

# INSPECTION REPORT

## **HEATON PARK PRIMARY SCHOOL**

Whitefield, Manchester

LEA area: Bury

Unique reference number: 105306

Headteacher: Miss M Gunnell

Reporting inspector: Mrs M Gough  
22361

Dates of inspection: 26th – 28th November 2001

Inspection number: 195063

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: 3 -11

Gender of pupils: Mixed

School address: Cuckoo Lane  
Whitefield  
Manchester

Postcode: M45 6TE

Telephone number: 0161 773 9554

Fax number: 0161 253 7296

Appropriate authority: The Governing Body

Name of chair of governors: Mr G Van Hecke

Date of previous inspection: May 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in Whitefield, and caters for four hundred and thirty-three pupils between the ages of three and eleven. The school has a very good reputation in the area for its provision for pupils with special educational needs, and its work with pupils who have English as an additional language, and the recently awarded 'Beacon Status' reflects the school's success in these aspects of its work. Although the percentage of pupils on the school's special educational needs register is average, at 21%, the percentage of pupils who have a statement of special educational needs is well above the national average at 4%. The majority of pupils are of white ethnicity, but fifty-two pupils, representing 13% of the school population are from other ethnic groups. This percentage is above average. Fourteen pupils are at an early stage of learning English. Eighty-six pupils are known to be eligible for free school meals. This represents 21% of the school population and is about average. A high number of pupils start or leave school other than at the usual point of entry or transfer, and this sometimes affects the school's end of key stage test results. The children's attainment when they start school spans the full ability range but is below the expected level overall because a significant number of children have poor language skills and their personal and social skills are under-developed.

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

The school is very effective and has many significant strengths. It caters very well for pupils of all abilities, and enables all pupils to make good progress. Standards in mathematics at the end of Key Stage 2 are well above average, and standards in science are outstandingly high. Standards in English are in line with national expectations overall. The quality of teaching and learning is good throughout the school, and some very good examples were seen during the inspection. The school is very well led by the headteacher who enjoys the full support of the staff, Governing Body and parents. The school gives good value for money.

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

- Standards in science and mathematics are well above average at the end of Key Stage 2.
- Pupils of all ages and abilities make good progress.
- The school provides a very broad and well-balanced statutory curriculum for all pupils that is effectively enriched by a variety of additional learning opportunities. The provision for pupils' personal and social development is excellent.
- The quality of teaching and learning is good throughout the school and pupils have very positive attitudes to learning.
- The school is very well led and managed.

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

- Standards in mathematics at the end of Key Stage 1, and standards in writing at the end of Key Stage 2.
- The role of the curriculum co-ordinators in monitoring teaching and learning.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 1997. Since that time, the school has improved at a good rate. In addition to fully addressing the key issues that arose from the last inspection report, the headteacher and staff have made significant improvements in other aspects of the school's work. The quality of teaching and learning has improved, and this has led to improved standards in English, mathematics and science at the end of both key stages. The curriculum has been improved, and it is now very effectively enhanced by a wide range of additional opportunities that significantly enhance the pupils' learning. The school has recently been awarded 'Beacon' status because of its success in raising the attainment of Key Stage 2 pupils in science to an outstanding level, its excellent provision for personal, social and health education, and in recognition of its work with pupils with special educational needs and/or English as an additional language. The headteacher continues to provide very good leadership for the school, and there is a very strong team spirit amongst the staff. The school is very well placed for further development.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	C	B	C	B	very high A* well above average A above average B average C below average D well below average E
Mathematics	A	A	A	A*	
Science	A*	A*	A*	A*	

The table shows that on the basis of the end of Key Stage 2 national test results for 2001, pupils' attainment is in line with the national average in English and well above average in mathematics. The school's results in science are very high, and place the school in the top 5% of schools nationally. In comparison with similar schools, the pupils' performance is above average in English. It is very high in mathematics and science, placing the school in the top 5% within the comparative sample in these subjects. Standards have been of a consistently high and very high standard in mathematics and science respectively over the past three years, and pupils of all abilities achieve very well, especially the higher attaining pupils who attain extremely high standards in their work. The English results, although never less than average, have been variable over the past few years, as the result of the impact of pupils who have special educational needs and those who have English as an additional language. The school is currently concentrating on further improving the standard of pupils' writing across the ability range, as this is a relatively weaker area of the pupils' learning, especially for boys. Appropriate targets are set for Key Stage 2 pupils in English and mathematics, and they are generally achieved. The inspection findings fully endorse the 2001 end of key stage test results.

On the basis of the 2001 end of Key Stage 1 tests, pupils' attainment is above average in reading, average in writing and below average in mathematics. Overall standards have improved over the last few years, although the trend of improvement is not steady from year

to year because of the variation in the number of pupils who have English as an additional language. Although pupils of all abilities achieve well in reading, and the recent initiatives for improving writing are starting to have a positive impact, the school is aware that even more could be done to improve pupils' attainment in mathematics. In mathematics, the attainment of many pupils is adversely affected by their poor recall of number facts, and their lack of mental agility, and their ability to solve word problems. In comparison with similar schools, the pupils' attainment is average in reading and mathematics and well above average in writing. The inspection findings confirm the test results.

The children's attainment when they start school spans the full ability range but is below the expected level overall because a significant number of children have poor language skills and their personal and social skills are under-developed. Pupils make good progress in the Nursery and Reception classes and by the end of the Foundation Stage, most attain the early learning goals in each of the areas of learning.

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

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Very good. Pupils of all ages and abilities are enthusiastic and very keen to learn. They take a full and active part in all activities.
Behaviour, in and out of classrooms	Good. The vast majority of pupils are well behaved and considerate of the needs of others. Pupils who have special educational needs in terms of their behaviour are very well managed by staff so that they do not disrupt the learning of others.
Personal development and relationships	Very good. Pupils throughout the school are encouraged to take responsibility for their learning and to make choices and decisions about their work. Relationships between pupils and staff and amongst pupils are very good.
Attendance	Satisfactory. The rate of whole-school attendance is close to the national average.

### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Nursery and Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
Quality of teaching	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 during the inspection, some very good lessons were seen in almost all year groups.

The teaching of the children in the Foundation Stage is good, and appropriately focuses on the development of basic skills of reading, writing and mathematics. The Nursery and Reception staff work hard to promote the children's personal and social skills, which for some children are very under-developed when they start school. There is a good combination of activities that are directed by the teacher, and those that the children select themselves. The children enjoy their learning, and show good levels of concentration and perseverance for their age.

English and mathematics are well taught in Key Stage 1 and Key Stage 2, and teachers are effectively implementing a variety of strategies to improve standards in mathematics in Key Stage 1, and writing in Key Stage 2. There are good opportunities in most classes for pupils to use and apply literacy, numeracy and information and communication technology skills. Lessons generally move at a good pace, and this helps to keep the pupils' attention and interest. Teachers are extremely effective in the way in which they manage pupils who have behavioural problems, and do so with great sensitivity and patience. There are particular strengths in the way in which science is taught throughout the school, especially in Key Stage 2, where inspired teaching results in very good learning and exceptionally high standards. Pupils of all ages and abilities have very positive attitudes to learning, and participate well in lessons. They work hard, and are keen to take on board their teachers' suggestions for improvement. Pupils co-operate well with one another, and effectively work together on group tasks. Most pupils of all ages have good levels of concentration, especially in those lessons where teachers use resources well to support and enliven their teaching.

A particular strength of teaching is the way in which teachers respond to, and cater for, pupils who have special educational needs and those for whom English is an additional language. Teachers work very closely with experienced and well qualified support staff to ensure that these pupils receive the support they need to enable them to take a full and active part in all activities. The school's recently awarded 'Beacon' status acknowledges the school's very good work with pupils who have special educational needs and/or English as an additional language.

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

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Very good. The school provides a very good curriculum for pupils of all ages that is enhanced by a wide variety of additional learning opportunities. The way in which the school meets the individual needs of pupils across the ability range is a strength of the curriculum provision.
Provision for pupils with special educational needs	Very good. The school works extremely well with all pupils who have special educational needs, especially those who have statements, and those who have difficulty in managing their own behaviour.
Provision for pupils with English as an additional language	Very good. Pupils with English as an additional language receive very good levels of support enabling them to make very good progress. Because of the early intervention in the Foundation Stage and in Key Stage 1, very few pupils continue to need additional support when they transfer to Key Stage 2.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for pupils' spiritual, moral and cultural development is good. The provision for pupils' personal and social development is excellent, and is a significant strength of the school's provision.
How well the school cares for its pupils	Very good. The school caters extremely well for all pupils and recognises and meets their individual needs. Good assessment procedures are in place which enable the school to provide good levels of academic and personal support for the pupils. The schools' procedures for child protection are very good, and the well-being, safety and happiness of the pupils are the shared concern of governors and staff.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides very good leadership for the school, and is very effective in the way in which she paces and monitors change. The headteacher and deputy work very closely together and form a very effective team. Curriculum co-ordinators are in place for all subjects, but although they provide good levels of support for their colleagues, they do not have enough opportunity to monitor teaching and learning through classroom observation.
How well the governors fulfil their responsibilities	Good. The Governing Body is very supportive and well informed about the life and work of the school. All statutory requirements are met.
The school's evaluation of its performance	Good. The school effectively monitors its performance across all aspects of its work, and takes appropriate action when areas for development are identified. Very good use is made of the analysis of end of key stage test results to evaluate the pupils' performance in relation to the national picture and in comparison with similar schools.
The strategic use of resources	Very good. The school makes very effective use of its resources. Support staff are particularly well deployed, and have a very positive impact on the pupils' learning. Designated funds for special educational needs, English as an additional language, and 'Beacon' activities are appropriately spent.

## 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>Parents are pleased with the quality of education provided by the school and agree that their children are making good progress.</li> <li>Most parents think that behaviour in the school is good.</li> <li>Parents are generally pleased with the amount and frequency of homework.</li> <li>Parents agree that the school is approachable and appreciate the availability of the staff and headteacher.</li> <li>Parents are pleased with the quality of teaching and believe that the school is well managed by the headteacher.</li> <li>Most parents agree that the school provides a good range of after-school activities.</li> <li>Parents are very pleased with the way in which the school promotes positive values and attitudes.</li> </ul>	<ul style="list-style-type: none"> <li>A small number of parents are not happy with the behaviour of some pupils.</li> <li>Some parents would like more extra-curricular activities.</li> </ul>

The inspection findings fully endorse the parents' positive views of the school, but do not support the parents' negative views. Although some parents would like more extra-curricular activities, the inspection findings indicate that the school provides a good range of additional activities. Several of the pupils have difficulty in managing their behaviour and are on the special educational needs register. The behaviour of these pupils is sometimes inappropriate, but is always extremely well managed by staff so that the learning of other pupils is not disrupted.

## **PART B: COMMENTARY**

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

#### **Standards in science and mathematics are well above average at the end of Key Stage 2.**

1. On the basis of the end of Key Stage 2 national test results, standards in science have been at an outstandingly high level in relation to the national average for the past four years, placing the school in the top 5% of schools nationally. In comparison with similar schools, the pupils' performance is outstanding, and the school's results are in the top 5% of the comparative sample.
2. The inspection findings confirm the national test results, and indicate that the vast majority of Year 6 pupils are working at the higher Level 5, with very few pupils working at a level lower than the expected Level 4. Pupils of all abilities, including those who have special educational needs, make very good progress in science as they move through Key Stage 2. Standards are significantly enhanced by very good teaching, the pupils' own very positive attitudes to the subject, and a very well planned curriculum which equally meets the needs of the highest and lowest attaining pupils. It is significant that five of the pupils entered for the Key Stage 2 2001 tests attained the unusually high Level 6. This exceptional level of achievement demonstrates the way in which the school caters for those pupils who are particularly gifted in the subject.
3. One of the strengths of science teaching is the emphasis placed on practical activities. Pupils are encouraged to carry out a wide range of experiments and investigations, and the higher attaining pupils are especially skilled at setting up and monitoring their own practical tasks. Pupils are encouraged to find things out for themselves and to pursue their own lines of enquiry. Pupils learn well from their mistakes, and by the end of the key stage, most carefully consider all aspects of the investigation they wish to undertake, and make sensible and accurate predictions before starting their work. Pupils make very good use of their numeracy and literacy skills to support their science work. They make repeated measurements, understanding that their work must be supported by accurate data. They write very good accounts of experiments they have carried out, drawing pertinent conclusions, and linking them to their original hypotheses. The vast majority of pupils are very successful independent learners who go about their tasks with a great sense of purpose and show very good method in their work. The highest attaining pupils are exceptionally independent and show high levels of creativity and originality in their approach to problem solving tasks.
4. Almost all pupils are keen to learn about science, and this is reflected in the way in which they absorb new knowledge. In lessons, they are keen to answer and ask questions, and show excellent levels of concentration and application when carrying out practical tasks. Most pupils are very successful at transferring and using their previous knowledge when faced with new learning. This means that they are constantly reviewing, extending and consolidating their previous learning, and this is reflected in their very good understanding of many scientific concepts. There is a very good combination of teacher explanation and pupil exploration, and this means that theory is always well backed up with practice. Regular assessments of pupils' progress and attainment ensure that teachers identify and address weaknesses in pupils' learning, and this is a significant factor in the high standards pupils achieve.
5. Coverage of the National Curriculum programmes of study in science is very good, and lessons are well planned throughout the key stage so that important and difficult topics

are regularly revisited and revised. Teachers have a very secure subject knowledge. They are enthusiastic in their teaching and this means that pupils have very positive attitudes to the subject.

6. Standards in mathematics at the end of Key Stage 2 are well above average on the basis of the end of Key Stage 2 national test results, and have been at this high level for the past three years. In comparison with similar schools, the pupils' performance is very high, placing the school in the top 5% of the comparative sample. As in science, the teaching of mathematics is very good, and pupils make significant gains in their learning as they move through the key stage. The vast majority of pupils enjoy mathematics, especially in the upper part of the key stage where pupils have high levels of self-confidence because of the unstinting praise from their teachers, and the exceptionally high levels of encouragement they receive. Pupils of all abilities believe in themselves as mathematicians, and approach new tasks with a great deal of enthusiasm and commitment.
7. Pupils' mental mathematics skills are very good, and this helps them to complete written tasks accurately and at a good rate. This aspect of mathematics work has been a recent focus, and pupils' mental agility has been enhanced by opportunities for them to take part in timed exercises which demand that they have good immediate recall of multiplication and addition facts. By the end of Key Stage 2, most pupils know a good range of strategies to help them to check the reasonableness of their answers when they are completing complex written calculations, and this prevents them from making unnecessary and careless errors in their work. Pupils have a very good understanding of number, which they use effectively to solve number problems.
8. Very good support is provided both for the lowest and highest attaining pupils in Key Stage 2 so that they achieve their full potential. The school makes very good use of a variety of test results so that additional support can be targeted where it will be most effective. Very good use is made of support assistants within mathematics lessons to give additional support to the lower attaining pupils, and higher attaining pupils are sometimes taught in different class groups to ensure that they are working at their optimum level. 'Booster' classes are offered to Year 6 pupils in the term of the national tests, and these take place both after school and at lunchtimes. These classes are well supported by the pupils and have a positive impact on their learning. Homework is used well to support and extend pupils' learning, especially in the upper part of the key stage where it is set on a very regular basis.
9. Coverage of the mathematics National Curriculum programmes of study is very good, and ensures that pupils have a very good breadth of mathematical experience by the end of Key Stage 2. Pupils are equally secure in all elements of the mathematics curriculum. For example, during the inspection, Year 6 pupils demonstrated a very good appreciation of the notion of area and perimeter, and successfully applied their knowledge of how to calculate the area of a regular shape when considering how to calculate the area of an irregular shape. This ability to apply their existing knowledge and understanding to new situations is a strength of the pupils' learning, and gives them confidence when faced with new and challenging tasks.

### **Pupils of all ages and abilities make good progress.**

10. One of the school's strengths is the way it caters for different groups of pupils, enabling them to achieve their full potential and to make the best progress possible. The school's recently awarded 'Beacon' status is in recognition of the school's work with

pupils who have special educational needs and those for whom English is an additional language. The way in which the school integrates these pupils fully into the life and work of the school is excellent, and reflects the hard work, sensitivity and commitment of the staff and headteacher. In addition, the school provides extremely well for average and higher attaining pupils, and this is evidenced by the end of key stage national test results, especially at the end of Key Stage 2, which show an increasing percentage of pupils attaining the higher Level 5, and in science, the outstandingly high Level 6.

11. Thirteen per cent of pupils in the school have English as an additional language, and this is above average. Of these fifty-two pupils, fourteen are currently at the very early stages of learning English, and need a great deal of additional support. Because of the very good work the school does with pupils in Key Stage 1, very few pupils have the need for additional language support when they transfer to Key Stage 2. The school benefits significantly from the input of the LEA's language team. A bilingual support assistant and an English as an additional language teacher work on a part-time basis in the school, working alongside classteachers to provide additional support for small groups of pupils and individuals whose language is at a very early stage of development. These two members of staff liaise closely with classteachers, so that follow-up work builds effectively on the pupils' learning, ensuring that the pupils make very good progress towards their individual targets. The LEA staff also work very closely with families of pupils who have English as an additional language, ensuring that parents or carers are well informed about their children's progress, and enabling families to become fully involved in the life of the school. Home visits promote very positive relationships between the home and school, and ensure that the pupils' progress is very much the result of shared input and responsibility.
12. The provision for pupils who have special educational needs is very good, and ensures that these pupils make good progress overall, and very good progress in relation to their own individual targets. Although the overall percentage of pupils in the school with special educational needs is average, the percentage of pupils who have a statement of special educational needs is well above average. Eighteen pupils currently have a statement, and the school's work with these pupils is excellent. Their needs are fully met, and this means that the majority of pupils receive 'one to one' support from a learning support assistant at certain times during the day. This support is invaluable in helping the pupils to cope with the stresses of working in the classroom with other pupils, and means that pupils who require a great deal of attention do not disrupt the learning of others. Support assistants and classteachers work very closely together when planning and preparing activities so that potential problems can be identified and avoided. The special educational needs co-ordinators are very effective in the way in which they manage and organise the provision for pupils who have special educational needs, and they ensure that the pupils' progress is carefully tracked and monitored so that they receive the most appropriate level of support. The main strength of the provision is the way in which the school copes with the small but significant number of pupils who have very challenging behaviour. Every care is taken to ensure that these pupils are dealt with in a consistent and sensitive way and, where possible, pupils are helped to manage their own behaviour through agreed strategies.
13. Key Stage 1 and Key Stage 2 pupils who attain at an average and above average level make good progress and benefit from good teaching and their own very positive attitudes to school and to work. Teachers make effective use of ongoing assessment to ensure that pupils' learning builds on what has gone before, and good quality schemes of work ensure that pupils move steadily forward in their learning from year to year across all subjects. In Key Stage 1, pupils of all abilities make good progress. However, this is not always evident from the end of key stage test results for reading,

writing and mathematics, because of the high percentage of pupils who have English as an additional language and who do not attain the expected level. Nevertheless, over the past few years, the school has been successful in increasing the percentage of pupils attaining the higher Level 3 in these tests, especially in reading. The way in which the school caters for average and above average pupils is most evident in Key Stage 2, where the 2001 science and mathematics national test results paint a very good picture of overall attainment. Very unusually, in science, 7% of pupils attained well beyond the expected Level 4, and achieved Level 6. This, together with the very high percentage of pupils who attained the higher Level 5, places the school in the top 5% of schools nationally in respect of the science results. The mathematics results for 2001 are also very high as the result of a significant percentage of pupils attaining the higher Level 5. Over the past four years, there has been an upward trend in the school's end of Key Stage 2 test results, and the school's rate of overall improvement has been better than the national rate. This steady and significant improvement reflects the school's commitment to raising standards through more effective teaching and learning.

14. The school is very effective in ensuring that all groups of pupils achieve their potential. Very good use is made of the analysis of standardised test results to identify possible groups of pupils who may require more support, and these findings are used very effectively to devise strategies that will help to raise standards further. For example, the school is well aware that more could be done to improve standards in mathematics at Key Stage 1 and writing at Key Stage 2, and strategies have already been put in place to address the perceived weaknesses.

**The school provides a very broad and well-balanced statutory curriculum for all pupils that is effectively enriched by a variety of additional learning opportunities. The provision for pupils' personal and social development is excellent.**

15. The curriculum for the Foundation Stage children in the Nursery and Reception classes fully meets the children's needs, and takes full account of their low starting point in some of the areas of learning. The teachers provide a wide and very varied curriculum for the children, and the promotion of speaking, listening and personal and social skills is an ongoing priority. Very good opportunities are provided for the children to engage in conversation about their work with adults, including teachers, support assistants, parents and visitors. For example, during the inspection, Reception children enjoyed listening and talking to a visitor who explained some Hindu customs, whilst the children enthusiastically sampled a variety of traditional food she had brought for them to taste. The Nursery and Reception children have daily access to a good range of practical activities, including sand, water, and creative areas, and there is a good mix of teacher directed activities and those that the children choose themselves. Teachers observe children's progress carefully, and are quick to identify those that may have special educational needs, enabling swift intervention. Children with English as an additional language are very well supported in the Foundation Stage and, in addition to ensuring that they make good progress in their learning, this also ensures that the children and their parents or carers quickly become familiar with the school's routines.
16. In Key Stage 1 and Key Stage 2, pupils of all ages and abilities have full and equal access to a wide variety of stimulating learning activities. All subjects of the National Curriculum, and religious education, are taught regularly and for an appropriate amount of time. The school also provides a very good range of additional activities which enhance and extend the pupils' learning.

17. In particular, the school makes excellent provision for pupils' personal, social and health education. This is one of the areas of work for which the school has been awarded 'Beacon' status, and is an aspect of the curriculum that the school has developed extensively over the past few years. The programme for personal, social and health education is partly planned around commercially produced schemes, and partly derived from teachers' own materials. Time is allotted in each class for personal, social and health education, and activities are carefully planned and prepared. Although the school follows a whole-school plan, which guarantees progression in the pupils' learning, there is enough flexibility to enable teachers to respond to particular needs within the class, and teachers are able to move away from the planned activities if necessary. The co-ordinator for personal, social and health education meets regularly with the deputy and headteacher to review the provision, and to ensure that it is meeting the needs of all pupils.
18. As an extension of its formal timetabled work relating to pupils' personal, social and health education, the school has set up a School Council, which meets on a monthly basis, and a Friendship Club for Year 4 and Year 5 pupils. The School Council is made up of representatives from each year group, from Year 2 onwards, who are voted onto the Council by their classmates. The meetings are supervised by two of the learning support assistants. Fund raising activities provide the School Council with some money with which to implement some of their ideas, and their suggestions are considered carefully by the headteacher and staff. In the meeting observed during the inspection, pupils were very mature in the way in which they discussed ideas from the 'suggestion box', and showed a very good sense of responsibility when making their decisions. The Friendship Club extends an open invitation to pupils in Year 4 and Year 5, who are encouraged to share any problems they may have in a weekly meeting with support assistants. This is proving to be very successful, especially for pupils who have difficult home backgrounds, and who welcome the opportunity to share some of their concerns, or simply to talk with adults who value their opinions.
19. In addition to providing a good range of extra-curricular activities, the school also offers before- and after-school clubs, which are well attended by pupils of all ages. These activities provide pupils with very good opportunities to develop their social skills, and encourage pupils to work collaboratively in mixed age groups. Older pupils enjoy attending a residential visit, which very effectively supports their personal and social development. The school recognises that for many parents the cost of this activity is significant, and notifies parents of the visit at least one year in advance so that they can budget accordingly. Pupils gain a great deal from the various educational visits that take place during the school year, and value the contributions made by visitors who are invited into the school.
20. The school works very hard to meet the needs of all pupils through a very broad and well-balanced curriculum, and is successful in ensuring that pupils across the ability range have equal opportunity and entitlement. The staff, Governing Body and headteacher make every effort to ensure that no pupil is excluded because of factors beyond their control, such as disadvantaged home circumstances, for example. Pupils with special educational needs and English as an additional language enjoy full access to the curriculum, and additional support for these pupils is provided within the classroom situation, so that they do not miss important parts of lessons, and so that they are fully integrated into the life and work of the school. The curricular provision has improved since the time of the last inspection and is a strength of the school.  
**The quality of teaching and learning is good throughout the school and pupils have very positive attitudes to learning.**

21. Teaching is good overall throughout the school and during the inspection, many very good examples of teaching were seen across most year groups.
22. The teaching of children in the Nursery and Reception classes is good overall, with some very good features. Foundation Stage children enjoy a rich and varied curriculum that meets their individual needs. There is a good balance between activities that are directed by the teacher and those that the children choose themselves. Appropriate emphasis is placed on the development of basic skills of reading, writing and mathematics, and staff work hard to extend the children's social and personal skills, which are often undeveloped when the children start school. Very good relationships between support staff and teaching staff ensure a consistent approach to the management of the children's behaviour, and this helps the children to settle quickly into the routines of the school, and to understand what is expected of them. The Foundation Stage children respond very well to the staff, and enjoy their learning. They concentrate well and demonstrate good levels of independence when choosing activities.
23. In Key Stage 1 and Key Stage 2, one of the strengths of teaching is the way in which teachers constantly remind pupils of their previous learning, by asking questions, and by briefly revisiting and discussing topics that have already been covered. In addition, many teachers skilfully reinforce pupils' learning by encouraging pupils to use, transfer and apply their existing knowledge and understanding in new contexts. For example, in an information and communication technology lesson seen during the inspection, where Year 3 pupils were creating a database, the work was linked to the classification of insects, and this activity effectively reinforced pupils' knowledge of living things. This constant revision is very effective in ensuring that the pupils' subject knowledge is secure.
24. Teachers are extremely effective in the way in which they manage pupils who have behavioural problems, and do so with great sensitivity and patience. Teachers and classroom support assistants ensure that the pupils receive a clear and consistent message about the school's expectations of behaviour. Pupils who have difficulty in managing their behaviour receive a great deal of support, and this ensures that their occasional outbursts in class do not disturb the learning of other pupils. Teachers use pupils' individual education plans well when planning lessons and when organising the input of support assistants, and this ensures that pupils who have special educational needs and/or English as an additional language make very good progress towards their individual targets.
25. Lessons across the curriculum are very well planned and prepared, and resources are used well to enhance learning and to illustrate important teaching points. For example, in a Year 4 personal, social and health education lesson seen during the inspection, the teacher made very good use of pictures to stimulate discussion about the consequences of making the right or wrong choice. The pictures were particularly helpful as a prompt for those pupils with special educational needs, enabling them to take a full and active part in the discussion. In most classes, lessons move at a particularly good pace, and this helps to keep the pupils' interest and enables a good deal of ground to be covered.
26. In all Key Stage 1 and Key Stage 2 classes, teachers make very good use of questions to probe the pupils' understanding and to extend their thinking. During a Year 5 science lesson seen during the inspection, the teacher used questions very well to encourage the pupils to really think about which activities use muscles. Although the teacher ultimately gave the pupils the correct answers, her initial tactic of accepting all answers

as possibilities made the pupils think really carefully, and in some cases caused them to reconsider their answers.

27. Teachers throughout the school respond extremely well to the individual needs of the pupils in their classes and, in this way, enable pupils of all abilities to achieve their potential, and to see themselves as effective and successful learners. Teachers are aware that some of the pupils lack self-esteem, and they work hard to motivate these pupils by using praise and encouragement. Teachers are very effective in the way in which they recognise factors which contribute to effective learning. For example, in a music lesson seen during the inspection, the Year 6 teacher demonstrated clearly, through her choice of songs, that she understood the need to make the activity appealing to the age range if she was to succeed in involving them all. Additionally, staff in the upper part of Key Stage 2 are aware that in order to improve the overall quality of writing at the end of the key stage, more work needs to be done, especially in motivating the boys in their writing by choosing topics that will fire their enthusiasm.
28. Pupils of all ages and abilities have very positive attitudes to learning, and participate well in lessons. They work hard, and are keen to take on board their teachers' suggestions for improvement. Pupils co-operate well with one another, and effectively work together on group tasks. Most pupils of all ages have good levels of concentration, especially in those lessons where teachers use resources well to support and enliven their teaching. In most classes, pupils respond well to the enthusiasm of their teachers, and are keen to take an active role in discussions and practical activities. Pupils are often confident performers, who, because of the encouragement and praise given to them by their teachers, are keen to talk about, explain and demonstrate their work. Relationships between teachers and pupils are very good and contribute significantly to the happy atmosphere in the school. Pupils are confident about approaching their teachers with problems and are willing to seek further clarification and help if they are unsure about how to complete their work. Teachers give freely of their time to support the pupils' learning by offering extra-curricular activities, including revision classes and a homework club for the older Key Stage 2 pupils.

### **The school is very well led and managed.**

29. The school is very well led and managed by the headteacher, deputy, senior management team and the Governing Body. The school has improved at a good rate over the past few years. Standards have risen at a faster rate than found nationally in Key Stage 2, and the overall quality of teaching and learning has improved. The school has very successfully extended the statutory curriculum, so that the pupils enjoy a wide range of additional learning experiences, and the breadth of the curriculum is a significant strength of the school's provision.
30. The headteacher plays a pivotal role in monitoring the school's performance, and in identifying ways in which the school can move forward. Because the process of consultation is firmly established, and staff are very much part of the decision making process, the headteacher enjoys their loyal support. The strong team spirit amongst teaching and non-teaching staff contributes to the warm and friendly atmosphere of the school, and ensures a shared commitment to whole-school development. One of the headteacher's great strengths is her ability to pace change in a measured way. This means that new initiatives can be carefully monitored, and evaluated against set criteria, and necessary adjustments can be made. The headteacher and deputy work very closely together and form a very effective team. Although he now has a significant teaching commitment, the deputy nevertheless has a clearly defined management role

which complements that of the headteacher. This strong partnership between the headteacher and the deputy enables the headteacher to pursue additional activities within the LEA, which in turn enhance and develop her own leadership and management skills, and subsequently benefit the school.

31. The school is justifiably proud of its recently awarded 'Beacon' status which was given in recognition of its very good work with pupils who have special educational needs and/or English as an additional language, and also because of the outstandingly high standards Key Stage 2 pupils achieve in science, and the excellent provision for pupils' personal, social and health education. The school is extremely committed to the notion of educational inclusion, and this is evident in the way in which pupils of all ages, backgrounds and abilities are encouraged to take a full and active part in all activities. The school makes very good provision for all pupils and encourages and enables them to achieve their potential.
32. The school's assessment procedures are good, and have benefited from being streamlined over the last few years so that they are more manageable and useful. The school makes very good use of the results of a wide range of standardised tests to monitor and track pupils' progress and attainment in English and mathematics. The regular analysis of test results means that strengths and weaknesses in pupils' learning are quickly identified, and where possible remedied. The careful scrutiny of test results and teachers' ongoing assessments of pupils' progress, help the headteacher and staff to set accurate and appropriate targets for whole-school development. For example, as the result of the analysis of end of key stage test results, the school has identified the need to improve writing at the end of Key Stage 2 and standards in mathematics at the end of Key Stage 1. The school uses assessment data very effectively to monitor its performance against that of similar schools, both nationally and within the LEA, and to ensure that it is giving best value for money.
33. Very good use is made of the school's resources to support educational development, and specific funding, such as that designated for special educational needs, English as an additional language and 'Beacon' activities, is well spent. Support staff are extremely well deployed to work with individual pupils and groups of pupils, and their input is having a significant impact on pupils' achievement, progress and attainment. Support staff are particularly well briefed by teachers, and this means that they have a very clear understanding of their role, and that their work in the classroom is purposeful and productive. The school has a variety of strategies in place to measure the cost-effectiveness of major spending decisions, and gives good value for money.

## **WHAT COULD BE IMPROVED**

### **Standards in mathematics at the end of Key Stage 1, and standards in writing at the end of Key Stage 2.**

34. At the end of Key Stage 1, on the basis of the end of key stage national tests, and the inspection findings, the pupils' attainment is below average in mathematics. Standards are steadily improving, but not at the same rate as reading and writing, where there has been a greater focus on improving standards. The school is aware that pupils' immediate recall of number facts is too slow and that this slows them down when they are making written calculations. The pupils also have some difficulty in solving word problems, especially when they do not have adult support to help them to find out what is being asked of them. The school has already initiated a range of good strategies for remedying these weaknesses, which have not yet had time to fully impact on standards.
35. At the end of Key Stage 2, although pupils attain average standards in English on the basis of the end of key stage test results, which are confirmed by the inspection findings, standards are not as high in English as they are in science and mathematics. This is because fewer than average pupils attain the higher Level 5 in their writing. The school is aware of this deficiency and has taken several steps to address the problem. More time is being given to writing, and pupils are encouraged to write extended pieces in set amounts of time so that they are well prepared for the constraints of test conditions. Careful analysis of past test results has revealed that boys are less successful in their writing than girls. Teachers are very aware of this when they choose topics for writing, and try to ensure that both boys and girls are appropriately challenged and interested by the writing tasks. Through 'Booster' classes, and additional literacy support, staff in Key Stage 2 are gradually improving the quality of pupils' writing, but there is still some way to go.

### **The role of the curriculum co-ordinators in monitoring teaching and learning.**

36. The monitoring role of the curriculum co-ordinators was a key issue at the time of the last inspection, and was fully and thoroughly addressed by the school. However, reductions in funding have meant that the deputy headteacher, who, until last year was able to release staff on a regular basis, now has a substantial teaching commitment. This prevents him from releasing staff and, consequently, the very good programme for monitoring that was introduced three years ago is no longer viable. Whilst co-ordinators make every effort to monitor teaching and learning through the scrutiny of pupils' work and colleagues' planning, they do not have the opportunity to monitor their curriculum areas through direct classroom observation. This means that good practice is not always identified and shared, and there are too few opportunities for teachers to benefit from the expertise and knowledge of the subject co-ordinators.

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

- The school should continue with its ongoing strategies for raising attainment in mathematics at the end of Key Stage 1, and for raising standards in writing at the end of Key Stage 2.
- The school should ensure that subject co-ordinators have more opportunities for monitoring teaching and learning through classroom observation so that they have a better overview of strengths and weaknesses in their areas.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	17

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	-	11	14	2	-	-	-
Percentage	-	39	50	11	-	-	-

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

### 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)	24	409
Number of full-time pupils known to be eligible for free school meals	0	86

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	18
Number of pupils on the school's special educational needs register	0	88

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	52

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	29

### Attendance

#### Authorised absence

%
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#### Unauthorised absence

%
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School data	5.7
National comparative data	5.2

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 (Year 2)**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	31	23	54

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	28	29	29
	Girls	21	23	19
	Total	49	52	48
Percentage of pupils at NC level 2 or above	School	91 (84)	96 (86)	89 (84)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	29	29
	Girls	23	19	22
	Total	51	48	51
Percentage of pupils at NC level 2 or above	School	94 (82)	89 (84)	94 (86)
	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	46	21	67

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	40	46
	Girls	19	18	21
	Total	50	58	67
Percentage of pupils at NC level 4 or above	School	75 (80)	87 (79)	100 (98)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	34	36	39
	Girls	20	16	19
	Total	54	52	58
Percentage of pupils	School	81 (72)	78 (74)	87 (80)

at NC level 4 or above	National	72 (70)	74 (72)	82 (79)
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*Percentages in brackets refer to the year before the latest reporting year.*

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	5
Black – other	3
Indian	0
Pakistani	29
Bangladeshi	9
Chinese	4
White	333
Any other minority ethnic group	0

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

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	1	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	16
Number of pupils per qualified teacher	25
Average class size	29

#### **Education support staff: YR – Year 6**

Total number of education support staff	22.5
Total aggregate hours worked per week	560

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25
Total number of education support staff	1
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	13

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/2001
	£
Total income	906823
Total expenditure	890785
Expenditure per pupil	2034
Balance brought forward from previous year	15400
Balance carried forward to next year	31438

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1.6
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	433
Number of questionnaires returned	77

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	21	3	1	0
My child is making good progress in school.	60	39	1	0	0
Behaviour in the school is good.	34	49	10	4	3
My child gets the right amount of work to do at home.	40	51	6	0	3
The teaching is good.	66	33	1	0	0
I am kept well informed about how my child is getting on.	53	40	6	1	0
I would feel comfortable about approaching the school with questions or a problem.	73	25	1	0	1
The school expects my child to work hard and achieve his or her best.	60	39	1	0	0
The school works closely with parents.	48	41	8	3	0
The school is well led and managed.	65	27	4	1	3
The school is helping my child become mature and responsible.	62	28	6	0	4
The school provides an interesting range of activities outside lessons.	40	41	8	3	8