects and pupils cover a lot of ground as a result.
Provision for pupils with special educational needs	Excellent. Pupils are supported extremely well, in relation to their individual needs. They are fully included in all the school has to offer.
Provision for pupils with English as an additional language	Very good. These pupils are very well supported in their learning. Teachers plan appropriate work for them and as a result they make very good progress.

Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good, overall. Pupils are given very good opportunities to apply the values they learn to their own lives. Excellent relationships are evident throughout the school. A wider range of opportunities could be provided for pupils' social development outside at playtimes.
How well the school cares for its pupils	Very good. Child protection and health and safety procedures are very comprehensive. The school keeps an excellent check on pupils' progress and personal development.

The curriculum is particularly rich and exciting. It is exceptionally well planned to ensure that subjects link together seamlessly. Skills learned in one subject are practised in others and this helps pupils learn at a fast rate. This is a particularly strong feature of provision in ICT. The nationally recommended programmes for literacy and numeracy teaching have been adapted very successfully to meet the needs of the pupils and ensure that high standards are achieved. The many opportunities children are given to write for a wide range of purposes and audiences is a strength of the English curriculum. The outdoor environment is not as rich and stimulating as the environment indoors and provides less support for pupils' to develop socially, through imaginative play and quiet activities.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher is an outstanding leader. She has an exceptionally clear vision of how the school should be. In partnership with the deputy head and with the support of other key staff, she drives the school forward energetically towards achieving the highest standards for the benefit of the pupils. High quality is not negotiable.
How well the governors fulfil their responsibilities	Excellent. Governors have a comprehensive understanding of the work of the school. They undertake their roles and responsibilities with high levels of expertise and are strongly committed to providing the best for the pupils.
The school's evaluation of its performance	Excellent. The school is extremely effective in evaluating all aspects of its work. Pupils' performances in tests and in class are carefully and thoroughly analysed.
The strategic use of resources	Excellent. Financial planning is very thorough. Funds are used very effectively to raise standards. Funding for special purposes, such as to improve the building, is used particularly well.

An outstanding feature of the leadership and management is the consistently high quality expected in all aspects of the school's work. The headteacher is particularly skilled at making her expectations clear to people and supporting them in their development. The school always seeks best value for the money it spends. For example, through the effective processes it has for consulting parents on future developments.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The school is well led and managed; They feel comfortable approaching the school; Their children like school; The teaching is good; 	<ul style="list-style-type: none"> The information they receive; The range of activities available outside lessons.

- | | |
|---|--|
| <ul style="list-style-type: none">• The school expects their children to work hard. | |
|---|--|

The inspection team totally agrees with the parents' positive views of the school. Inspectors judge the range of activities available to pupils outside lessons to be better than is normally found in most primary schools. Parents receive a comprehensive amount of information from the school. However the inspection team agrees that information about topics to be covered could be shared more effectively with all parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school achieves high standards in all subject areas. Exceptionally high standards are achieved in ICT and in writing.

1. Whilst the school has achieved very high results in national tests, it has balanced these with helping its pupils to develop as very good 'all-rounders' and highly effective learners. This has been achieved by maintaining a broad and rich curriculum, which is based on linking subjects together coherently. It is also based firmly on teaching children the skills they need and giving them excellent opportunities to develop these further by using them in practical situations. As they become older, children use their skills with increasing independence to carry out investigations, solve problems and record what they have learned. As a result, by the time they leave, standards are well above average in all subject areas.
2. The school's success in English is founded on encouraging children to develop a real enthusiasm for reading and writing. Children are given many opportunities to practise their reading, either alone or through sharing books with adults and classmates. Books are often chosen which extend the pupils' understanding of the topic they are studying, in an original way. In Year 2, for example, a topic on 'Light and Dark' was imaginatively extended through reading the stories 'The Owl Babies' and 'The Owl Who Was Afraid of the Dark'. This then led naturally to a discussion about owl behaviour and nocturnal creatures. Teachers read stories to children in a way that brings them alive and this catches their interest and enthusiasm.
3. Standards in writing are exceptionally high throughout the school, and even higher at Key Stage 2 than test results suggest. There are several key reasons for this. One reason is that teachers are extremely good at demonstrating how to write. In a Year 6 lesson, the teacher used newspaper articles very skilfully to explain the features of journalistic writing style to the pupils. As a result, their subsequent work was of a very high standard because they had developed a good understanding of the features of this type of writing. Teachers make the links between reading and writing very clear to pupils from the earliest stages of their learning. For example in the reception class, pupils made 'new baby' cards and crown-shaped storybooks in response to a story about a princess the teacher had read to them. In a role-play activity, the 'king' collected the cards from the 'palace' post-box and read them to others. Children also develop their writing skills very well through the many opportunities provided for them to become authors. They write books for different audiences and purposes. For example, older pupils often make books for younger children in the school, taking good account of their needs as readers. All the books created are highly valued and read widely. This gives real relevance to pupils' work. It also helps them to develop a strong understanding of writing styles and techniques. Another aspect of writing that is particularly strong is the way in which children use their writing skills in other subject areas. For example, Year 2 pupils had created information cards about different animal habitats and Year 4 pupils had written books about 'Light and Sound' in science. Information had been well researched using books and the computer. Features such as captions and diagrams had been used appropriately, as had examples of 'book art', such as lift-up flaps and 'pop-ups'. Pupils' imaginations are fired by such tasks and as a result they produce work of very high quality.
4. A key reason why standards in mathematics and science are well above those found in other schools is because all children are given a wide range of practical,

investigative and problem-solving tasks from the earliest stages. For example, Year 1 pupils were spending ten pence on a range of items in the class 'shop'. In the same lesson, a group of their classmates were using rulers to measure dowel rods in preparation for a technology activity. Others were investigating the smallest number of coins possible to make totals up to twenty pence and beyond. Pupils are always stretched to the limit of their abilities because the work is challenging for them. At Key Stage 2, pupils build quickly on this firm foundation. In a Year 6 lesson, children were challenged to think deeply by a real life problem they were given, relating to teeth and fillings. To solve this problem, the teacher ensured that all pupils worked at the very edge of their ability, through careful organisation of the task in stages and through the questions she posed. In science, Year 2 pupils learned about the conductivity of a range of materials through constructing their own circuits and testing them. They recorded their findings as they went and skilful questioning by the teacher led to sound scientific conclusions being drawn. Children show a genuine enjoyment of such activities and as a result, their confidence in themselves as learners shines through.

5. Standards in ICT are well above those found in most schools at both key stages and children achieve very well throughout the school. This is because of the very clear strategy the school has to ensure that ICT skills are developed through their integration into every area of the curriculum. As a result, all strands of the subject are equally strong. The links made between ICT and literacy are particularly noteworthy. For example, Year 2 pupils have word-processed books for the reception class and Year 6 have made a research booklet for Year 4. Year 6 pupils incorporate a whole range of skills into producing multi-media presentations. They use clip art, word art and music, for example, to add effects to nursery rhymes they have written themselves. All of this work is of an exceptionally high quality. Standards are high, also, as a direct result of very good teaching and excellent organisation by the subject leader. As a result of training and their own application, teachers have a very good knowledge of how skills should be taught. They also use the excellent resources available in the purpose built computer suite and in classrooms to best advantage. The ready use of lap top computers by pupils throughout the school to enhance their learning illustrates how at ease they are with new technology.

The leadership and management of the school are excellent.

6. This area has strengthened even further since the last inspection. The leadership and management of the headteacher are judged to be outstanding, as they were then. However, the work of the governors and the role played by subject leaders are now more fully developed.
7. An outstanding feature of the leadership and management is the exceptionally strong team approach in which the headteacher, deputy head, key staff and governors work closely together towards continuous improvement. The impact of this is evident in the consistently high quality achieved in all aspects of the school's work. The school community has clearly defined goals and principles that everyone works towards. These are set out in detail in very comprehensive policy and guidance documents. The work of the whole team is strongly steered towards achieving the primary aim of providing the best possible education for all pupils. The headteacher is particularly skilled at making her high expectations and her vision for the school very clear; commitment to the school's aims and to high standards is non-negotiable. However, she is also highly skilled at supporting all members of the school community in achieving the high standards she demands of them. She has created a climate in which all staff are able to learn and develop. She also encourages and supports staff in taking increasing responsibility for various aspects of the school's work. As a result,

both teaching and support staff are highly skilled in the work they do and have a very strong impact on pupils' learning

8. The governors have a very comprehensive understanding of the school's strengths and the areas that are priorities for development. They undertake their roles and responsibilities with high levels of expertise and commitment. They ensure that the workload is shared between them, so that it is manageable and makes best use of individual skills. A good example of the impact the governing body has had on the work of the school can be seen in the creation of the 'Centre for Learning', which provides an excellent computer suite and library resource area. Governors, in conjunction with the headteacher and staff, conceived the idea of creating a 'state of the art' computer suite and library from a little-used courtyard area, to enable pupils to learn more effectively. They bid wisely for funds to finance the project, had a hand in the design and planning elements, and assisted in steering the project to its conclusion. The result is an exceptional resource for the school, which adds tremendous value to the education of all pupils because they use it extensively.
9. The headteacher, in conjunction with the deputy head and key staff, has devised highly effective systems for checking on all aspects of the school's work. For example, pupils' performance in tests is carefully analysed and appropriately challenging targets set as a result. The accuracy of these systems is one reason for the continuing improvement in results. Pupils' progress is also effectively tracked from year to year and informative records are kept. This enables teachers to set work at exactly the right level of challenge for pupils and consequently they achieve very well. Teaching and learning are checked on systematically by the headteacher, deputy head and subject leaders. The school is able to maintain a high level of consistency in all areas of its work as a result, because standards are not allowed to slip.

The learning opportunities provided for pupils are outstanding.

10. The school is highly successful in achieving its aim of 'providing a wealth of learning opportunities to stimulate and challenge all pupils.' The curriculum is an outstanding feature of the school's provision. Its breadth and richness strongly motivates all pupils. As a result, they really enjoy their learning and achieve very well in all areas. The most noteworthy feature is the way in which the curriculum is carefully and thoughtfully planned throughout the school to link subjects together seamlessly. This not only maximises learning time and ensures pupils cover a lot of ground, but also provides excellent opportunities for pupils to use key skills learned in a wide range of contexts. ICT is used to great effect to enhance pupils' learning in all classes and in all subjects. Aspects of citizenship and personal, social and health education are woven through the topics studied and this deepens pupils' understanding of the relevance of these to their own lives. In lessons, no opportunities are missed to encourage pupils' development as rounded individuals.
11. A very good example of this approach was seen in a Year 5 history lesson in which pupils were studying life in Tudor times. Strong links were made with literacy, as pupils learned about fact and opinion and the effect of bias on historical writing. Pupils took part in a role-play activity, which deepened their understanding of the topic and challenged them to think about some of the political reasons for bias. They then practised their factual writing skills, through creating a balanced explanation of two different descriptions of Queen Elizabeth 1. The writing produced as a result was of a particularly high standard for pupils of this age. In the same lesson, pupils were researching Tudor costume and using their findings to help them to sketch portraits of their classmates in Tudor dress. They used their art skills exceptionally well to

produce high quality drawings, which were then painted after careful consideration of how to mix flesh tones. Pupils' understanding of the period was further developed in a music lesson in which they sang and played Tudor songs, such as 'Greensleeves'.

12. In religious education throughout the school, children develop their own understanding of different faiths through making books, pamphlets and posters to inform others. For example, in Year 6, pupils had made a beautifully presented 'big book' to explain the meaning of the Qur'an. Careful research had ensured that pupils had a very clear understanding of the importance of the Qur'an to Muslims and this was evident in their writing. Literacy skills had been used effectively; for example, to decide on the layout of the book to ensure it met the needs of the intended audience and to provide the most relevant information. Mathematics skills had been used in the construction of Islamic 'rangoli' patterns to decorate the book. Design technology and art skills were employed in creating stunning visual effects using a variety of materials and media. A word-processor had been used to produce the text and give a professional finish to the end product. In geography and science, similar projects are undertaken with equally excellent results. For example, in one class, work that crossed the boundaries of both subjects had resulted in a large appliquéd wall hanging being produced to illustrate the water cycle. Materials had been carefully chosen and stitched on to the background to very good effect. Through such exciting and practical activities, pupils are challenged and motivated to produce work of the highest quality and they rise to this challenge.

Very high standards of teaching ensure that all pupils achieve very well.

13. Throughout the school, teaching is of very high quality. The consistency of approach found in all classes and subjects is a major strength because it enables pupils to make consistently very good progress from year to year. Learning is smooth and continuous because children are very clear about what teachers expect of them and know how classrooms are organised to help them learn.
14. An outstanding feature is the way in which teachers create rich and stimulating environments to support children's learning. Children's work is displayed in very creative ways, both in classrooms and around the school. The environment in which children work is consequently very exciting, visually stimulating and closely related to the topics they are studying. An important aspect is the part the pupils themselves play in this, which not only raises their self-esteem but also motivates them to produce the best quality work possible. Displays of work, books, resources and artefacts are used extensively in ways that invite children to explore them and learn from them. For example, books in the library are displayed attractively, not only on the shelves, but also in different shaped baskets at floor level. The library area itself is furnished and arranged in such a way that the environment encourages pupils to sit and browse, or study together, either seated on the floor or at the attractive tables. The books they have written themselves are given an equally high profile in the library area. They are displayed with just as much care and attention as commercially published works by famous authors. In the nursery and reception classes, a wide range of carefully planned and chosen resources and activities are set out imaginatively on tabletops and in role-play areas. For example, in the 'castle' in the reception class, there are appropriate 'props', dressing up clothes and even a hobby-horse for the 'royal family' to ride. The 'news desk' in Year 1 is set up to enable 'reporters' to interview people, phone in their stories, and photograph interviewees. They are then expected to write eyewitness accounts for the 'Ladybrook Gazette'. Children are very well supported by all adults who work with them in discovering things for themselves, and in using their imagination and initiative. As a result, classrooms buzz with activity and excitement.

15. Another strong feature of teaching is the way in which introductions to lessons are lively and thought provoking. For example in a Year 1 literacy lesson, a parcel was delivered to the classroom. Children were spellbound as the parcel was opened to reveal a rocket-making kit. Their curiosity was aroused and as a result, they remained highly focused on the lesson. This introduction provided an excellent link to the story the teacher then read and provided a strong stimulus for the writing task undertaken.
16. Teachers are highly skilled at identifying the ways in which pupils learn best. Not only does this help pupils learn at a faster rate but it also increases their confidence in themselves as learners because they experience success. For example, in a Year 3 mathematics lesson on hundreds, tens and units, the teacher was clearly aware of which children needed more practically based activities, such as games, to help them grasp concepts. She also knew which pupils would benefit from high levels of skilled adult support in small groups and which children could sustain working independently, with a minimum of direction. Tasks were tailored to their learning needs and as a result, all pupils made very good progress and worked with enthusiasm and enjoyment. When asked if they liked mathematics, the answer was a resounding, "Yes, it's brilliant!"
17. Teachers also ensure that all pupils are challenged to the limits of their ability. They are able to do this because they have an excellent knowledge of the point children have reached in their learning and what they need to learn next. As a result, they ask questions skilfully to match their abilities and set tasks at just the right level to push them further. All staff working with the pupils have very high expectations of them with regard to the effort they put in to their work and the standards they achieve. Such high expectations encourage pupils to try very hard and produce work of a very high standard in all areas.

WHAT COULD BE IMPROVED

The outdoor play area could be improved to reflect the high quality learning environment inside the school and to provide more opportunities for children's social development.

18. The school has recognised the need to improve its outdoor play environment to reflect the high standards that exist inside the building. The current facilities consist of a hard surfaced area, made smaller by three mobile classrooms and a large field area, which remains waterlogged for a substantial part of the year. The playground area is of barely adequate size and is flat and featureless. The school tries to alleviate this by providing equipment such as soft balls and skipping ropes to support and enhance children's physical play. However, there is insufficient stimulation for children's imaginative play at Key Stages 1 and 2 and there are no specific areas set aside for quiet activities, such as reading or chatting to friends. These factors limit the opportunities children have for different types of social activities at playtimes and lunchtimes.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

19. The school should develop a more stimulating environment for children's outdoor play at Key Stages 1 and 2 which:
 - enables activities to be provided that support imaginative play and social development as well as physical activities;
 - provides areas suitable for quiet activities.

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

7

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	10	2	0	0	0	0
Percentage	25	62	13	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than six percent.

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)	20	224
Number of full-time pupils known to be eligible for free school meals		9

FTE means full-time equivalent.

Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	40

English as an additional language

	No of pupils
Number of pupils with English as an additional language	9

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.6

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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	11	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	11	11	11
	Total	22	22	22
Percentage of pupils at NC level 2 or above	School	96 (97)	96 (94)	96 (88)
	National	84 (83)	86 (84)	89 (88)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	11	11	11
	Total	22	22	22
Percentage of pupils at NC level 2 or above	School	96 (97)	96 (91)	96 (100)
	National	85 (84)	89 (88)	89 (100)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	20	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	12
	Girls	18	16	18
	Total	29	28	30
Percentage of pupils at NC level 4 or above	School	91 (89)	88 (91)	94 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	12
	Girls	19	17	19
	Total	30	29	31
Percentage of pupils at NC level 4 or above	School	94 (89)	91 (94)	97 (97)
	National	72 (70)	74 (72)	82 (79)

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	3
White	190
Any other minority ethnic group	5

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)	9
Number of pupils per qualified teacher	23.8
Average class size	28

Education support staff: YR– Y6

Total number of education support staff	13
Total aggregate hours worked per week	231

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20:1
Total number of education support staff	1
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	10:1

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	470925
Total expenditure	454942
Expenditure per pupil	1907
Balance brought forward from previous year	6960
Balance carried forward to next year	22943

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	244
Number of questionnaires returned	165

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	24	3	1	0
My child is making good progress in school.	62	32	2	2	2
Behaviour in the school is good.	65	30	1	1	3
My child gets the right amount of work to do at home.	49	38	7	2	3
The teaching is good.	72	25	1	0	2
I am kept well informed about how my child is getting on.	45	45	7	1	2
I would feel comfortable about approaching the school with questions or a problem.	75	20	4	1	1
The school expects my child to work hard and achieve his or her best.	70	25	1	0	4
The school works closely with parents.	63	32	3	0	2
The school is well led and managed.	81	16	1	1	2
The school is helping my child become mature and responsible.	68	27	2	0	3
The school provides an interesting range of activities outside lessons.	47	29	5	0	19

Summary of parents' and carers' responses

The parents are strongly supportive of the school. They feel that it is well led and managed and that the teaching is good. They also feel that the school is approachable and helps their children become mature and responsible. They are confident that their children like school. Some parents feel that they would like more information about how their children are getting on. Some would also like more activities to be provided for children outside lessons.