

# INSPECTION REPORT

## **MOSS HEY PRIMARY SCHOOL**

Bramhall, Stockport

LEA area: Stockport

Unique reference number: 106090

Headteacher: Mrs H Dawson

Reporting inspector: Mr D S Roberts  
1743

Dates of inspection: 19 & 20 November 2001

Inspection number: 194076

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: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Eskdale Avenue  
Bramhall  
Stockport

Postcode: SK7 1DS

Telephone number: 0161 439 5114

Fax number: 0161 439 0663

Appropriate authority: The governing body

Name of chair of governors: Mr M Ajello

Date of previous inspection: April 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Moss Hey Primary School is situated in the Bramhall district of Stockport. It is an average sized school, and currently provides full-time education for 251 pupils from four to 11 years of age. The proportion of pupils entitled to receive free school meals is below the national average. On entry to Reception, the intake of children represents a wide range of ability, but attainment levels are generally above those found nationally. The school accommodates a local education authority special educational needs unit for pupils up to the age of seven who have moderate learning difficulties. Currently, 20 per cent of pupils are on the school's register of special educational needs, which is similar to the national average. At present, 22 pupils are at stages 3-5, and their needs include those for specific and moderate learning difficulties, speech and communication problems and physical difficulties. Over four per cent of pupils have statements of specific needs, which is more than the national average. Most of the statemented pupils attend the special educational needs unit. Over three per cent of pupils are from families belonging to minority ethnic groups and speak English as an additional language. This proportion is higher than that found in most schools.

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

This is a very good school, which has many excellent features. It provides its pupils with a high level of care, and makes excellent provision for their personal and social development. The teaching is predominantly of a very good, and at times excellent, quality. Pupils achieve particularly high standards in English, mathematics, science and information and communication technology (ICT). The headteacher and staff work extremely hard, and co-operate very successfully with the governing body, to create a welcoming atmosphere and a positive climate for learning. Highly effective strategies are used very successfully to develop an excellent partnership with parents. The school is very well led and managed, and provides very good value for money.

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

- Standards are very high, particularly in English, mathematics, science and ICT.
- Outstanding provision for the all-round development of each child contributes significantly towards the high standards demonstrated by pupils in their personal development and their excellent attitudes to learning.
- The teaching is predominantly of a very good, and at times excellent quality.
- The school provides a highly relevant, rich and stimulating curriculum.
- The quality of leadership is of a high calibre.

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

- There are no significant weaknesses.

*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 achieved very good progress in maintaining and building on the very good standards apparent at the time of the last inspection in 1997. During the last four years, the school's overall rate of improvement in the core subjects of English, mathematics and science was similar to the national trend. Compared to figures published in the last report, the proportion of pupils reaching or exceeding Level 4 at the age of 11, has increased from 79 per cent to 94 per cent in English, from 76 per cent to 82 per cent in mathematics, and from 88 per cent to 100 per cent in science. Very good progress has been made in improving ICT standards, which are now well above the national expectation. More recently, the school's involvement in educational initiatives relating to the award of "Beacon School" status has resulted in further improvements. The requirement for staff to reflect on practice, before sharing ideas and expertise with other schools, has been of significant benefit to their own professional development.

All of the key issues listed in the last report have been addressed successfully. The school development plan is now set out over a four year period. The requirements for acts of collective worship and the Stockport Agreed Syllabus for religious education are met fully. In addition, the school has taken effective steps to address the health and safety issues listed in the last report. The high level of commitment shown by the staff, and the strong emphasis placed by the school on monitoring and evaluation in order to identify areas for improvements, means that the school is well placed to maintain the current high standards.

## 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			
	all schools			similar schools
	1999	2000	2001	2001
English	B	A	A	A
mathematics	A	A	B	C
science	B	C	A	A

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

The table shows that in Year 2001 the school's test results for English and science were well above the average for all schools and those with similar characteristics. In mathematics, results were above the national average and matched those for similar schools.

Inspection evidence indicates that children at the Foundation Stage, in the Reception class, make rapid progress and achieve the early learning goals in all areas of the curriculum by the time they enter Year 1. Standards achieved by pupils aged seven are well above average in English, mathematics and science. The standards achieved by pupils in the current Year 6, in English and science, are very high and reflect the most recent national test results. Standards in mathematics are also very high. They are better than the standards achieved in the most recent national tests and similar to those achieved in the national tests taken in 1999 and 2000. Throughout the school, standards in ICT are well above the national expectation and pupils make consistently good progress in relation to their prior attainment.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils demonstrate excellent attitudes towards their work. They show interest and considerable enthusiasm, and are eager to learn.
Behaviour, in and out of classrooms	Behaviour is of a very high standard throughout the school. This is apparent in assemblies, classrooms, playground and dining hall.
Personal development and relationships	Pupils make exceptionally good progress. Relationships are excellent. Older pupils show great maturity and a capacity to take initiative and accept responsibility.
Attendance	Satisfactory. Well above the national average for three years up to 2000, but significant rise in authorised absence during last reporting year. Careful monitoring reveals improving picture in current school year.

## TEACHING AND LEARNING

Teaching of pupils in:	Under fives	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.*

The quality of teaching is predominantly very good and sometimes excellent. High quality teaching in English, mathematics, science and ICT is the major factor in the high standards achieved by the pupils. Although only a small sample of lessons were observed in other subjects, some very good teaching was observed in art and design, which accounts for the work of high quality evident in displays throughout the school.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a very well planned, rich and stimulating curriculum from Reception to Year 6. The consistent and thoughtful use of ICT to support learning is a strong feature throughout the school. Good provision is made for all pupils, irrespective of race, gender, background or ability.
Provision for pupils with special educational needs	Very good provision throughout the school. The work is guided very effectively by specific and measurable targets in individual education plans. Lessons are organised very effectively to meet the needs of pupils at different levels of attainment.
Provision for pupils with English as an additional language	Very good provision, helping pupils to make consistently good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school makes outstanding provision for pupils' personal, social and moral development.
How well the school cares for its pupils	The school provides a high level of care for its pupils.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The quality of leadership and management is of a high calibre. The headteacher, deputy headteacher and senior management team provide perceptive and purposeful leadership. Subjects and aspects of the curriculum are co-ordinated very effectively.
How well the governors fulfil their responsibilities	Governing body and headteacher provide clear direction for the work of the school. Governors show a very good understanding of the school's strengths and weaknesses. They successfully ensure that all statutory requirements are met.
The school's evaluation of its performance	Highly effective use is made of national test results and comparative information to analyse and evaluate performance and set targets for improvement.
The strategic use of resources	Thoughtful school development planning enables money to be spent wisely on educational priorities. All resources are managed efficiently. Best value principles are applied effectively when making major spending decisions.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The children like school.</li> <li>• The children make good progress.</li> <li>• Behaviour is good.</li> <li>• The teaching is good.</li> <li>• Parents would feel comfortable in approaching the school with questions and problems.</li> <li>• Parents are well informed about their children's progress.</li> <li>• The school expects their children to work hard and achieve their best.</li> <li>• The school is well led and managed.</li> <li>• The school works closely with parents.</li> <li>• The school is helping their children to become mature and responsible.</li> <li>• The school provides an interesting range of learning opportunities outside the classroom.</li> </ul>	<p>A relatively small minority of parents feel that:</p> <ul style="list-style-type: none"> <li>• the school does not provide the right amount of homework; some want more, while others feel there is too much.</li> </ul>

The inspectors agree with parents' positive views about the school. They find that good use is made of homework to support pupils' learning.

## **PART B: COMMENTARY**

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

#### **Standards are very high, particularly in English, mathematics, science and information and communication technology (ICT).**

- 1 In English, the great majority of pupils, at all levels of attainment, make very good progress during their time in the school. The high standards achieved by pupils are reflected in national test results, which show that their performance at the age of seven and 11 is consistently well above the national average and, more significantly, well above that of pupils in schools with similar characteristics.
- 2 Throughout the school, the pupils' very good skills in speaking and listening are particularly apparent during the introduction to group activities, when pupils listen carefully to what others have to say and express their own opinions clearly and confidently. Their progress is helped by the fact that teachers ask challenging questions, encourage pupils to think about what they have to say, and create many opportunities for them to express their opinions. The regular use of role play activities in classes for younger pupils makes a significant contribution to their development. At a later stage, regularly timetabled drama lessons help older pupils to build effectively on these early skills. The involvement of many pupils in activities such as class forums and school council meetings, as well as their participation in school productions, serve to enhance further these skills. This means that pupils make rapid progress during their time in the school. By the age of 11, most are able to vary expression and vocabulary to engage the listener, and to use these skills confidently to ask questions and express their views.
- 3 Well pitched and challenging tasks during English lessons are resulting in a consistent increase in pupils' reading and writing skills, and opportunities for enhancing these skills are taken very effectively during work in other subjects, such as history and geography. Pupils enjoy reading, and standards throughout the school are high. The teaching is very successful in helping younger pupils to acquire a good grasp of early reading skills and, as they progress, the pupils benefit considerably from the wide range of reading materials available to them. Older pupils read fluently, with excellent expression, and talk enthusiastically about the books they have read. They explain their preferences clearly, giving convincing reasons for their choice of favourite characters in particular books.
- 4 Regular opportunities for pupils to apply newly acquired language skills in writing for particular purposes is a very good feature in the teaching. This was particularly evident during an English lesson in Year 6, when pupils studied the styles and conventions of journalism before producing their own report about a recent school event. In completing this task, the pupils extended their knowledge of the use of language, increased their vocabulary and derived considerable enjoyment in constructing their own reports. Pupils' imaginative writing is very lively. The quality of their writing is helped considerably by advice given by teachers about ways of improving different aspects of the story, such as setting the scene, introducing and describing characters, developing conflict, and reaching a final climax. This helps pupils to analyse and evaluate their work and contributes towards the high standards which are achieved.
- 5 Mathematics standards are high throughout the school. This is reflected in the most recent national test results for seven year olds, which showed that the pupils'

performance was well above that of pupils in all and similar schools. The inspection findings for 11 year olds indicates a better picture than the most recent national test results. Standards in the current Year 6 are closer to the 1999 and 2000 results, which showed the pupils' performance to be well above that of all and similar schools. The strong emphasis placed on teaching basic skills helps younger pupils to make rapid progress in their ability to read, write and order numbers to 100 and beyond. They show a good understanding of the relationships between numbers, knowing, for example, that subtraction is the inverse of addition. By the age of seven, pupils are able to use standard units accurately to measure time, mass and length. Older pupils make very good progress and, by the time they reach Year 6, their numeracy skills are very well developed. They show a high level of accuracy in computational work, and a good understanding of negative numbers and the relationships between fractions, decimals and percentages. They achieve good standards in their work on shape and space, and use and interpret co-ordinates accurately and effectively. They show particularly good skills in data handling, and make appropriate use of mathematical terms. This was evident when a group of older pupils engaged in tasks to find the mode, median and mean when investigating test results. The excellent use of ICT enables pupils to extend their mathematical learning considerably. In Year 6, for example, pupils entered a mathematical formula into a spreadsheet. Higher attaining pupils then used the formula to calculate the average from a set of data.

- 6 Pupils make very good progress in science, and achieve standards which are well above those found nationally. This is confirmed by the most recent national test results, which showed that the performance of pupils in Year 6 was well above that of pupils in all and similar schools. Throughout the school, the strong emphasis placed on practical work means that pupils develop particularly good skills in investigative and experimental work. The very good provision made for pupils at different levels of ability is also a strong feature in the work. This was evident, for example, in Year 4 during a lesson on forces and friction. The work was adapted appropriately to enable a lower attaining group to grasp some of the main concepts being introduced. Examination of other work indicates that older pupils draw well on their growing scientific knowledge to make sensible predictions and to carry out fair tests. They make good use of a range of equipment to help them with their tasks, and are able to carry out a series of observations and measurements with precision before reaching appropriate conclusions.
- 7 The standards achieved by pupils aged seven and 11 in ICT are well above the national expectation, and pupils at all levels of attainment make very good progress during their time in the school. Regular and relevant opportunities are created for pupils to engage in challenging but stimulating tasks from Reception to Year 6. By the age of 11, pupils demonstrate a high level of competence in a wide range of tasks. They present information in a variety of ways, often incorporating text and graphic images from CD Roms, the digital camera or the Internet to enhance their work. They edit and improve their work confidently, using "cut and paste" techniques to shift text. They make high quality presentations of their work, often incorporating sound as well as illustrations. In control technology, pupils work with accuracy and precision when framing instructions to control a screen image. In data handling, the example provided in the mathematics paragraph gives a good indication of the high levels achieved by pupils in handling information. In addition, they make good use of their ICT skills when searching for relevant information to support their studies in other subjects. The pupils are familiar with modern methods of communicating by e-mail and using the Internet. They show a good knowledge of the school's own web-site and are aware of the features that contribute towards a good quality web-site.

**Outstanding provision for the all-round development of each child contributes significantly towards the high standards demonstrated by pupils in their personal development and their excellent attitudes to learning.**

- 8 In lessons observed during the inspection, the pupils' attitudes and behaviour were never less than very good, and in 65 per cent of lessons the pupils' attitudes to their work were excellent.
- 9 The school's main aims emphasise the importance of fostering a sense of self respect and personal confidence in pupils and, in the longer term, a capacity to live as self-motivated adults and to function as contributing members of co-operative groups. These aims are consistently reflected in all of the school's work.
- 10 The curriculum is organised in a way which creates numerous opportunities for pupils to make decisions and take responsibility for their own learning, and activities often require pupils to co-operate in pairs or groups, and work together to solve problems or complete tasks. Regularly timetabled opportunities for pupils to engage in role play and drama enable them to explore meaningful issues, to consider and express their views on important matters and to consider and value the opinions of others.
- 11 Since the last inspection, a school council has been introduced. The high profile given to the council and the systematic way in which meetings are organised, with agendas and minutes, make it a very valuable means of extending pupils' personal development. The work of the school council is supported by year group forums, which again are well organised, and issues raised in these meetings are taken forward to school council meetings. The high status given by the staff to the council adds significantly to pupils' maturity and sense of responsibility. For example, following some concerns raised by pupils about school meals, a representative from the providing firm attended a school council meeting to hear pupils' concerns. This not only resulted in the issues being addressed, but also raised the self esteem of pupils and enhanced their skills in communicating their concerns in a constructive manner.
- 12 The pupils' excellent response to lessons contributes significantly toward their very good progress in most subjects. They enjoy coming to school, relate happily to one another in all areas of the school, work hard and show a healthy pride in their achievements. Children in the Reception class demonstrate excellent attitudes towards their work and are extremely well behaved. They benefit greatly from the close attention given to their personal, social and emotional development.
- 13 As pupils progress through the age range, particular features and strengths become noticeable in various subjects. In English, pupils throughout the school show excellent attitudes. They listen attentively during the whole-class or group introduction to lessons, and show enthusiasm when responding to their teachers' questions. They value the contributions of other pupils, and show respect for their opinions and beliefs. The great majority sustain concentration very effectively during independent work. In mathematics, the pupils' ability to recall prior learning is a strong feature which reflects their conscientious attitudes to their work. They respond well to challenging work and show a capacity to persevere when difficulties arise. They take careful note of their teachers' advice and guidance to help them improve their performance. In science, the pupils' ability to share resources and equipment and co-operate sensibly during investigative and experimental work are strong feature. In ICT, their capacity to overcome difficulties independently contributes greatly towards their good progress and attainment.

- 14 In all lessons, the pupils' behaviour is consistently of a high standard. This is also the case in other areas of the school, including the playground. Older pupils show consideration and set good examples for younger ones. The arrangements for older pupils to help and reassure younger ones, during the lunch break and playtime, is of benefit to younger pupils in having someone to turn to when necessary, but also helps older pupils to develop a sense of maturity and responsibility.

**Teaching is predominantly of a very good, and at times excellent quality.**

- 15 During this short inspection, all of the lessons observed were at least satisfactory, 22 per cent were good, 52 per cent very good and 22 per cent excellent.
- 16 Throughout the school, the quality of teaching is particularly high in the key subjects of English, mathematics, science and ICT. Conscientious preparation enables teachers to be secure in their personal knowledge and expertise, and planning is highly effective in all three subjects. Precise objectives are shared with pupils at the beginning of lessons, giving them a good understanding of their own learning. High expectations of pupils and excellent classroom management are consistent features in the teaching, which extends pupils intellectually, sustains a good pace of learning and promotes high standards of behaviour.
- 17 In English, clear explanation and very good questioning skills promote interest in the topics being studied. Perceptive introduction of new concepts, which become increasingly complex as pupils progress, enables them to retain confidence as they learn. In the early stages, this helps pupils to make rapid progress in acquiring reading and writing skills. At a later stage, older pupils are helped to look closely at more specific aspects of their work. In Year 5, for example, pupils engaged in work on instructional texts were helped to understand the use of imperative verbs by the careful introduction to the lesson, which included perceptive modelling of text by the teacher, using the example of writing a recipe. Throughout the school, the imaginative use of resources to support learning is a consistently good feature. In Reception, for example, excellent use was made of the computers in the ICT suite to allow children to work through an early learning reading programme. In the unit for pupils with special educational needs, during a lesson on writing invitations, the teacher made very good use of a glove puppet, known to the pupils as Olga the Owl, to capture their attention and stimulate learning.
- 18 In mathematics, mental work is conducted very efficiently and good use is made of mathematical equipment. In Year 1, for example, pupils engaged in work on subtraction, were helped to make progress by well directed questioning and very good use of practical apparatus. Throughout the school, teachers and support staff work hard and successfully to meet the needs of pupils at different levels of attainment. The level of challenge is adjusted appropriately for different groups of pupils. This means that lower, average and higher attainers make the progress of which they are capable. Pupils with special educational needs are helped to make very good progress towards the targets set in their individual education plans. High expectation of pupils is a very strong feature in the teaching. This was very evident, for example, in a Year 6 lesson on data handling, when pupils engaged in tasks to interpret graphs and make appropriate use of the terms "mean", "average" and "range". The teaching of the use of formulae to solve number patterns was of high quality, creating many opportunities for pupils to explain their own strategies, before making suggestions as to how these strategies might be improved. In all lessons strong emphasis is placed

on using correct mathematical terminology, and teachers achieve a good balance between explanation and creating worthwhile learning activities.

- 19 In science, very good lesson organisation creates valuable opportunities for pupils to learn through direct experience, and perceptive intervention in group activities by teaching and support staff, consolidates and extends learning. In ICT, excellent use is made of the computer suite, and valuable opportunities are created for pupils to use the computers in their own classroom to enhance their learning in other subjects. The attention given by teachers to their own professional development is particularly evident in ICT, where the high level of teacher expertise is an important factor in the high standards achieved by the pupils.
- 20 Throughout the school, the consistent attention given to promoting pupils' personal development is a strong feature in the teaching. In Reception, highly effective teaching enables pupils to settle quickly and contribute confidently. This very good progress is sustained by teachers in all year groups and contributes significantly towards the maturity and sense of responsibility demonstrated by older pupils.

### **The school provides a highly relevant rich and stimulating curriculum.**

- 21 The curriculum provides a rich variety of learning opportunities. The curriculum for children at the Foundation Stage, in the Reception class, is highly successful in addressing all of the areas of learning. Throughout the school, the requirements of the National Curriculum and the Stockport Agreed Syllabus for religious education are met fully, and the school offers a wide range of extra-curricular opportunities in sport, music, drama and French. All of these activities, together with more incidental day to day experiences, such as caring for the school's pets, and playing a part in class forums and the school council, contribute significantly towards the personal and social as well as academic development of pupils. Throughout the school, good provision is made for all pupils, irrespective of race, gender, background or ability.
- 22 Throughout the curriculum, strong emphasis is placed on the development of literacy and numeracy skills. This is achieved through the successful implementation of the programmes of work set out in the national strategies for literacy and numeracy and by the imaginative planning for, and use of, opportunities to extend these skills through work in other subjects.
- 23 Careful curricular planning links work covered during lessons in English and mathematics with that in other subjects. For example, in Year 5, pupils who had studied the conventions of instructional text during the English lesson, applied these skills very effectively in work relating to their studies of Ancient Greece. In Year 6, pupils applied the skills acquired during work on styles of journalism to write well constructed news paragraphs about aspects of a recent educational visit, linked to their work in history. Across the curriculum, pupils enhance their English skills by talking and writing about various topics and issues arising from their studies. Particularly valuable opportunities are created for pupils to apply and consolidate mathematical skills during work in science. This was evident during lessons observed in Years 2 and 4, when pupils engaged in practical investigations which extended their skills in estimating and measuring.
- 24 Throughout the school, the emphasis placed on extending pupils' capability in the use of ICT through work in subjects across the curriculum is a very strong feature in pupils' learning. Regular use is made of the computer suite for this purpose. Children in Reception, for example, were observed engaging in challenging activities which

extended their skills in language and communication. Older pupils make very good use of laptop computers to support their class-based work in many subjects.

- 25 The school is highly successful in promoting the pupils' spiritual, moral, social and cultural development. Topics covered during whole-school and class assemblies, and issues arising in timetabled sessions to develop thinking skills, create many opportunities for pupils to reflect on spiritual and moral questions relevant to their age. Their social development is promoted very effectively across the curriculum and through extra-curricular activities and educational and residential visits. Very good provision is made for their cultural development through art, music and literature.

**The quality of leadership is of a high calibre.**

- 26 The headteacher's strong sense of purpose and commitment to provide education of a high quality for the pupils are very important factors in this school's continuing success.
- 27 Highly effective leadership at all levels is a strong feature in the school. The headteacher, deputy headteacher and senior management team combine very effectively with a committed and hard working governing body to provide clear vision and direction for the work of the school. Excellent communication contributes positively towards the highly efficient management of the school. Educational aims are communicated very effectively to parents, and are consistently reflected in all of the school's work.
- 28 Excellent strategies, aimed at developing a strong partnership with parents, begin during the year before children enter Reception. A number of valuable meetings are arranged, designed to help new parents feel welcomed and a part of the school, as well as to inform them about the curriculum provided at the Foundation Stage. This partnership is built on and strengthened throughout the school by regular meetings and comprehensive written reports, which keep parents informed about the curriculum to be covered and their children's progress and areas for improvement.
- 29 The headteacher and senior management team ensure that clear guidance is provided for teaching and support staff. Although the need for high standards of performance by all staff is strongly emphasised, constructive monitoring and evaluation, carried out in a sensitive and supportive manner, help to create a climate conducive to development and improvement. Very good support is provided for newly qualified teachers and those who are new to the school.
- 30 Extremely hard work and perceptive leadership by co-ordinators for subjects and aspects of provision, make a vital contribution towards maintaining a high quality curriculum. The skilful leadership of the co-ordinator for the Foundation Stage enables children to make a very good start to their education. The success of those responsible for co-ordinating the core subjects of English, mathematics and science is reflected in the high standards achieved by the pupils in national tests. Highly effective work by the co-ordinator for ICT is an important factor in the significant improvements in standards. The efficient work of the special educational needs co-ordinators successfully ensures high quality provision, and contributes towards the very good progress made by pupils towards the targets set out in their individual education plans.
- 31 The high quality of leadership results in well-motivated staff. Teachers, teaching assistants and all other staff work hard, but convey a sense of enjoyment. This

contributes greatly towards the happy atmosphere which exists, and is reflected in the fact that the pupils like school.

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

- 32 There are no significant weaknesses, and therefore no areas for improvement identified by the inspection. The school's programme of self-evaluation is well established and highly effective. The headteacher and governing body are fully aware of the school's strengths and areas of relative weakness, which are included in the school's development plan.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	12

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	12	5	1	0	0	0
Percentage	22	52	22	4	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 five percentage points.

### 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)	-	251
Number of full-time pupils known to be 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	-	11
Number of pupils on the school's special educational needs register	-	61

#### English as an additional language

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

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	14

### Attendance

#### Authorised absence

	%
School data	7.7
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.0
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	14	20	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	20	20	20
	Total	34	34	34
Percentage of pupils at NC level 2 or above	School	100 (89)	100 (92)	100 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	20	20	20
	Total	34	34	34
Percentage of pupils at NC level 2 or above	School	100 (92)	100 (95)	100 (97)
	National	85 (84)	89 (88)	89 (88)

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	15	18	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	12	15
	Girls	17	15	18
	Total	31	27	33
Percentage of pupils at NC level 4 or above	School	94 (90)	82 (97)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	12	15
	Girls	17	15	18
	Total	30	27	33
Percentage of pupils at NC level 4 or above	School	91 (90)	82 (94)	100 (100)
	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	3
Pakistani	2
Bangladeshi	1
Chinese	0
White	198
Any other minority ethnic group	2

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	21
Average class size	36

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

Total number of education support staff	17
Total aggregate hours worked per week	251

#### **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	-

*FTE means full-time equivalent.*

### **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	4.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

### **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.*

### **Financial information**

Financial year	2000/01
	£
Total income	559,975
Total expenditure	525,737
Expenditure per pupil	2,128
Balance brought forward from previous year	30,850
Balance carried forward to next year	65,088

*FTE means full-time equivalent.*

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	251
Number of questionnaires returned	161

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	28	1	1	0
My child is making good progress in school.	54	42	2	0	2
Behaviour in the school is good.	52	43	2	1	2
My child gets the right amount of work to do at home.	47	38	12	0	3
The teaching is good.	71	26	1	0	2
I am kept well informed about how my child is getting on.	63	32	2	1	2
I would feel comfortable about approaching the school with questions or a problem.	78	16	6	0	0
The school expects my child to work hard and achieve his or her best.	61	36	1	0	2
The school works closely with parents.	75	22	2	0	1
The school is well led and managed.	61	36	1	0	2
The school is helping my child become mature and responsible.	62	36	0	0	2
The school provides an interesting range of activities outside lessons.	56	34	2	0	8