

INSPECTION REPORT

HESWALL PRIMARY SCHOOL

Heswall

LEA area: Wirral

Unique reference number: 105038

Headteacher: Miss D. Hollis

Reporting inspector: Mrs F. D. Gander
21265

Dates of inspection: 17th – 18th November 2001

Inspection number: 195400

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:

Whitfield Lane
Heswall
Wirral

Postcode: CH60 7SD

Telephone number: 0151 342 7491

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Appropriate authority: The Governing Body

Name of chair of governors: Mr D. Baines

Date of previous inspection: June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Heswall School is situated in a small town that is a commuter area for surrounding larger industrial areas. Pupils come from the surrounding residential area and are between the ages of 4 and 11. The majority are achieving above national levels of attainment when they enter the school. Most pupils have benefited from the pre-school provision that is attached to the school. The number of pupils who are entitled to free school meals is low when compared with the national average, and the socio-economic backgrounds of the pupils are above the national average. There are very few pupils of ethnic minority backgrounds. The school is designated for pupils with medical and physical difficulties and therefore the percentage of pupils with statements of special educational needs is above the national average, while the percentage of pupils on the special needs register is below the national average. The school has received the 'Schools' Excellence Award' for standards, the Basic Skills Quality Mark, an Eco Award for pupils' awareness of 'Green Issues', and it is a designated development centre for information and communication technology within the local education authority. Parents have high expectations for their children, and as the school is situated in an area where there is selective education, many go to grammar school education at secondary level.

HOW GOOD THE SCHOOL IS

This is a highly effective school. A very positive ethos has been established in which all pupils want to learn, care for others and the environment, and find school exciting. This is due to the high quality leadership, which centres on pupils and staff achieving their best, being equal, and being valued. The quality of teaching is very good, and teacher expectations of pupils' attainment, behaviour and their role as developing citizens are very high. This has led to an increase in the number of pupils gaining the higher levels in the end of key stage tests, the school being recognised as a development school for information and communication technology, and also being awarded for the part it plays in the community. The school provides very good value for money.

What the school does well

- The headteacher provides excellent leadership and a very clear educational direction. The support given by the senior management team enables all staff to be partners in a very well-managed school.
- Very good teaching leads to all pupils achieving high levels of attainment.
- The pupils have excellent attitudes to learning. This is the result of the high spiritual, moral and social ethos of the school.
- There is very good provision for information and communication technology.
- The school actively promotes its inclusion policy and as a result all pupils achieve their potential.

The school has no areas that require improvement. Minor improvements to the quality of the accommodation and to the standards achieved in writing are part of the school development plan and have already been acted upon.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Very good improvement has been made since the last inspection in June 1997, and all the key issues have been successfully achieved. With the appointment of a new headteacher the school has gained stability and the long-term vision has improved. The development plan is

now very comprehensive, and it looks very much to the future of the school and its continuing development. There is now very good provision for, and use of, information and communication technology by pupils and teachers to support learning in all subjects. In addition, the quality of teaching and learning has improved and with it there has been an increase in the school's performance in comparison with similar schools. The school has very good capacity to continue developing.

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 school's results in all three core subjects at the end of Key Stage 2 are very high in relation to the results of other schools. In this current year the results for these three subjects were in the top five percent nationally. When compared with schools that have a similar school population the results are well above average in English, and again the school is in the top five percent for mathematics and science. These results have improved from the previous two years, and they have benefited from the setting arrangements that the school has put in place for literacy and numeracy. The results of the tests at the end of Key Stage 1 are also high. In this current year the school's results were well above average in reading, writing and mathematics when compared with the national average. When compared with similar schools they were above average in reading and writing, and well above average in mathematics. The school exceeded all the targets it had set. Pupils' work seen at the end of key stages during the week of the inspection reflects these very good standards. All pupils achieve very well, and many of the pupils who have special educational needs attain nationally expected levels by the time they leave school, representing high achievement.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are excellent. Pupils enjoy school, are very eager to learn and take part in activities. They value their school, are proud of their achievements and to represent it in the community.
Behaviour in and out of classrooms	This is excellent. Pupils behave extremely well at all times, and are polite and considerate to others. This contributes to the orderliness of the school, both in lesson and leisure time.
Personal development and relationships	These are excellent. The ethos of the school, the relationships between pupils, and between pupils and staff, ensure that pupils become confident and enthusiastic learners.

Attendance	This is good. There is no unauthorised absence.
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TEACHING AND LEARNING

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

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

The quality of teaching and learning throughout the school is of a very high standard. During the week of the inspection, it was good or better in all lessons, and in more than three quarters it was very good or excellent. The lessons in the Foundation Stage are exciting and full of suspense, and at the same time there are high expectations of attainment. This ensures that children are motivated and eager to learn. Teaching in both the other key stages meets the needs of all pupils very well, including the small number of who have English as an additional language and for pupils who have special educational needs. The teaching of literacy and numeracy is of a high level and results in pupils making very good progress and attaining high levels in end of key stage tests. The significant strengths within teaching are the very high expectations teachers have for achievement and behaviour, the detail with which they plan the objectives, activities and support, and the relationships they have with the pupils. All teachers include the use of information and communication technology as part of all lessons so that pupils use it to learn, gather information, and demonstrate knowledge and understanding. Within all classes there is seamless teamwork between teachers, support assistants and learning support assistants, with the latter taking an active role in planning, teaching and assessing pupils. There is a high emphasis on independent learning in all lessons, and some teachers are effectively encouraging pupils to think about how best they learn. As a result pupils understand their strengths, have high self-esteem and are very motivated to achieve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is very good. The curriculum is very broad and balanced, with an appropriate emphasis on developing literacy and numeracy skills. In addition, there has been a great emphasis on developing pupils' skills in using information and communication technology so that they can become independent learners. The school has maintained an exciting, challenging and creative curriculum. Statutory requirements are met in all subjects and for religious education. The curriculum meets the needs of all pupils, and there is equality of access.
Provision for pupils with special educational needs	This is very good. Pupils' difficulties and needs are well identified at a very early stage. The high quality individual education plans and the thorough record keeping ensures that teachers and learning support assistants are able to plan and support pupils. The work is matched well to their abilities and they make the best possible progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is very good. Spiritual, moral and social development is of high priority within the curriculum and within the day-to-day life of the school. As a result pupils are reflective, behave well, become confident learners, and are developing a sense of good citizenship.

How well the school cares for its pupils	The procedures and the action the school takes ensure that protection, safety and well-being of pupils are excellent. This results in pupils feeling safe and secure.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership provided by the headteacher, in conjunction with the senior management team, is excellent. There is a positive and sometimes innovative approach to managing, improving and developing the school through using the talents and expertise of all staff. This is recognised and valued by all members of the school community. All staff have developed a very professional approach to their responsibilities and due to this, all staff are hard working, enthusiastic and motivated to improve and develop the school.
How well the governors fulfil their responsibilities	The support that the Governing Body gives to the school is excellent. They monitor the progress of developments and improvements in relation to the standards, and ensure that they know how the school is progressing on a day-to-day basis. Through regular training they understand the importance of good planning, monitoring and the efficient management of the budget.
The school's evaluation of its performance	The school has become a self-evaluating school. It takes action on the information it gathers from its monitoring, and as a result the priorities for school development and improvement are excellent. They centre on raising standards, the quality of the teaching and learning and the well-being of all who work and learn in this community.
The strategic use of resources	This is excellent. The school runs smoothly and efficiently due to the carefully planned use of staff and resources. The school is not highly funded and therefore has to be very prudent with its spending. All funds are carefully spent on high quality resources, and on those that will help pupils to achieve. The school is excellent at applying best value principles.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That the achievements of pupils, both academically and in personal and social development, are high. • That the quality of the teaching across the school is good. • That staff expect pupils to work hard, behave well and achieve their best. • That the school is very well led and management. • That the school responds quickly and positively to problems or difficulties. 	<ul style="list-style-type: none"> • The range of activities outside lessons school. • The number of pupils in one class at Key Stage 2, which they consider too many.

- | | |
|--|--|
| <ul style="list-style-type: none">• That pupils behave well and that the school helps them to become mature and responsible. | |
|--|--|

The inspection team agrees with the positive comments concerning the school. However, the team does not agree with the negative comment concerning extra curricular activities. There is a good range of activities for older pupils, in addition to the very good links the school has with the after-school club. It agrees that one class is larger than all the others, but due to the setting arrangements the school has for literacy and numeracy and the increased number of staff in the class, the size does not adversely affect pupils' progress.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The headteacher provides excellent leadership and a very clear educational direction. The support given by the senior management team enables all staff to be partners in a very well- managed school

1. The headteacher has provided excellent leadership since her appointment in 1998 and following the last inspection. She has established an effective senior management team that contributes very well to the overall development of initiatives and the day-to-day running of the school. There is a very strong belief that the school should provide the best quality education; it should be a pleasant, exciting and safe place for all to work and learn in, and that pupils should achieve the highest standards. All staff uphold this ethos for learning and expectations of high standards. There is a sense of unity in the school, with all staff leading their areas of responsibility at a high professional level, and feeling very valued both by the headteacher, governors and parents. This has resulted in the raising of standards over the last three years, with the results for Key Stage 2 in the Year 2001 being in the top five percent nationally. The progress the school has made in raising standards has been recognised nationally through the Excellence Award.

2. The very positive ethos that has been established in the school ensures that pupils want to attend, learn and achieve. There is a very caring and happy atmosphere and pupils are confident that their efforts are valued and their views respected. This is much appreciated by parents. There is a great emphasis on pupils becoming good citizens who are aware of the wider implications of society's actions on their world. For example, the pupils are very knowledgeable about environmental issues and the school is working towards the Eco Status Award. It also has a long established and effective pre-school provision that is attached to the school, and as a result, many children enter the Foundation Stage with levels of attainment above those expected for children of the same age. In addition, there has been the innovative 'Breakfast Club' and 'After School Club' established. These are much appreciated by parents and add to the sense of the school being a community.

3. The overall management of the school is excellent, both on a day-to-day basis and for its long-term vision. The senior management team play a large role in this, and with the staff and governors are committed to providing excellent educational experiences for pupils. The result of this can be seen in the way in which the school has embraced its role of providing education for pupils with medical and physical difficulties, and its efforts to ensure that the school is totally inclusive. In addition, the school has successfully and effectively introduced self-evaluation, performance management, the literacy and numeracy strategies, as well as addressing the issues from the last inspection, becoming a development centre for information and communication technology, and gaining the Key Skills Award. The self-evaluation process has also identified a major area for development in the provision of medical and toileting facilities for special needs pupils who require dignity and privacy in their personal care. This, the school is currently acting on.

4. The school has become a self-evaluating school, where the views of all people connected with the school community are gathered and reflected on. Questionnaires are sent to parents to obtain opinions of the educational provision, and also to pupils who the school sees as important 'stake holders'. The process of self-evaluation, includes conjunction with performance management, is very effectively used to inform school development and improvement, both in the long and short term. For example, it has been

used effectively to develop the use of information and communication technology by staff, management and pupils, to raise standards of attainment in the subject, and support teaching and learning in other subjects. In addition, the self-evaluation also identified areas for priority development, such as writing skills; the quality of teaching and learning and assessment in history and geography; the implementation of Early Numeracy (ENS), and Early Literacy Strategy (ELS) within Year 1; and to develop and implement a two-year plan for the Foundation Stage.

5. The Governing Body are very supportive of the work of the school. Although the majority were new at the time of the inspection, the school has been in the fortunate position of having dedicated governors. The present group are about to take over their roles and be guided by the long-standing members, especially the Chair of Governors who is fully involved in the work of the school and attends and supports on a daily basis. There is a good balance of professional backgrounds, which the school draws upon for advice and as a critical friend.

6. There are specific named governors for mathematics, English, information and communication technology, learning support (SEN), and spiritual, cultural and social development. They meet with subject co-ordinators as part of their monitoring and evaluation role, and report to the full governing body. School target setting is carried out each year by the full Governing Body and they are involved in all decisions about the financial planning, analysis of results and in strategic planning. For example, the school is not well funded and the margins in budget planning and control are very narrow. Due to this the governors are very aware of the implications of losses or gains in the number of pupils on the total budget and how they would deal with different situations in order to balance the budget. There is excellent day-to-day support from the administration manager and the bursar, who work closely with the headteacher and the governors.

7. The management of the school uses the best value principles excellently. They regularly compare their results with others, challenge themselves to do better, consult with all who are involved in the school, and ensure that they choose the best value when choosing suppliers and contractors. Local Education auditors have identified the school as a model of good practice for financial strategic planning, monitoring and evaluating the school's financial procedures.

8. Curriculum co-ordinators have clear areas of responsibility for their subject and feel very empowered to lead developments through action planning, managing their budgets, and are given non-contact time to enable them to monitor standards. This has a positive impact on standards of attainment and teaching and learning. Many of the school's initiatives are supported by parents, and the school successfully develops working parties for projects such as: Storysacks, Storyboxes, Cycling Proficiency, Walking Bus, and Health Promotion.

Very good teaching leads to all pupils achieving high levels of attainment.

9. The quality of teaching and learning throughout the school is of a very high standard. Overall it is very good, and this has a considerable impact on the standards that pupils attain in the end of key stage tests. Teachers have a good understanding and level of expertise of the core subjects of mathematics, English, science, and information and communication technology. The school has been involved in sharing its strengths in teaching and learning with teachers and inspectors from other European countries.

10. On the week of the inspection, the teaching was very good or excellent in 83 percent of lessons observed. The teaching met the needs of all pupils, including those who have special educational needs, and at all times ensured that all pupils were included. In the Foundation Stage, lessons were exciting and full of suspense, with children taking part in a

hunt for clues that had been left around the classroom. This ensured that children were motivated and eager to learn. When being taught that boxes of different sizes can be the same shape, the expectations of the teacher for the gains that the children would make was high, for example, they were all expected to know that the shape could be called 'a cuboid'. The teaching of literacy and numeracy across the school is of a high level and results in pupils making very good progress and attaining high levels in end of key stage tests.

11. Teachers have very high expectations for achievement and behaviour, and lesson objectives, activities and support are planned in great detail. Lesson objectives are clear and shared with pupils at the beginning and the end of sessions. Targets are discussed, and at the beginning of some lessons older pupils are given a few minutes to consolidate their learning from the previous lesson quietly. For example in a Year 6 science lesson, pupils quietly re-read the work and their notes from the previous lesson for the first five minutes of the session while relaxing music was played in the background. Pupils appreciate this and feel that it enables them to be prepared for the following activities. All teachers include the use of information and communication technology as part of lessons so that pupils use it to learn, gather information, and demonstrate knowledge and understanding. There is a high emphasis on independent learning in all lessons, and some teachers are effectively encouraging pupils, through 'mind mapping', to think about how best they learn. This is resulting in pupils understanding their strengths, having high self-esteem and being very motivated to achieve. The marking of pupils' work is informative, and as result pupils know exactly how they should improve their work.

12. The school's decision to set pupils by ability for teaching and learning in literacy and in numeracy allows them to work at the correct level and pace. It also allows for small booster groups to be formed where pupils who require more support or a slower pace are taught together. This has a considerable impact on the standards they attain, both for these who reach the higher levels and those with special educational needs who reach their potential or sometimes beyond it. Teachers set activities that match the differing abilities of pupils and as a result pupils make good or very good progress. The school has a team of very experienced and committed teaching staff. Within all classes, there is seamless teamwork between teachers, support assistants and learning support assistants, with the latter taking an active role in planning, teaching and assessing pupils. All staff have clear roles and responsibilities within lessons, and as a result, the lessons are well organised and there is an awareness of the progress pupils are making.

13. The school's procedures for monitoring and evaluating teaching have a positive impact on the quality of teaching and learning, and ultimately on standards pupils achieve. The strategies used by the school, such as formal classroom observations carried out by the headteacher and the Local Education Authority, identify three areas of strength and areas for development. This, along with school self-evaluation and the introduction of a teaching and learning policy, has resulted in some interesting and innovative in-service training that is planned for this year. This includes: 'Mind Gym', 'Multi-sensory Learning', and 'Mind Learning Techniques.' The 'open plan' nature of the school also ensures that teachers share good practice.

14. In order to ensure that the teaching and learning meets the needs of the increasing number of pupils with physical and medical needs, and in some instances associated learning needs, the school has prepared the teachers well for their new and diverse role through in-service training. The school has ensured that teaching assistants in each year are trained in using additional strategies, such as 'Springboard', and 'Talking Partners', and that they use these to give support to identified children. This support for teaching and learning has been very effective in raising standards.

The pupils have excellent attitudes to learning. This is the result of the high spiritual, moral and social ethos of the school

15. The pupils have excellent attitudes to school, and to learning. They enjoy school, are very eager to learn and take part in activities. For example, when interviewed pupils spoke enthusiastically about coming to school, mainly because they found the lessons exciting and interesting. They spoke about valuing what their school offered them, being proud of their achievements and to represent the school in the community. They are particularly motivated by the school's initiative to nominate SPOT (Super Pupils On Trust) awards, and the resulting privileges that it brings with it. The school is well aware of this strength through its self-assessment, and feels that this is begun well in the pre-school provision attached to the school. Attendance is good and there are no unauthorised absences.

16. Pupils behave extremely well at all times. They are polite and considerate towards others, and this is an area for which the parents particularly commend the school. This excellent behaviour contributes to the orderliness of the school, both in lessons and leisure time. For example, pupils have written their own Code of Conduct for the use of computers and computer bays. The ethos of the school is excellent and all staff expect high standards of behaviour, which are gained through respect for each other. In order to achieve this, the staff listen to pupils, respond to their ideas and concerns, and use Circle Time, the School Council and the Eco-council very well. A Code of Conduct has been agreed and is well understood by pupils and parents. Good effort and achievement are highlighted in a weekly 'merit' assembly. The use of sanctions is made clear to pupils, and many pupils who have failed in other schools find success in this school. There are no exclusions from the school

17. The relationships in the school are excellent. The relationships between pupils, and between pupils and staff, ensure that pupils become confident and enthusiastic learners. Pupils are encouraged by all staff to become independent learners, for example, by using information and communication technology independently to find out information or to display their work. The school has introduced the notion of older pupils recognising the best ways they learn, and acquiring techniques to improve their thinking and information handling skills. This is also supported by the school's emphasis on pupils being aware of their own personal and school targets, so that they become increasingly aware of their own development. This has a very positive impact on self-esteem and attitudes to school.

18. The school provides, as part of its day-to-day curricular experiences, spiritual and social experiences so that pupils gain an understanding of the wider world. This motivates them greatly and they see school has a place where many creative and interesting things happen. The school Mission Statement and School Prayer are very well displayed around school, as are posters and displays relating to other worldly issues, such as poverty, equality of race, and crime. Pupils have chosen to support a children's charity and have been awarded the NSPCC Certificate for Exceptional Effort and Generosity. The pupils support and celebrate many national and global initiatives, such as 'Geography Action Week', 'Walk to School Week', and 'World Book Day'. Other experiences, such as offering a wide range of extra-curricular activities and the provision of an after-school club supports their personal development and develops their social skills. These include: football, recorders, judo, computers, cross-country, French, short tennis, grounds maintenance, netball and cycling proficiency lessons. Parents generally make good use of these, but some would like younger pupils to be offered more.

19. There is a very good range of educational visits that support learning, such as visits to the theatre or other schools' dramatic performances. Musicians provide workshops, and theme days and residential experience are organised on a regular basis. For example, Year 5 children attend Barnstondale Outdoor Centre for a three day residential, and Year 6 visit Cwm Pennant for five days at the beginning of the autumn term so that they can start to

understand their ways of learning, solve problems, work as a team, and develop personal and social skills. Other educational visits are organised which support pupils' learning in all areas of the curriculum, for example, to places of worship and cultural museums, such as local cathedrals, Wigan Pier and Speke Hall.

There is very good provision for information and communication technology

20. The provision for information and communication technology has been greatly improved since the last inspection and is now a strength of the school. The school is now an Information and Communication Technology Development Centre within the Local Education Authority, and as such, teachers and learning support assistants share their expertise with staff from other schools. All pupils have targets for information and communication technology, and the school has assessed pupils in relation to level descriptors in the National Curriculum.

21. The school's philosophy concerning the use of information and communication technology as support for learning, teaching and administration is very good, and in practice makes a positive impact on the standards achieved. Since the last inspection, the school has embraced the national initiatives and seized the opportunity to develop three information and communication technology bases in which the resources are networked and linked to the Internet. Each key stage base is well resourced with up-to-date desktop computers and laptops, and pupils and teachers have access to scanners, digital cameras and projectors. All staff have been part of, and completed, the national in-service training program for teachers and as a result their skills have improved greatly since the last inspection.

22. As a result of the school's attitude to, and the use of, information and communication technology in teaching and learning, pupils across the school achieve well. At the present time the level of attainment in each year group varies. Some groups of pupils are attaining above nationally expected levels, while some groups are below. This variation has been well identified by the school through an audit of pupils' attainment levels. As a result, class targets as well as individual targets, have been set, and are beginning to have an impact on the standards that pupils achieve. By Year 6, pupils are confident and competent users of information and communication technology for presenting work, monitoring changes, researching information and displaying data. They are extremely confident when using the Internet and working with applications, such as Excel, Word or Desktop Publishing. Across the rest of the school, skills are developing and pupils use information and communication technology as a natural extension of their learning.

The school actively promotes its inclusion policy and as a result all pupils achieve their potential

23. The school has developed as a totally inclusive school. The school's inclusion policy endeavours to ensure that there is equal access for all pupils to the curriculum, activities, the building and the resources. This policy is demonstrated in all of the school's procedures, including the appointment and management of staff. As a result of this policy and practice, all groups of pupils are treated equally and there is high staff morale.

24. As part of the school's self-evaluation procedures, it examines all aspects of its provision for any inequality. It produces information concerning the achievement and attainment of different groups of pupils, for example, by gender, ethnicity, and special educational needs, or by sets. This ensures that groups of pupils, including the school's higher attaining pupils, are achieving well. The school makes considerable effort to ensure that all pupils have equal opportunities and experiences. For example, all pupils take part in

annual school performances, and the School Council and the Eco-Council have equal representation from boys and girls.

25. With the designation of the school to provide education for pupils with medical and/or physical difficulties, the management and the staff appropriately recognised the importance of extending the inclusion policy and practice to ensure that the needs of pupils who were admitted to the school were identified and met. Very good individual education plans, behaviour plans and health care plans are used to support pupils on the special needs register. The targets on these plans are specific to the immediate needs of each pupil, and are regularly reviewed and monitored so that the progress pupils are making can be charted. All teachers use these well when planning activities and teaching lessons, so that the work pupils are set is challenging but not too difficult. Those pupils who require additional help from learning support assistants are well supported, mainly due to the sharing of information between the teacher and themselves. As a result, the pupils with special educational needs reach their potential, or beyond it and attain nationally expected levels in end of key stage tests.

26. Successful bids through the Government's Equal Access Grant allowed the school to have ramp access and some specialised toileting facilities. However, although the school development plan shows this as a priority area, the fruition of these improvements has been slow, and the school is still trying to acquire funding for the building of a medical room, and toilets for pupils who have extra-special needs in personal care. The current toileting arrangements are not satisfactory and are undermining the otherwise very good provision the school has for pupils with special educational needs.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

There are no major areas of the school's work that need to be improved.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	12
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	7	2	0	0	0	0
Percentage	25	58	17	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching.

Information about the school's pupils

Pupils on the school's roll		YR – Y 6
Number of pupils on the school's roll (FTE for part-time pupils)		217
Number of full-time pupils known to be eligible for free school meals		13

FTE means full-time equivalent.

Special educational needs		YR – Y 6
Number of pupils with statements of special educational needs		9
Number of pupils on the school's special educational needs register		25

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	5.3

Unauthorised absence

	%
School data	0

National comparative data	5.6
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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	13	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	12	13
	Girls	16	17	17
	Total	29	29	30
Percentage of pupils at NC level 2 or above	School	97 (87)	97 (79)	100 (95)
	National	84 (84)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	13	13
	Girls	17	16	17
	Total	29	29	30
Percentage of pupils at NC level 2 or above	School	97 (87)	97 (95)	100 (85)
	National	85 (94)	89(88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	15	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	15
	Girls	22	20	22
	Total	37	35	37
Percentage of pupils at NC level 4 or above	School	100 (89)	95 (81)	100 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	15
	Girls	22	20	21
	Total	37	35	36
Percentage of pupils at NC level 4 or above	School	100 (89)	95 (78)	97 (86)
	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	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	216
Any other minority ethnic group	1

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)	9.2
Number of pupils per qualified teacher	23.5
Average class size	31

Education support staff: YR – Y6	
Total number of education support staff	8
Total aggregate hours worked per week	242.5

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2.6
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	
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.

Exclusions in the last school year

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

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

Financial information

Financial year	2001
	£
Total income	406787
Total expenditure	404463
Expenditure per pupil	1864
Balance brought forward from previous year	12157
Balance carried forward to next year	14481

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	217
Number of questionnaires returned	128

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	31	6	0	0
My child is making good progress in school.	53	44	1	1	1
Behaviour in the school is good.	64	35	0	0	1
My child gets the right amount of work to do at home.	44	50	5	1	0
The teaching is good.	70	28	1	0	1
I am kept well informed about how my child is getting on.	46	49	2	1	2
I would feel comfortable about approaching the school with questions or a problem.	74	23	3	0	0
The school expects my child to work hard and achieve his or her best.	73	26	0	0	1
The school works closely with parents.	61	36	2	0	1
The school is well led and managed.	72	23	2	0	3
The school is helping my child become mature and responsible.	66	32	1	0	1
The school provides an interesting range of activities outside lessons.	55	33	5	1	6