

INSPECTION REPORT

**TURTON AND EDGORTH CHURCH
OF ENGLAND/METHODIST PRIMARY
SCHOOL**

Edgworth, Bolton

LEA area: Blackburn with Darwen

Unique reference number: 119408

Headteacher: Mrs A Bennett

Reporting inspector: Mr M Newell
10638

Dates of inspection: 23rd – 24th January 2001

Inspection number: 193446

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4-11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. Simon Turner
Date of previous inspection:	February 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the rural village of Edgworth near Bolton, although the school is part of Blackburn with Darwen Education Authority. The school is a popular school with 222 pupils on roll. This shows an increase from the time of the last inspection when 205 pupils attended the school. Assessment data shows that children's attainment levels when they start school are generally, but not always, above average. Most pupils are of white ethnic origin. The number of pupils eligible for free school meals is below the national average. The percentage of pupils identified as having special educational needs is well below the national average, with the percentage of pupils with statements of special educational needs below the national average.

HOW GOOD THE SCHOOL IS

This is a very good school that enables pupils to consistently achieve high standards in English, mathematics and science. It is a school with no sense of complacency and a school that constantly evaluates the quality of education it provides. The quality of teaching is good overall and very good with some excellent features in the Foundation Stage and for the older pupils at Key Stage 2. The school provides a stimulating curriculum, particularly in the Foundation Stage, that ensures the needs of all pupils are met in a challenging manner. The pupils have very positive attitudes to school and are keen to do well. Attendance is excellent. Behaviour is good. The provision that the school makes for pupils' personal development is very good. All these factors make a powerful contribution to the good progress that all pupils make. The school has put in place very good procedures to assess pupils' attainment, set challenging targets and then track their progress as they move through the school. The headteacher provides excellent leadership. The senior management team and an effective Governing Body support her very well. There is an excellent team spirit evident in the school, with all staff and governors committed to achieving and sustaining high standards. This is a school that is providing very good value for money.

What the school does well

- Pupils achieve high standards in English, mathematics and science.
- Teaching is good overall and very good for the youngest and older pupils in school.
- Pupils have very good attitudes to school. They clearly enjoy school and this is reflected in the excellent attendance rates.
- The school provides a challenging and stimulating range of learning activities that help to ensure that pupils of all abilities make good progress.
- The school makes very good provision for pupils' personal development alongside their academic development.
- Very good procedures are in place to assess pupils' attainment, set challenging targets and then track their progress.
- The leadership of the headteacher is excellent. Staff and governors work together very effectively to help provide a high quality of education for all pupils.

What could be improved

- The use of information and communication technology to support work in other areas of the curriculum.
- The way pupils present their work and the quality of marking.

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 progress since the last inspection in 1997. Standards in English, mathematics and science have improved. The quality of teaching has improved, with a much higher incidence of very good teaching. Many of the strengths identified at the last inspection have been maintained. In terms of the specific key issues that the school was asked to address, there are now good quality schemes of work for all subjects that help to ensure that pupils' prior attainment is systematically built on and developed. Assessment and target setting are now strengths of the school. Observations of lessons and scrutiny of pupils' work shows that tasks set are challenging enough for the higher attaining pupils and there is no evidence of any underachievement. The School Development Plan provides an accurate assessment of issues that need to be addressed to move the school forward. The fact that the school is not one for resting on its laurels indicates that it is particularly well placed to sustain and where appropriate improve the high quality of education it provides.

STANDARDS

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

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

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

On the basis of the 2000 end of Key Stage 2 National Curriculum test results, pupils' attainment has been consistently very high or well above average for the last three years in English, mathematics and science. Often the school's results have been in the top five per cent of schools nationally. Test and assessment data show that the percentage of pupils that exceed the level expected of 11-year-olds nationally is consistently well above the national average. The school performs well when its results are compared to similar schools. Inspection findings show that the school is maintaining its high standards. A very high percentage of pupils are on track to achieve or exceed the expected levels in all three subjects. Pupils of all abilities fulfil their potential. A similar picture emerges at Key Stage 1 where test results over the same period of time show high attainment levels in reading, writing, and mathematics. Again, a strong feature of attainment is the high percentage of pupils that exceed the expected level. Inspection evidence clearly indicates that the school's high standards are set to continue at both key stages. Although standards in information and communication technology are satisfactory, not enough use is made of computers to support work and enhance pupils' learning in other areas of the curriculum. This is identified as an area for improvement in the School Development Plan.

The attainment of children when they start school is generally, but not exclusively, above average. Children get a very good start to their education in the Reception class and, by the time they start Year1, a high percentage achieve beyond and in some instances well beyond the nationally recommended Early Learning Goals.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school and show a thirst for new knowledge and skills. They are keen to do well.
Behaviour, in and out of classrooms	Good overall. The vast majority of pupils behave well in class and around the school. Most pupils work well together and show a good awareness of the needs of others.
Personal development and relationships	The school provides very good opportunities for pupils' personal development. Relationships are very good and contribute significantly to the life and ethos of the school. Not all pupils take enough pride in how they present their work.
Attendance	Excellent. The pupils love coming to school and this is reflected in the attendance rate, which is very high.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
19 Lessons seen overall.	Very good.	Good.	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 good overall and very good with some excellent features in the Foundation Stage and for the older pupils at Key Stage 2. During the week of inspection, 16% of teaching was excellent, 37% very good, a further 31% good and the rest satisfactory. No unsatisfactory teaching was observed. Teaching in the Foundation Stage is very good. Early language and number skills are taught in such an exciting, challenging and fun way that the children do not always realise that they are learning. Literacy and numeracy are taught well at Key Stage 1 and Key Stage 2, with particular strengths for the older pupils at Key Stage 2. In the best numeracy lessons, pupils are encouraged to explore different ways of solving problems and to put their mental agility to the test in challenging tasks. In the best literacy lessons, pupils are expected to use an expressive and expansive vocabulary that will hook the reader or listener. The skills of reading and writing are taught well at both key stages enabling pupils to achieve high standards. Relationships between pupils and staff are very good and this helps to create a very effective learning environment. Some classes are large, but the effective way in which the school deploys teachers and support staff and utilises their individual skills only serves to enhance pupils' learning. Teaching throughout the school is often characterised by a high level of expectation in terms of academic achievement. However, some teachers are not always consistent in their quality of marking or in their level of expectation in terms of how pupils present their work or how much work pupils are expected to complete.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a broad and balanced curriculum across all subjects. The curriculum provided at the Foundation Stage is very good.
Provision for pupils with special educational needs	The school makes good provision for pupils with special educational needs and provides good levels of support. These factors help the pupils to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school nurtures pupils' personal development alongside their academic development. The school promotes a tolerance and respect for the feelings, beliefs and views of others. The school is effective in raising pupils' awareness of music and art and of different faiths, cultures and traditions.
How well the school cares for its pupils	The school cares very well for its pupils. This is a supportive school that constantly strives to meet the individual needs of the pupils. The very good procedures to assess, set targets and then track pupils' progress make an important contribution to the high standards achieved.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership. She is very well supported by the senior management team and a committed teaching and non-teaching staff. All work very well together to provide a high standard of education for all pupils.
How well the governors fulfil their responsibilities	The Governing Body fulfils its responsibilities well and is effective in holding the school to account for the quality of education it provides.
The school's evaluation of its performance	This is a school that consistently and very effectively evaluates its level of performance. The headteacher carries out detailed analyses of test and assessment data and together with staff sets challenging but achievable targets. Good procedures are in place to monitor and evaluate the quality of teaching and learning.
The strategic use of resources	Very good use is made of the individual skills of teachers and support staff to enhance pupils' learning in all classes, including classes that are large in size. The principles of best value are applied very well when purchasing goods and services. Financial planning is of a high standard.
Staffing, accommodation and learning resources	Although the standard of accommodation is satisfactory overall, some of the classrooms are very small to accommodate the number of pupils. The way that teachers are deployed and the manner in which all available space is used means that there is no significant impact on pupils' learning. Plans are already well advanced to provide additional classrooms.

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 fact that their children enjoy school. • The progress that children make during their time at the school. • The standard of behaviour. • The quality of teaching and the high expectations that the school sets. • How the school is led and managed. • The manner in which the school helps children to become mature and responsible 	<ul style="list-style-type: none"> • The size of some classes. • The amount of homework that is set. • Information about how their child is getting on. • A stronger relationship between home and school. • The range of activities outside of lessons.

The inspection findings support the very positive views expressed by the majority of the parents. This is a very good school. There are some classes that contain more than 30 pupils but the school addresses the issue most effectively. The amount and range of homework tasks are similar to those found in the majority of primary schools and are therefore judged to be satisfactory. The school provides opportunities for parents to discuss their child's progress on a formal and informal basis and the reports on pupils' progress provide a detailed account of attainment and progress in English, mathematics and science. These arrangements are appropriate. The school's links with parents appear strong, but the school is examining ways of making them even stronger for the benefit of all pupils. The school provides a range of activities outside of lessons that includes cross country, fencing, computer studies and a range of musical activities. In addition to this, the school arranges for numerous visitors to the school that add to pupils' learning. Provision overall in this area of school life is judged to be good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve high standards in English, mathematics and science.

1. The school is committed to achieving and sustaining high standards. There is no sense of complacency and all at the school work very well together to provide a high quality of education for all pupils. Tasks that are set are challenging and there is no evidence of underachievement. Pupils, regardless of ability, fulfil their potential. This is reflected in National Curriculum test results where pupils' attainment at the end of both key stages has been consistently very high or well above the national average for the last three years. Often the school's results have been in the top five per cent of schools nationally. The school also performs very well when its results are compared to schools in similar contexts. Inspection findings show that the school is maintaining its high standards, with a very high percentage of pupils on track to achieve, and in some cases, exceed the level expected of 7 and 11 year olds in English, mathematics and science.
2. Reading standards are at a very high level at the end of both key stages. The school makes sure that children are taught the necessary skills from an early age and that they are helped to develop a love of books. In the Reception class the children are introduced to a wide and varied range of fiction and non-fiction books. The manner in which these books are read and discussed fills the children with enthusiasm and leaves them wanting more. The early seeds of a love of literature are planted. The teachers in the Reception class and at Key Stage 1 then set about systematically teaching a range of skills to the pupils that enable them to tackle unfamiliar words and to develop an understanding of what they have read. As a result, pupils at this key stage become confident, articulate readers. All teachers stress the importance of reading with expression and the pupils delight in reading out loud to the class or in small groups. The pupils are heard reading on a regular basis and any misconceptions are dealt with in a very effective manner, ensuring that pupils' reading skills develop at a very good rate. Within lessons pupils are constantly encouraged to locate information for themselves and to use dictionaries to check the spelling of words. This is effective because it enhances pupils' personal development as well as their reading and spelling skills. The children are very well supported by their parents who regularly listen to their children read, discuss books and enter into a productive dialogue with teachers through good quality reading diaries. All these factors play an important and significant part in the rapid development of pupils' reading skills and the high standards that are achieved by the end of Key Stage 1.
3. The very good progress that pupils make in the acquisition of reading skills continues at Key Stage 2. By the age of 11, all pupils are confident and expressive readers. The teachers continue to introduce the pupils to a good quality range of reading materials from a wide range of authors, playwrights and poets. Pupils are conversant with the work of Shakespeare, Jacqueline Wilson, Brian Jacques, and Eldridge to name but a few. The teachers pay a lot of attention to the continued teaching of specific reading skills. Skills such as skimming, scanning and learning to read beyond the literal level are taught effectively. As a result, pupils retrieve pieces of required information with speed and accuracy and get the gist of a piece of text after only a brief read through. Pupils make inferences and deductions with confidence and high levels of originality. Pupils are provided with many opportunities to read out loud and they invariably rise to the challenge, consistently reading with accuracy, fluency and using the punctuation to bring the text to life and in doing so capture the interest of the listener. The pupils

particularly enjoy reading their own work out loud and not without a sense of humour as was shown in the choice of biographies in Year 6 that ranged from Einstein to Elvis. The systematic manner in which pupils' reading skills are developed and extended at this key stage means that pupils leave school as very proficient and accomplished readers.

4. Pupils throughout the school have very good speaking and listening skills. At both key stages pupils listen with high levels of interest and concentration. Pupils show a real enjoyment when they take part in question and answer sessions in many lessons. The fact that pupils know that their views and opinions will be listened to and respected by teachers and classmates fills them with confidence and spurs the level of discussion and debate to a higher level. The teachers are always ready to bring a wide range of topics and issues to the pupils' attention and this often stimulates a high level of discussion. Whether it be the prejudice experienced by the Jews in Nazi Germany or the pros and cons of setting up a local wind farm, the pupils put together persuasive viewpoints from the evidence available and use an emotive, expressive and suitably technical vocabulary to reinforce their point. The younger pupils in school have a well-developed vocabulary. They are provided with many opportunities to put it to good use in the numerous discussion times at the beginning and end of lessons where they contribute with confidence and listen carefully to the contributions made by their classmates.
5. Writing standards are at a high level at the end of both key stages. The main reasons for this high level of attainment are the wide range of opportunities that are provided for pupils of all ages to write for a variety of audiences and purposes and in particular the manner in which writing skills are taught in a very effective, systematic and progressive manner as pupils move through the school. In the Foundation Stage and at Key Stage 1 the pupils are expected to write news, letters, creative stories and poetry. The pupils are taught phonic skills through their writing as well as their reading and this has a beneficial impact on their learning. The teachers place considerable emphasis on the pupils using an expressive a vocabulary as possible in their writing. They stress from an early age the need for pupils to transfer the vocabulary and style of writing they experience in their reading into their writing tasks. This alongside the emphasis on accurate spelling all plays an important part in the high standards that are achieved. This good progress continues at Key Stage 2. The writing tasks that are set are challenging, innovative and exciting. Pupils are asked to write accounts of incidents from different viewpoints, to write a detailed account of the plot of Macbeth, to write the dialogue of Romeo and Juliet in modern prose, to write persuasively about differing holiday centres, to write poetry, plays and autobiographies. The writing stimuli are very good but more importantly the pupils are directly taught the necessary skills to enable them to become very competent and confident writers. As a result the pupils write extended pieces of work that capture the attention of the reader through the use of evocative vocabulary, metaphors and similes that provide a deeper insight into the plot and characters.
6. The pupils achieve high standards in mathematics at the end of both key stages. In the Foundation Stage a lot of emphasis is placed on children taking part in practical mathematical activities alongside more formal activities. This means that from an early stage the children recognise the importance of mathematics in everyday situations. The activities are often provided in such a way that children do not always know that they are learning. At both the Foundation Stage and at Key Stage 1 basic numeracy skills are taught in an effective manner and this gives the pupils the confidence to tackle problems and to handle increasingly large numbers with ease. By the end of Key Stage 1 many pupils have a very secure grasp of number, use their problem solving skills well

in all their work and have a good grasp of shape, space and measures. This good progress continues as pupils move through Key Stage 2 and by the age of 11 attainment is strong across all elements of the subject. The increasing emphasis that the school is now placing on examining the different strategies to solve problems is certainly enhancing pupils' learning and their attainment. The mental agility sessions that are now an integral and thoroughly enjoyable feature of every lesson are successful in developing pupils' ability to solve calculations at great speed and with accuracy. The tasks that are set are challenging and stimulating and consistently ensure that the needs of all pupils, including the higher attainers, are met.

7. Attainment in science is at a high level at the end of both key stages. Teaching at both key stages ensures that pupils cover all elements of the subject in depth and as a result the pupils develop a very good knowledge base. At Key Stage 1 the pupils use their scientific knowledge in an effective manner to help make accurate predictions or to explain what happens in their experiments. Good links are made with developing pupils' literacy skills because pupils are expected to write up their investigations in their own words. Pupils are constantly taught the importance of careful observation and this becomes a feature of science work throughout the school. Pupils are particularly good at drawing on previous learning. This was seen in a lesson where pupils had to make the most effective parachute. They drew upon their knowledge of air resistance and gravity to quickly put together their own parachute that compared very favourably with the "control" parachute. Good evidence is available of pupils comparing the outcomes of investigative work. This emphasis on the investigative aspect of the subject is not at the expense of knowledge. At the end of both key stages the pupils have very secure knowledge of living things, materials and their properties, and of electricity, forces, light and sound. The enthusiasm of the pupils linked with the high expectations of the teachers result in pupils wanting to find more things out for themselves and to talk animatedly about the work that they have covered.

Teaching is good overall and very good for the youngest and older pupils in the school.

8. The good and often very good or excellent teaching makes a significant and important contribution to the high levels of attainment and to the good and on occasions very good progress that pupils of all abilities make. The teaching is often challenging, stimulating and meets the individual needs of the pupils, including pupils with special educational needs and for the higher attaining pupils. During the week of the inspection, 16% of teaching was excellent, 37% was very good, a further 31% was good and the rest was satisfactory. No unsatisfactory teaching was observed.
9. The quality of teaching in the Foundation Stage is very good with some excellent features. Lessons are introduced in a very effective manner, often using a puppet to capture the attention of the children, who remain spellbound throughout the introduction. The lessons are planned in an excellent manner with a wide range of learning activities on offer. The great strength is that each activity has a specific learning objective. Although tasks are very structured they are very orientated towards children of this age and it is clear that the children are learning a great deal through the practical and exciting tasks that are on offer at every session. All the staff work together very well and the manner in which all adults circulate around the room prompting and questioning the children is impressive. Whether in role-play or in practical tasks, staff are always looking for ways to extend children's literacy and communication skills and ensure that children are working towards the learning objectives of each particular task. Lots of opportunities are provided for independent learning alongside the direct teaching of specific skills such as cutting, drawing, calculating, reading and writing. Non-teacher

directed activities are constantly changed and this helps to keep the momentum of learning going at a speedy rate. The high expectations of all staff, the excellent planning and management of children, together with the recognition that every activity is a learning opportunity all help to ensure that children get a very good start to their educational lives in the Foundation Stage.

10. Literacy and numeracy are taught well across the school with particular strengths for the older pupils at Key Stage 2. The great strength in all classes is that pupils are directly taught reading and writing skills in a systematic and progressive manner. This means that by the time pupils leave school they have acquired higher order reading and writing skills that enable them to retrieve information at speed, to understand texts beyond the literal level and to write extended pieces of writing that sustain plot and develop a real sense of characterisation. In a very effective literacy lesson in Year 6 the pupils were asked to write a series of questions for a famous person after a partner had carried out detailed research. The level of expectation was very high and the depth of questioning was impressive. The teacher prompted the pupils to frame deep, searching questions that enabled the whole class to develop a deeper understanding of the people. By the end of the lesson all pupils learned how to frame probing questions as well as gaining knowledge about people in history such as Hercules, Einstein, Hitler and even James Brown. In many lessons teachers set time deadlines and pupils are only too willing to meet them. It is not unusual for pupils to be so fired up by the content of their literacy lessons that they undertake personal study at home.
11. A strong feature of the numeracy lessons is the manner in which the lessons are divided up into effective sections. The introduction to lessons is often characterised by mental warm up activities. These are very successful because they present pupils with a challenging but fun range of tasks that test their mental agility to the full. The pupils thoroughly enjoy them as well as setting the tone and pace for the rest of the lesson. The teachers often share the learning objectives with the pupils. This is good practice because it more actively involves the pupils in taking responsibility for their own learning. Activities that are planned for groups of pupils are at an appropriate level and are sufficiently demanding to hold pupils' interest for prolonged periods of time. Lessons usually end with a summary session where the best teaching assesses what has or has not been learned and the information is then used to guide and inform future curriculum planning. Where teaching is very good, for example in Year 5, the teacher's subject knowledge is used very effectively to enthuse the pupils and well-targeted questioning makes sure that pupils of all abilities are fully included in all oral sessions. A particular strength is the manner in which the pupils are encouraged to explore and examine different strategies to solve problems. This has become such a feature that pupils eagerly await the opportunity and they break into spontaneous applause when a classmate comes up with an original method. Specialist teaching whereby teachers teach classes other than their own enhances the quality of literacy and numeracy teaching for the older pupils in Key Stage 2. This makes an important contribution to the progress and attainment of all pupils.
12. Throughout the school it is clear that pupils and teachers are relaxed in one another's company. Teachers value the views and opinions of the pupils, and the pupils know this. Whether it is in circle time, class discussions, assembly, or in demonstrations in music or dance, the pupils are always willing to share their views or demonstrate what they can do, safe in the knowledge that their efforts will be appreciated and valued by teachers and classmates alike. Such is their confidence, that pupils show a willingness to take on board constructive comments or opposing views knowing that this could bring an added dimension to their learning. Teachers and support staff work equally well together and their partnership adds to the quality of pupils' learning. The support

staff play a valuable role in the life of the school and the contribution that they make is valued both by the pupils and the teachers.

13. Teachers enjoy their work and this is evident in the manner in which they enthuse the pupils and foster in them an eagerness to do well. Teachers have secure subject knowledge of most subjects and are often heard using a good technical vocabulary. Dialogue with the pupils shows that they pick up on and use the same vocabulary when, for example, talking about their work in mathematics and science. Where teachers' subject knowledge is particularly good, the level of pupils' learning accelerates even faster. In a science lesson on forces and an art lesson on Surrealism, the precise subject knowledge of the teacher alongside a dynamic teaching style, enabled her to really challenge the pupils and to stimulate them into producing a high quality investigation and highly original pieces of artwork respectively.
14. The school is a popular school and as a result there are a number of classes in the school that are large in size. The school is well aware of the concern that this causes for some parents. There are some classrooms in school that are small in size and make teaching more difficult when pupils are asked to move around or to take part in practical activities. However, teaching and activities are well organised, team teaching is highly effective and teaching and non-teaching staff are well deployed to ensure an effective learning environment, where pupils are not adversely affected by the large class sizes. The utilisation of the individual skills and talents of teachers and the very effective use of all available space serves only to enhance rather than hinder pupils' progress and attainment.
15. There is little doubt that the quality of teaching makes a significant contribution to the high standards that pupils achieve and to the good progress that pupils of all abilities make. There is no evidence of underachievement, as tasks and activities are at a demanding level and match the needs of individual pupils. This is reflected in the consistently high percentage of pupils that exceed the levels expected of their ages. The school constantly monitors the quality of teaching and learning and ensures that good practice is disseminated across the school and should any weaknesses occur, they are tackled in a rigorous and systematic manner.

Pupils have very good attitudes to school. They clearly enjoy school and this is reflected in the excellent attendance rates.

16. The pupils have very good attitudes to learning and to school in general. They show a thirst for new knowledge and learning and are keen to do well. The attitudes and eagerness to work and to achieve well play a very important part in the high levels of attainment that are achieved by pupils.
17. In the Foundation Stage the children quickly become accustomed to the routines and demands of school life and respond in an enthusiastic and infectious manner to the teachers' and support staff's high expectations of achievement and behaviour. The children show very sensible attitudes to work. They process requests and instructions very quickly, and waste very little time in starting the tasks and activities that they have been directed towards. The children show excellent levels of concentration and are often seen working on tasks for prolonged and productive periods of time. The children show very good levels of social interaction and share and swap resources when building, painting or when playing in water or sand, with very little fuss and a high level of politeness.

18. The children clearly enjoy all the activities in which they take part. The very good quality of teaching ensures that the resources for the differing activities are well prepared, attractive and encourage a high level of curiosity and inquisitiveness in the children that only adds to the quality of learning. The staff in the Foundation Stage do much to build up children's confidence and self-esteem and to teach them the importance of listening to others. As a result, there is a respectful hush when children listen to their classmates and this adds to an already very effective learning environment. The children are already keen to do things for themselves and see this as an important part of their learning. The children make choices and decisions confidently and easily.
19. Pupils at Key Stages 1 and 2 continue to have very positive attitudes to work and to school. Many recognise the importance of a good education and are keen to play their part in ensuring that they work hard to achieve their full potential. Pupils concentrate well and are very keen to take a full and active part in lessons. Pupils work well on their own and in small and larger groups. When undertaking practical tasks in mathematics or science, when discussing the advantages and disadvantages of living in Edgworth or debating world pollution, the result is the same. All pupils are ready to share and value one another's ideas and to discuss the best ways of completing the task. In many lessons where teachers capture their imagination, pupils respond with high levels of interest, enthusiasm and motivation. Once something has been explained to them they are keen to get on with it.
20. Pupils particularly enjoy taking part in investigative tasks and musical and art activities. In all these instances they enjoy being set a challenge or given the opportunity to show their own creativity or originality. Pupils invariably rise to the challenge and produce good quality pieces of work. Pupils can be relied on to get on with their work once a task has been set. Many examples were seen of pupils helping a classmate if the teacher was providing direct teaching input into another group of pupils. Pupils need little prompting to use a dictionary, reference book or a thesaurus to find a word or to retrieve a certain piece of information. Some pupils, when enthused by a particular lesson, carried out further research at home and then shared their findings the next day with their classmates. This not only advances the individual's learning but also that of the rest of the class. Older pupils discuss issues such as racism, bullying and prejudice in a very sensitive and mature manner and recognise how they can learn from the mistakes of others. In the lessons seen during the inspection, many were characterised by pupils' high levels of enthusiasm and the quality of relationships that exist amongst pupils and with their teachers. The very positive attitudes and strong work ethic displayed by pupils contribute significantly to the quality of life in the school.
21. The fact that pupils have very positive attitudes to school and clearly enjoy their time there is reflected in the excellent attendance rates that the school achieves. The attendance rate is well above the national average and the vast majority of pupils arrive on time to school, ensuring that lessons get off to a brisk start. The school does all it can to promote the importance of good attendance and emphasise the impact that this has on pupils' learning and attainment. The school is also very keen to dissuade parents taking holidays during term time, although a small percentage of families do so.

The school provides a challenging and stimulating range of learning activities that help to ensure that pupils of all abilities make good progress.

22. The school is keen to promote and develop pupils' literacy and numeracy skills at every opportunity. The direct and progressive teaching of skills that consistently build on what pupils have previously learned results in pupils making good progress as they move

through the school in these areas of the curriculum. The teachers also very effectively use opportunities to extend these skills through other subjects of the curriculum. In Year 2, for example, when pupils were carrying out a study of the locality, they had to use detailed grid references to locate different landmarks and to accurately measure distances. Rather than simply use worksheets, the pupils were expected to write a description of the locality in their own words. A feature of science work at both key stages is the way pupils are expected to write up their investigations in their own words. Pupils in another lesson had to measure within a hundredth of a second the time taken for a parachute to fall to the ground. In both mathematics and science lessons, pupils are provided with lots of opportunities to learn through practical and investigative tasks that really put their knowledge to the test. This emphasis that the school places on pupils finding things out for themselves really brings an added dimension to their learning and improves the level of attainment. The pupils are allowed choices as to how they can record and present their findings and this means that pupils gain a better understanding of the different ways in which information can be presented and that some formats are better suited than others for differing presentations. Pupils' literacy skills are also promoted well across the curriculum. In history, geography, religious education, science, art and design many opportunities are seized upon to enhance pupils' literacy skills. Pupils write narrative accounts in history, persuasive and detailed accounts in geography of the impact of pollution on the world and excellent and technically accurate accounts of a visit to a wind farm. In religious education the pupils are asked to compare Christianity to other world religions. In art pupils write a critique of the work of famous artists such as Lowry or Van Gogh.

23. The school provides a broad and balanced curriculum that covers most areas of the National Curriculum in depth. Through their work in design and technology and art and design, pupils acquire a good knowledge of the work of famous artists as well as developing a wide range of skills and techniques that they are given lots of opportunities to practise, working with a wide and varied array of media. In religious education the pupils build up a deeper understanding of the beliefs and traditions of different cultures through the study of many world religions such as Judaism, Sikhism and Buddhism. In music, the pupils are provided with opportunities to appraise, compose and perform. The school provides a good range of extra-curricular activities. These activities include junior and senior orchestras, windband, flute, and recorders. All the pupils in these groups are given the opportunity to perform in public at local or regional events. Some pupils have played in national orchestras. Sporting activities are also provided that include football, netball, swimming and the recent addition of fencing. There are also computer and science clubs. All these activities add much to pupils' personal and social development as well as developing their academic, sporting and musical prowess.
24. The Foundation Stage in the school provides a wealth of learning opportunities that constantly enthuse and motivate the children. The teachers and support staff form a powerful team that work together impressively to provide an exciting learning environment. The children take part in painting, construction, musical and physical activities alongside the ongoing language and number activities. Every task is seen as a learning opportunity and with this in mind each task has a specific learning objective. Such is the way that tasks are set up, children are often unaware the extent to which they are acquiring new knowledge and skills. Children mix and experiment with colour, explore floating and sinking different objects in the water tray, build and then play their own musical instruments. The skilful and effective level of teaching makes sure that children's language and number skills are developed at every opportunity. The detailed and impressive level of planning makes sure that learning takes place in a vibrant

atmosphere where children learn a great deal as well as thoroughly enjoying themselves.

The school makes very good provision for pupils' personal development alongside their academic development.

25. The school makes very good provision to promote the personal development of pupils alongside their academic development. The school seeks to develop independence in pupils from an early age and instil in them the concept that they are responsible for their own learning. In the Foundation Stage the children quickly pick up on these concepts and show high levels of independence in the manner in which they help to put out and return resources, get dressed and undressed for physical education and show a genuine respect for the feelings and needs of others. This very good start is built on as pupils move through the school. Within lessons, pupils have a well-developed sense of what is expected from them in terms of behaviour and academic achievement. The vast majority of pupils rise to these expectations. Respectful behaviour is encouraged throughout the school. The pupils are given the chance to reflect on their own values and beliefs both in collective worship and in class topics. The pupils feel safe and secure in the company of teachers and classmates and when encouraged to share their own feelings, views and opinions they do so with a real sense of confidence, knowing that they will always be listened to and never ridiculed. The school uses Circle Time effectively for pupils to discuss issues such as happiness and how others' actions can cause unhappiness. A particularly effective session was seen in Year 4 where by the end of the lesson pupils realised that their own happiness can have a very positive impact on somebody feeling down in the dumps.
26. Most pupils in school know the difference between right and wrong and pupils are always encouraged to do the right thing and own up to their misdemeanours, knowing that they will be treated fairly. Behaving in this way is then congratulated. The school has a very effective School Council that plays an important role in the life of the school. The school and class rules have been formulated and agreed after discussion with the School Council. Issues pertinent to the school environment and issues causing concern for the pupils are all discussed by the School Council. Pupils really value the council and feel that it plays a valuable role in listening to and respecting their views.
27. Most of the older pupils in the school have specific duties and responsibilities, which can be for the whole school, or linked to a particular class. All classes have Year 6 helpers and pupils can be seen around the school helping younger children, tidying the library, putting out or putting away resources. They carry out these tasks with a high level of maturity. Within lessons many pupils are only too willing to further their own learning by carrying out independent study and research either in school or at home and then share their findings with the rest of the class. The school's strong links with local special schools provide pupils with an invaluable insight into the lives of children who have from severe disabilities. The pupils themselves are always ready to support charities and have even organised their own collections and sales for charities such as the NSPCC and have helped to raise money for guide dogs for the blind and international charities.

Very good procedures are in place to assess pupils' attainment, set challenging targets and then track their progress.

28. The school places a great deal of importance on assessing pupils' attainment and tracking the progress that they make as they move through the school. Children are assessed soon after they start school. These early assessments are carried out in a very thorough manner and provide a very good guide to what children can or cannot do.

The information that is gained is then used most effectively to guide future curriculum planning. During the Autumn term the teachers in the Foundation Stage set two or three targets for each child and these targets are shared with parents and reviewed and discussed at the next meeting with parents in the Spring term. Within the classroom, teachers carry out continuous ongoing assessments that are set against the "stepping stones" as children move towards the nationally recommended Early Learning Goals. The teachers link on-going assessments very well into curriculum planning and these assessments, together with initial baseline assessment data, enable teachers to accurately track individual strengths and weaknesses and to set targets for improvement where necessary.

29. The very good assessment procedures and tracking that start in the Foundation Stage continue at Key Stages 1 and 2. The school carries out a very good range of tests and formal assessments in addition to the nationally required tests. The school carries out a very detailed analysis of the results and identifies any area of the curriculum where pupils in general or any group of pupils distinguished either by class or gender are not achieving as well as expected. The detailed records that the school keeps of pupils' progress in English and mathematics in particular mean that teachers can see at a glance where progress is not as good as it should have been. The school then immediately targets additional support to individual pupils or groups of pupils that results in an improvement in the level of performance. The school, for example, has specifically targeted the need for a higher percentage of pupils to achieve Level 5 in mathematics because this has been lower than the percentage of pupils achieving this level in English and science. Sharper teaching of mental agility and problem solving skills, together with the use of specialist teaching, has proved to be very successful, with a higher percentage of pupils now on track to achieve this higher level.
30. This is not a school that is content to rest on its laurels. It has consistently achieved very high standards over the last three years, but it continues to analyse assessment data in a rigorous manner and then sets targets for all pupils that are challenging. As a school, it is not only looking at the percentage of pupils that achieve the expected levels for 7 and 11- year olds, but also constantly asks itself whether as many pupils as possible are achieving the next higher level. The answer is often yes. As in the Foundation Stage, ongoing assessment procedures are very effective. Records of individual pupils' development in reading and phonics are updated regularly. Every pupil has two pieces of writing assessed each term. Every class carries out a sustained piece of writing each year where the teacher marks the work alongside the pupil and sets targets for the writing of the next chapter. Based on assessment data, individual targets are set in English and mathematics and are reviewed three times a year. This review process involves teachers, pupils and parents, which all adds to the partnership and responsibility for learning being shared. These very good procedures are set to become more firmly embedded in practice in other subjects of the curriculum such as science and information and communication technology. There is clear evidence that the procedures for assessing, targeting and tracking pupils' progress are real strengths and have played a pivotal role in the high standards that the school consistently achieves.

The leadership of the headteacher is excellent. Staff and governors work together very effectively to help provide a high quality of education for all pupils.

31. The leadership provided by the headteacher is excellent. She has played a significant and pivotal role in the sustained development of the school and the consistently high standards that the school now achieves. She shows a determination to continue to look for ways of improving the school and there is no evidence of complacency. She has

been successful in moulding together a team of staff that works impressively well together and whose driving desire is to provide the best quality of education for the pupils in their care. The positive ethos in the school, reflected in its aims and mission statement, its high achievement and the fulfilling of the potential of each pupil, are as a result of the headteacher's excellent leadership and management. She is very well supported by the deputy headteacher and senior teacher who are proving to be a powerful combination in helping the school to move forward. They set a very good example in terms of teaching, show a willingness to tackle identified issues in a professional and thorough manner and have the respect of pupils and staff alike. Under the guidance and leadership of the headteacher, the school has made very good progress since the last inspection in 1997. Standards in English, mathematics and science have improved. The quality of teaching has improved, with a much higher incidence of very good teaching. Many of the strengths identified at the last inspection have been maintained. In terms of the specific key issues that the school was asked to address, there are now good quality schemes of work for all subjects that help to ensure that pupils' prior attainment is systematically built on and developed. Assessment and target setting are now strengths of the school. Observations of lessons and scrutiny of pupils' work shows that tasks that are set are challenging enough for the higher attaining pupils and there is no evidence of any underachievement.

32. There are good procedures to monitor the quality of teaching and learning across the school. The senior management team and co-ordinators have carried out lesson observations and formal feedback is provided. Targets for improvement are set if necessary and these areas then become the focus for the next observation. The school carries out scrutinies of pupils' work and, again, targets for improvement are clearly set and the senior management team monitors progress towards these targets. Co-ordinators monitor colleagues' planning to ensure that tasks that are set are suitably challenging for the differing ability levels of the pupils. All these procedures are effective in helping to constantly evaluate the quality of teaching and the staff are to be commended in the way that all teachers show a readiness to take on board constructive criticism in order to improve their level of performance.
33. The Governing Body is very supportive of the work of the school and fulfils its responsibilities well. Governors have a good grasp of the strengths of the school and over recent years they have become increasingly effective in holding the school to account for the quality of education it provides. Relationships between the school and Governors are very good and add to the sense of community that exists in the school.
34. The School Development Plan is of very good quality and contains an accurate assessment of the issues that need to be addressed. Staff and governors are actively involved in drawing up the plan and monitoring progress towards stated priorities. There is a very good match between financial planning and the priorities outlined in the School Development Plan. Financial planning is of a high standard and the headteacher constantly evaluates what impact major spending decisions, such as additional support staff or the purchase of new computers, have on standards. The headteacher deploys teaching and support staff very effectively so that initiatives such as specialist or team teaching have the most beneficial impact on pupils' learning and attainment. Taking all factors into account this is a school that is providing very good value for money.

WHAT COULD BE IMPROVED

The use of information and communication technology to support pupils' work in other areas of the curriculum.

35. The school has recently established a computer suite within the school and classes are being increasingly timetabled for lessons, where pupils are being taught a wider range of skills to enable them to become competent computer users. The weakness is that insufficient use is made of computers to support pupils' learning in other areas of the curriculum. Opportunities, for example, are being missed for pupils to use computers in mathematics, English, history and science to carry out research tasks, edit and draft work, produce information in a range of different ways, produce spreadsheets, or to interrogate databases. In addition, the school is yet to fully exploit the potential of the Internet and electronic mail in gathering and exchanging information quickly. When planning tasks and lessons, teachers do not always examine the way in which computers could be used as a learning resource to extend pupils' learning.
36. The timetabling of the computer suite for specific lessons means that there are times when the very good facilities are not being used to their full potential and, as a result, pupils do not benefit fully from the resources that are available. During the inspection pupils were observed putting together good quality multi-media presentations. These presentations relied on the individual confidence and knowledge of the teacher. Not all members of staff possess this level of expertise and this is another reason why opportunities to use computers to support and enhance pupils' learning are not always capitalised on. The school has already identified these weaknesses and the greater use of computers to support pupils' learning is identified as a priority in the School Development Plan.

How pupils present their work and the quality of teachers' marking.

37. There is evidence that some teachers in the school set very high expectations of how pupils should set out and present their work. This practice is not consistent across the school. In some classes the level of expectation is not high enough and, as a result, pupils present work in a way that is not a true reflection of their ability. Pages are sometimes missed out and graffiti and scribbles on exercise books go unchecked. How work is presented may sometimes vary in some classes from lesson to lesson and pupils merely respond to this level of expectation, one day producing copious amounts of well-presented work and the next producing work that does not reflect their potential.
38. A similar picture emerges in the marking of pupils' work. All teachers mark pupils' work on a regular basis. The school has a good quality marking policy but the policy is not always followed in practice. There are occasions when marking does not provide enough guidance on what pupils need to do to improve or does not make clear why a particular piece of work is so good. There are some excellent examples of marking in the school, which provide clear and concise pointers for development or state why the piece of work is of a good standard. Most pupils are only too willing to take on board the comments made and as a result the good work is maintained or the less satisfactory work shows immediate signs of improvement. This excellent practice needs to be disseminated across the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to build upon the school's many strengths, high attainment levels and the very good quality of education it provides, the headteacher, staff and governors should:

1) make sure that computers are used more effectively to support pupils' learning across all areas of the curriculum by;

- ensuring that all teachers benefit from high quality in-service training that clearly outlines how they can plan for and exploit the full potential of computers as a powerful learning resource.

2) improve the way in which pupils present their work and the quality of teachers' marking by;

- ensuring that all teachers set and sustain high expectations of how pupils present their work so that it is an accurate reflection of what pupils are capable of ;
- making sure that all teachers clearly and consistently outline to pupils what they need to do to improve their work and that when it is of a good standard the reasons are stated in a concise manner.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
16	37	31	16	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)		222
Number of full-time pupils eligible for free school meals		4

FTE means full-time equivalent.

Special educational needs

	Nursery	YR-Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		19

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	2.7
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
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	15	10	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	10	10	10
	Total	25	25	25
Percentage of pupils at NC level 2 or above	School	100(100)	100(100)	100(100)
	National	84(82)	85(83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	10	10	10
	Total	25	25	25
Percentage of pupils at NC level 2 or above	School	100(100)	100(100)	100(100)
	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	16	14	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	16
	Girls	14	13	14
	Total	29	29	30
Percentage of pupils at NC level 4 or above	School	97(100)	97(100)	100(100)
	National	75(70)	72(69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	14	14
	Girls	14	12	14
	Total	26	26	28
Percentage of pupils at NC level 4 or above	School	90(94)	90(91)	97(97)
	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	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	1
White	187
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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)	10
Number of pupils per qualified teacher	24.7
Average class size	31.7

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	69

Qualified teachers and support staff: nursery

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

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

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

Financial information

Financial year	2000
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	£
Total income	418733
Total expenditure	422962
Expenditure per pupil	1905
Balance brought forward from previous year	19835
Balance carried forward to next year	15606

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	222
Number of questionnaires returned	103

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	36	4	1	1
My child is making good progress in school.	59	38	2	0	1
Behaviour in the school is good.	53	44	0	0	3
My child gets the right amount of work to do at home.	48	42	10	0	0
The teaching is good.	56	40	1	0	3
I am kept well informed about how my child is getting on.	36	46	16	0	2
I would feel comfortable about approaching the school with questions or a problem.	62	30	5	3	0
The school expects my child to work hard and achieve his or her best.	70	30	0	0	0
The school works closely with parents.	33	51	12	1	3
The school is well led and managed.	47	48	2	1	2
The school is helping my child become mature and responsible.	52	46	2	0	0
The school provides an interesting range of activities outside lessons.	35	41	20	0	4