

INSPECTION REPORT

GREENMOUNT PRIMARY SCHOOL

Bury

LEA area: Bury

Unique reference number: 105301

Headteacher: Mr P L Parker

Reporting inspector: Mr N B Jones
20973

Dates of inspection: 19 - 21 November 2001

Inspection number: 194937

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 - 11

Gender of pupils: Mixed

School address: Holhouse Lane
Greenmount
Bury
Lancashire

Postcode: BL8 4HD

Telephone number: 01204 884031

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Appropriate authority: Governing Body

Name of chair of governors: Mr L A Murray

Date of previous inspection: 2 - 5 June 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Greenmount is an average-sized primary school catering for pupils aged four to eleven. There are 246 pupils (140 boys and 106 girls) on roll. This oversubscribed school is situated in the village of Greenmount which is to the north of Bury. Less than 1% of the pupils are eligible for free school meals which is well below the national average. Nearly 99% of the pupils are from white ethnic background and none have English as an additional language. The pupils' attainment on entry to the school is above average. Thirty-four pupils are on the register of special educational needs (below average nationally) including two pupils with a Statement of Special Educational Need.

HOW GOOD THE SCHOOL IS

Greenmount is a very good school with many strengths. Good teaching, a rich curriculum and the effective and passionate leadership of the headteacher have enabled the school to provide the children with an excellent all-round education. As a consequence, the pupils have a broad range of experiences and achieve consistently high standards in English, mathematics and science. The school provides very good value for money.

What the school does well

- Standards in English, mathematics and science are well above average.
- The teaching is good overall and it is excellent in Year 5 and Year 6.
- The headteacher, supported by a dedicated staff, provides very effective leadership.
- A rich curriculum, both within and outside lessons, is provided.
- There is a very positive ethos, based on high expectations and a shared enjoyment of learning, within a happy and caring environment.
- The provision for the pupils' moral and social development is excellent.
- The partnership with parents is a strength of the school.

What could be improved

- Information and communication technology could be used more to support the learning in other subjects.
- More effective use could be made of the school improvement plan to guide developments.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When it was last inspected in June 1997, Greenmount was considered to be a good school achieving standards that were well above average in English, mathematics and science. Effective leadership and good teaching have enabled the school to maintain these high standards since then. All of the issues raised in the last report have been effectively addressed.

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	A	A	A	A
Mathematics	A*	A	A*	A*
Science	A	A	A*	A*

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

The table shows that for the past three years the results of the national tests in English, mathematics and science at the age of eleven have been consistently well above average. In 2001 all of the pupils managed to achieve at least Level 4 (the expected level) in all three subjects. Where A* is shown, the school's results are very high and in the top 5% nationally. Inspection evidence confirms that by the age of eleven the pupils' attainment is well above average in English, mathematics and science. Across a very broad curriculum, pupils of all abilities make good progress overall, with excellent progress being made in Year 5 and Year 6. Standards in music and the games and swimming aspects of physical education are high. Although the pupils achieve satisfactory levels of attainment in information and communication technology, they could be doing better. There is little evidence of computers being used to support the work in other subjects.

In the 2001 national tests the school achieved its own ambitious targets of all pupils reaching at least the expected level (Level 4) in English, mathematics and science. The same targets have been set for 2002 and inspection evidence would indicate that they are likely to be close to achieving them.

The results of the national tests at the end of Key Stage 1 over the last three years indicate that standards are consistently well above average in reading, writing and mathematics. The work the pupils were doing during the inspection confirmed these high standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Outstanding. The pupils' obvious enjoyment of school is shown in their enthusiasm for everything they do.
Behaviour, in and out of classrooms	Excellent. The pupils show great responsibility and can be relied upon to behave impeccably whether directly supervised or not.
Personal development and relationships	Very good. The pupils willingly accept responsibility and show great care and consideration for each other. The pupils enjoy harmonious relationships with staff and each other.

Attendance	Very good. Well above the national average.
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The staff ably promote the ethos of taking personal responsibility and respect for others. This impacts very positively on educational standards and on the pupils' personal growth and good citizenship; a fact noted by parents in their response to the questionnaire. The pupils actively seek out responsibility rather than simply accepting it.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Very Good

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

Overall, the teaching in the school is good and in Year 5 and Year 6 it is excellent. This strength of the school enables pupils of all abilities to make good progress in most subjects, with very good progress being made in the two classes at the end of Key Stage 2. The teaching of literacy and numeracy is a strength, with the majority of teaching in these subjects being of a high standard, particularly in the upper juniors. In the Foundation Stage (Reception Year) good use is made of whole-class, group and individual teaching and the children make a very good start in reading, writing and number.

In Key Stage 1, flexible grouping arrangements help to ensure that all pupils receive additional support and teachers are more readily able to match work to individual needs. A particular strength of this system is in the teaching of English and mathematics where targeted pupils from Year 1 and Year 2 are brought together in a small group for work that is carefully planned to give them a boost.

In Key Stage 2, specialist teaching across most subjects is generally used well to utilise the relevant expertise of the teachers. It is particularly effective in the teaching of science, music, games and swimming. The quality of teaching was very good or excellent in every lesson observed in Year 5 and Year 6. As a consequence, the pupils make rapid progress in the two upper junior classes. The variety and pace of these lessons and the constant challenge being offered to the pupils ensures a very productive learning environment.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There are many rich and imaginative opportunities provided for pupils to learn, including a very good range of extra-curricular activities.
Provision for pupils with special educational needs	Very good. Individual needs are well known by the teachers and well catered for.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Excellent provision is made for the pupils' moral and social development and this results in a happy and harmonious environment where trust and personal responsibility are given a high priority.
How well the school cares	All members of this 'family' school exhibit care and consideration for each other. The pupils receive very good support, guidance and welfare

for its pupils	from all staff.
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The school provides a very good range of activities outside of normal lessons that further enrich the pupils' learning. It offers a wide range of sporting activities and many pupils have the opportunity to join the choir, recorder groups and orchestra. The school also runs after school clubs for textiles and science.

In the Foundation Stage (Reception Year) the staff plan carefully for the children's physical development but regular access to outdoor play equipment is limited.

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 towards clear goals that are firmly rooted in both the raising of attainment and the personal development of the pupils. The headteacher and senior management team provide a clear direction for the school and promote close teamwork and mutual support amongst the staff.
How well the governors fulfil their responsibilities	The governing body is very effective in supporting the school. It is very well led by the chairperson who visits the school on most days and shows a great commitment to the whole school community.
The school's evaluation of its performance	Teaching is monitored to promote continuous improvement. The school compares its standards rigorously against a range of measures and takes effective action to maintain high standards.
The strategic use of resources	Very good use of time, staff, accommodation and learning resources help provide a stimulating education for the pupils at the school. Very good use is made of parents, visits and visitors.

The school consults pupils, parents and the community, compares its standards rigorously and uses its resources wisely to achieve best value. Resources for learning are good. The school's well-stocked library encourages pupils' love of reading. The school's improvement planning lacks detail in terms of timescale and costings. Without this detail, the governors are unable to use the plan as a working document and to monitor whether there has been a successful outcome.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Standards of work are very good. The children like school and have a very positive attitude to their work. The pupils behave well and are expected to work hard. The school is well led and managed and the teaching is good. Parents are made to feel very welcome in school. The school provides a very full curriculum. 	<ul style="list-style-type: none"> Prior information about projects to be studied to enable parents to assist their children at home. Some parents would like more curriculum evenings in order to be better informed about teaching methods.

Inspectors' judgements fully support the parents' positive views. Regarding the areas that parents would like to see improved, the school recognises that it would be useful for parents to receive more information and will act upon this.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The pupils achieve consistently high standards in English, mathematics and science.

1. The national tests taken by the pupils at the age of seven and eleven indicate that the school has been successful in maintaining standards at a high level in English since the last inspection.
2. From starting school, the pupils make good progress in reading. Parents are encouraged to hear their children read regularly and the school has a very good collection of fiction, poetry and non-fiction books and a wonderful library. By Year 2, the pupils have acquired the appropriate strategies for reading new words and many are beginning to understand the deeper meaning of the text. Almost all reception pupils are able to read some words and a number are competent readers with good knowledge of letter sounds and understanding of what they have read. Year 6 pupils are competent accurate readers who cope equally well with fiction or non-fiction texts across the curriculum.
3. The content of the pupils' writing is of good quality throughout the school. All reception pupils write independently and by Year 2 many pupils write in sentences with spelling and punctuation that is generally correct. In the juniors, the pupils make good progress in learning the 'mechanics' of punctuation, grammar and spelling and most apply these consistently in their writing in English and other subjects. By Year 6, the pupils write very well in a range of formats such as reports, stories and poems. They have opportunities to write on such diverse subjects as biographies, journalistic bias and ghostly happenings. However, in some subjects, such as RE and geography, pupils too often copy what the teacher writes and so some opportunities are missed to apply their carefully developed writing skills in different contexts. Although the pupils write legibly, a cursive style of writing is being developed too slowly in Year 3 and Year 4.
4. Standards of speaking and listening are very good. Pupils throughout the school are articulate and use language well. They are confident when speaking before an audience. They are encouraged by all adults to express themselves and to talk about what they have learned. For example, in the Reception class, a child was fascinated by the word patterns in a nursery rhyme and suggested many suitable alternatives. In Year 6, the pupils use technical vocabulary such as 'similes' and 'connectives' easily and confidently.
5. Standards in mathematics have been consistently high over the last five years (and regularly in the top 5% nationally) in the national tests taken at the end of both key stages. The youngest children show a good understanding of mathematical ideas and are eager to learn more. In one lesson they were able to describe a range of repeating patterns in terms of colour and size using accurate mathematical vocabulary. They were able to predict how a pattern might continue and to recognise different patterns in household items the teacher had brought into school. The pupils make good progress through Key Stage 1 and by the age of seven they have a very good all round knowledge and understanding of mathematics. In a Year 2 lesson the pupils effectively

used various strategies to halve numbers and suggested a number of ways of dividing various shapes into $\frac{1}{2}$ s and $\frac{1}{4}$ s, and for some pupils, well beyond this.

6. The pupils make good progress overall in Key Stage 2, with very good progress being made in Year 5 and Year 6. The pace and challenge in lessons in the upper juniors is such that the pupils learn at a very quick rate. Astute questioning by the teacher, enabled pupils in a Year 6 lesson to demonstrate their very secure knowledge of decimals, fractions, angles, percentages, averages and much more. Their quick recall of number and other facts is matched by an ability to apply their very good understanding across the full range of mathematical activities. For example, the pupils used their understanding of shapes, angles and symmetry to successfully classify the properties of polygons.
7. By the age of eleven, standards in science are well above average. The excellent specialist teaching of science in Key Stage 2 has a direct bearing on the high standards achieved. The pupils carry out their own investigations and have a very good understanding of how to ensure that the experiments will produce valid results. This was the case in a lesson in Year 5 where the pupils investigated how the loudness and pitch of sounds of vibrating objects could be changed. They tested their predictions appropriately by varying the vibrating object whilst keeping all of the other factors constant. Their conclusions from the experiment showed a secure grasp of the process. Discussions with the pupils and scrutiny of their work indicate that they have very good knowledge and understanding across many aspects of science.

The teaching is good overall and it is excellent in Year 5 and Year 6.

8. Overall, the teaching in the school is good and in Year 5 and Year 6 it is excellent. This strength of the school enables pupils of all abilities to make good progress in most subjects, with very good progress being made in the two classes at the end of Key Stage 2.
9. In the Foundation Stage (Reception Year) teaching is consistently good. The team of teachers and support staff work extremely well together. The teachers have a clear understanding of the needs of young children and plan their work well. Non-teaching staff and parents provide good support. There is a very good balance between directed and chosen activities. Equipment and resources are organised very effectively to promote the children's independence and to arouse their curiosity. The classroom is full of materials and areas such as the Nursery Rhyme Cottage that prompt the children to use their developing reading, writing and number skills. Good use is made of whole-class, group and individual teaching and the children get a very good start in reading, writing and number. The planning clearly demonstrates how the children's skills will be extended as the term progresses. The staff place high value on children being as independent as possible and are highly successful in developing their self-confidence and self-reliance. Staff plan carefully for the children's physical development but regular access to outdoor play equipment is limited.
10. The quality of teaching in Key Stage 1 is good. The effective use of an additional teacher enables the pupils to be taught in smaller groups for many subjects. These flexible grouping arrangements help to ensure that all pupils receive additional support and teachers are more readily able to match work to individual needs. As a result, the pupils make good progress. A particular strength of this system is in the teaching of English and mathematics where targeted pupils from Year 1 and Year 2 are brought together in a small group for work that is carefully planned to give them a boost. Many pupils benefit from this concentrated work as the composition of the group is regularly reviewed. In addition to the good teaching that takes place

in lesson time, the teachers spend a significant amount of time extending the pupils' reading skills through shared and guided reading activities at lunchtime.

11. Overall, the teaching in Key Stage 2 is very good. It is outstanding in Year 5 and Year 6 where the quality of teaching was very good or excellent in every lesson observed during the inspection. As a consequence, the pupils make rapid progress in the two upper junior classes. The variety and pace of these lessons and the constant challenge being offered to the pupils ensures an intense and productive learning environment. This was evident in a Year 6 mathematics lesson where the rapid pace created by the quick-fire mental arithmetic start (on a wide variety of topics) was continued through the teacher's introduction on polygons and the pupils' follow-up activities. Throughout, the teacher had high expectations, adopting an 'ask, don't tell' policy which constantly challenged the pupils to think for themselves. The greatest motivator to the pupils in the upper juniors is the sheer enthusiasm for teaching shown by the teachers.
12. In Key Stage 2, specialist teaching across most subjects is generally used well to utilise the relevant expertise of the teachers. It is particularly effective in the teaching of science, music, games and swimming. In these subjects the excellent subject knowledge of the teachers, combined with their enthusiastic delivery and the provision of challenging work leads to the pupils reaching very high standards. For example, the music specialist uses her high level of expertise to extend the pupils' knowledge, understanding and performance way beyond what would normally be found in primary schools. This was demonstrated in a Year 6 lesson when the pupils used the pentatonic scale to compose their own tunes in four bar rhythm patterns. They were able to describe their compositions in terms such as drone and ostinato.
13. Relationships between teachers and pupils are very good. They are built on mutual respect, the sharing of a common goal to achieve high standards and well defined routines. The pupils are expected to work hard and behave well; and they do. Much of the work is made enjoyable and this is assisted through the use of humour and the enthusiasm of the teachers. This results in a very good working atmosphere in the classrooms.
14. The teachers' marking in books is always positive and offers suitable pointers to help the pupils improve. Thorough assessment procedures are now in place and the information is used very effectively for future planning, predicting attainment and setting targets. The national tests and the teachers' own assessments are used effectively to track the pupils' progress. Each pupil has a comprehensive assessment portfolio and these are passed on to the next teacher. The overall results of assessments are used well to analyse trends, provide comparative information to governors and to set targets.
15. The teachers devote a significant amount of their own time to providing further opportunities for the pupils beyond the classroom. This has helped to raise standards even higher, particularly in music and sport. Well-planned homework, mainly in English and mathematics, makes a significant contribution to the pupils' progress.

The headteacher, supported by a dedicated staff, provides very effective leadership.

16. The leadership and management of the school is excellent. The questionnaire to parents, shows unanimous agreement that the school is well led and managed. The passionate and effective leadership by the headteacher is key to ensuring that high standards are maintained and that the school is a happy place. He provides strong professional leadership in all aspects of the school's work and is very well supported by the deputy head. The headteacher has a clear vision of the purpose of education and the direction of the school and is committed to achieving high

standards. He has many excellent qualities and the ability to gain the trust and commitment of staff, pupils and parents. He has a good understanding of the community the school serves and is respected and trusted by local people. The headteacher takes a highly visible role in the day-to-day management of the school. His appreciative, warm and open manner is much praised by parents who also value his consistent stance in promoting their children's enjoyment of education. This contributes, to a large extent, to the very positive ethos of the school. Pupils know they come to school to learn but that they are also part of the Greenmount family where care and concern for others are important. This is a strength of the school and is rightly valued by parents and pupils alike. The school has a dedicated staff committed to providing the very best quality education for the pupils.

17. There are good procedures in place for monitoring and evaluating teaching. The headteacher regularly observes teaching and staff are involved in monitoring planning, work sampling and agreement trialling. The system for identifying teachers' development needs is very good and is used to ensure that all staff receive appropriate and well focused training. There are good procedures in place to monitor and support newly qualified teachers. This is achieved by very good working relationships and specific mentoring arrangements.
18. The management of the provision for pupils with special educational needs is good. The co-ordinator ensures that the school's overall approach to review procedures and documentation for the pupils' individual education plans is thorough and well organised. Pupils with special educational needs are well supported and make good progress.
19. The governing body works very hard and supports the school effectively. It is very well led by the chairperson who visits the school on most days and shows a great commitment to the whole school community. Roles and responsibilities have been clearly defined, terms of reference agreed and there are regular meetings of key committees. Governors have a good understanding of the school's strengths and weaknesses. The school assesses its performance throughout both key stages and tracks pupils' attainment in national tests. The finances of the school are very well managed. Additional funds raised by the school, together with donations, specific government grants and the school's budget allocation are carefully spent.

A rich curriculum, both within and outside lessons, is provided.

20. The curriculum is broad and balanced with an appropriate emphasis on literacy and numeracy. Although the school is particularly strong in delivering English, mathematics and science, it has not let the demands of these subjects impair its ability to provide many rich and imaginative opportunities for the pupils to learn across the whole curriculum. Combined with good teaching, the rich curriculum promotes an enjoyment in learning and enables the pupils to make good progress across a wide range of subjects. The specialist teaching in the juniors and the use of an additional teacher in the infants gives the pupils access to the particular teaching skills of a range of teachers. The pupils with special educational needs have work that is well planned and receive the necessary support for them to participate fully and achieve well.
21. The school is particularly adept at raising the confidence and self-esteem of the pupils. At the meeting prior to the inspection, parents expressed their admiration of the way the school utilises music and sport, in particular, for this purpose. Over and above the worth of these two subjects in bolstering the pupils' self-esteem, the school has built up a well-justified reputation for providing excellence in music and sport. This is exemplified by the many invitations the school choir receives to appear at concerts. In this context the school has been nominated to represent Bury as part of next year's Commonwealth Games celebrations in Manchester. In sport, the

school has recently won local competitions across a range of activities, including football, rugby, cricket, gymnastics, netball, rounders and swimming. In addition to this, the national lacrosse tournament has been won on two occasions. The provision of such a wealth of opportunities allows many pupils to participate and develop their skills across a wide range of activities.

22. The school provides a very good range of sporting activities outside of normal lessons including cricket, football, rugby, lacrosse, netball and rounders. Many pupils have the opportunity to join the choir, recorder groups and orchestra. This is in addition to the instrumental tuition for which parents pay. The school also runs after school clubs for textiles and science. There are a good number of educational visits, both locally and further afield, together with a residential visit planned for the pupils in Year 6. The teachers work hard to provide such a good range of activities in order to meet the needs and interests of the pupils and this has a very positive impact upon the pupils' personal and social development.

There is a very positive ethos, based on high expectations and a shared enjoyment of learning, within a happy and caring environment.

23. The school has a clear sense of purpose in meeting its aims, values and policies. The school's mission statement 'to ensure that all learners acquire the skills, knowledge and attitudes necessary to succeed' are clearly reflected in the day-to-day life of the school. A very broad curriculum enables the pupils' development to be fostered across a wide range of personal and social, as well as academic skills. The school has a very positive climate for learning based on consistently high expectations of work and behaviour, very good relationships and very positive attitudes. Consequently, it provides a stimulating, secure and happy environment. Through the parents' questionnaire and meeting, parents recognised that the school is promoting and achieving high standards of work and behaviour.
24. The pupils have excellent attitudes to school and show exceptional enthusiasm. Through the questionnaire, parents, unanimously agreed that their children like coming to school. The pupils respond energetically to the stimulating and challenging teaching, apply themselves with great diligence and work harmoniously in pairs and in small groups, whether directly supervised or not.
25. The ethos of personal responsibility and mutual respect, ably promoted by the staff, impacts not only on educational standards but also on pupils' growth in personal maturity and good citizenship. The pupils' readiness to queue in an orderly fashion, to act responsibly without direct supervision, to work independently, to care for their younger peers, and to respect their environment, all point to a growing sense of maturity. This greatly aids their learning and is a credit to the school and to their families. This maturity is evident both within and outside of school. For example, on the coach to the swimming pool, the driver commented on the pupils' good manners and behaviour. Care and consideration for others prevail at all times. A Year 1 pupil, seeing that another child was hurt, took it upon himself to take the child to the first aid station for attention. Older pupils help younger ones with their reading. It seems that they seek rather than simply accept responsibility.

The provision for moral and social development is excellent.

26. The school's excellent provision for moral development flows naturally from the very high expectations that it sets for all members of the school community in terms of self esteem, mutual respect, and personal responsibility. The behaviour policy emphasises positive management and responsive relationships rather than sanctions and control. Any misdemeanours are used later as

matters for group discussion so that all pupils can draw benefit from such incidents. Good behaviour is celebrated through awarding stickers, team points and certificates.

27. The school's excellent provision for social development is of prime importance in its personal development and citizenship programme. Socialisation begins when pupils first enter school and are allocated to a House Team in which they remain throughout their time at the school. Membership encourages a team spirit, enabling pupils to earn house points for effort and good behaviour as well as for academic success. Personal and social skills are actively promoted through the excellent relationships that are exemplified by the staff. The pupils gain a sense of pride in the school and in their own achievements through a variety of activities. These include representing the school in many sporting activities, the school choir, concerts, the Harvest Festival, maypole dancing and in joint projects with neighbouring schools. In teaching its children to demonstrate their concern for others the school consults them about which charities they wish to support. The children then hold their own fundraising events, raising considerable amounts for those less fortunate than themselves.

The partnership with parents is a strength of the school.

28. The excellent relationship between home and school contributes to the children's learning and, in particular, to maintaining high standards of achievement. Parents responding to the questionnaire and those attending the meeting prior to the inspection were very positive about the school and confirmed that the school works very closely with them. Parents are very welcome in school and a significant number of them play an important role in assisting the pupils in the classrooms. Parents are most supportive with homework and are very supportive of the school's events. The Parents' Association is actively involved in fund raising and provides the school with substantial financial support.
29. Adults in the school know each child and their families very well. This process is started when a member of staff visits the children in their home or pre-school setting before they start in the infants. Parents feel that the school is very approachable and that the headteacher and staff will always find time to discuss matters of concern. The parents receive a great deal of information from the school and, quite rightly, consider the school reports to be very informative. They also find the parents' evenings to be very helpful in keeping them well informed about their children's progress. However, they would like to know more about the topics being covered by their children in school so that they can support them at home.

WHAT COULD BE IMPROVED

Information and communication technology is insufficiently used to support other subjects and, although standards are in line with expectations, they could be higher.

30. The provision for information and communication technology (ICT) has improved since the last inspection. The new computer suite has enabled the pupils to have further opportunities to develop their skills in this subject. Appropriate training has been provided for teachers who now have more secure subject knowledge. However, although the focused teaching of skills is starting to raise standards, ICT is not always used as effectively as it could be to support the learning in other subjects.
31. Key Stage 1 pupils can log onto the computer network and choose the program that they need to use. Year 2 pupils show good control of the mouse to move the cursor when using programs such as Paint. They can change the size of their writing as well as flood and fill colour in their picture formation when designing repeating patterns. By the end of the key stage many pupils use word processors at a satisfactory level to write in a variety of styles. They are able to alter the style of font and save and print their work. With the more frequent opportunities provided in using the computer suite, pupils are beginning to develop their keyboard skills.
32. Pupils in Key Stage 2 develop their skills in word processing, data handling and control technology at a steady pace overall. However, progress in a Year 6 lesson was very good because of the very good teaching. These pupils learned quickly as they enthusiastically tried things out. They were quick to appreciate the possibility of short cuts and the power of the computer as a tool for modifying and improving information. This could be seen as they designed and used spreadsheets that used a formula to find the answers to multiplication calculations.
33. However, these skills and interests are not always exploited to promote learning in other subjects. Little evidence was seen of computers being used to support the work in other subjects. Few pupils regularly use the computer as part of their literacy or numeracy lessons. Across the school, lesson plans and classroom organisation are not always adapted to make full and regular use of free-standing computers. Similarly, the potential use by the pupils of cameras, scanners and tape-recorders has not been fully explored or included as part of curriculum experiences.

More effective use could be made of the school improvement plan to guide developments.

34. The school's ongoing planning for improvement has weaknesses. Planning is not carried out on a regular basis nor is there any recognised structure to the process. The school acknowledges the

need to formalise the detail of their planning for improvement. Planning for the current academic year is insufficiently covered in the most recent improvement plan and the proposed developments, related to the previous year, lack detail in terms of timescale and costings. Without this detail, the governors are unable to use the planning as a working document to know when developments are to take place and subsequently to monitor whether there has been a successful outcome.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

35. In order to improve standards and the quality of provision further, the headteacher, staff and governors should:

- Ensure that information and communication technology is more effectively used to support other subjects.

(See paragraphs 30 - 33)

- Make more effective use of the school improvement plan to guide developments.

(See paragraph 34)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	6	10	3			
Percentage	14	27	45	14			

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 four 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)		246
Number of full-time pupils known to be eligible for free school meals		0

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		34

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	3.7

Unauthorised absence

	%
School data	0.1

National comparative data	5.2
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National comparative data	0.5
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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	23	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	23	23
	Girls	11	11	11
	Total	34	34	34
Percentage of pupils at NC level 2 or above	School	97 (94)	97 (97)	97 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	23	23
	Girls	11	11	11
	Total	34	34	34
Percentage of pupils at NC level 2 or above	School	97 (97)	97 (97)	97 (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	14	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	18
	Girls	21	21	21
	Total	35	35	35
Percentage of pupils at NC level 4 or above	School	100 (89)	100 (97)	100 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	14
	Girls	21	21	21
	Total	34	35	35
Percentage of pupils at NC level 4 or above	School	97 (89)	100 (97)	100 (97)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	2
Black – other	
Indian	1
Pakistani	
Bangladeshi	
Chinese	
White	242
Any other minority ethnic group	

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)	10.4
Number of pupils per qualified teacher	23.7
Average class size	30.8

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	61

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	3
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		
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.

Financial information

Financial year	2001
	£
Total income	470,483
Total expenditure	468,412
Expenditure per pupil	1,904
Balance brought forward from previous year	-3
Balance carried forward to next year	2,068

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	246
Number of questionnaires returned	98

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	20			
My child is making good progress in school.	76	23	1		
Behaviour in the school is good.	78	21			1
My child gets the right amount of work to do at home.	60	33	6		1
The teaching is good.	78	22			
I am kept well informed about how my child is getting on.	72	26	1		1
I would feel comfortable about approaching the school with questions or a problem.	80	19	1		
The school expects my child to work hard and achieve his or her best.	84	16			
The school works closely with parents.	62	37	1		
The school is well led and managed.	81	19			
The school is helping my child become mature and responsible.	86	14			
The school provides an interesting range of activities outside lessons.	53	35	6		6

