

INSPECTION REPORT

TINTWISTLE CE (A) PRIMARY SCHOOL

Tintwistle, Glossop

LEA area: Derbyshire

Unique reference number: 112923

Headteacher: Mrs E Wake

Reporting inspector: Mrs P Raja
6282

Dates of inspection: 26-27 February 2002

Inspection number: 196245

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Infant and Junior |
| School category: | Voluntary Aided |
| Age range of pupils: | 5 - 11 |
| Gender of pupils: | Mixed |
| School address: | South Close Tintwistle Glossop Derbyshire |
| Postcode: | SK13 1LY |
| Telephone number: | 01457 852611 |
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| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Rev J R Watts |
| Date of previous inspection: | May 1997 |

INFORMATION ABOUT THE INSPECTION TEAM

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|--------------|--------------|----------------------|
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Tintwistle is a Church of England voluntary aided Primary School. It is smaller than the average primary school, and serves the community of Tintwistle village on the outskirts of Glossop in Derbyshire. Pupils come from families who represent a broad spectrum both socially and financially. Most children start the school in the Reception Year with either nursery or play group experience. Children's levels of attainment on entry to the school are generally below average, especially in language and social development. There are four classes for the 120 pupils on roll. The school has registered 35 pupils (28.7%) as having special educational needs, most of whom have learning difficulties; two pupils have a statement of special educational needs. This is above the national average of 23%. The percentage of pupils eligible for free school meals (14.4%) is broadly in line with the national average. Only one pupil comes from an ethnic minority background and speaks English in addition to his home language.

HOW GOOD THE SCHOOL IS

This is an effective school. From a low starting point on entry to school, pupils attain standards that are at least average in English, mathematics and science. Pupils have very good attitudes and are very eager to learn. They work hard for long periods with sustained concentration. Most of the teaching is good and pupils are learning well. The school provides a good range of curricular opportunities. There are very good care arrangements and it makes very good provision for pupils' social and moral development. The school places very high emphasis on ensuring that all the pupils have equality of access to the educational opportunities provided by the school and this is effectively reflected in all its procedures and practice. The school is governed well. It knows what it does well, where further development is needed and how to improve these areas. The school has maintained the attainment levels by the ages of seven and 11. The headteacher provides very good leadership and is well supported by committed staff. The school provides good value for money.

What the school does well

- The leadership and management provided by the headteacher and key staff are very good and contribute to how effective the school is.
- Pupils make good progress and achieve well.
- Teaching is good throughout the school and contributes effectively to the academic standards achieved, pupils' personal development and high standards of behaviour and discipline.
- The school effectively reflects its aims and values in all its work.

What could be improved

- The provision for the outdoor play and the range of activities for physical development for the youngest children at the Foundation Stage.

This area for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress, overall since the last inspection in 1997. Standards have improved well in English and mathematics. The quality of teaching is better than at the time of the last inspection with a much higher incidence of good and very good teaching and no unsatisfactory teaching. The school set about tackling the key issues identified at the last inspection in a systematic manner. As a result, the school has very good planning systems in place, which are used consistently in all the classes. The issues related to teaching all the aspects of physical education and music and the use of the classroom environment and resources in the infant classes were mostly due to inadequate accommodation. The school moved to its new purpose-built premises in 1999. The full National Curriculum programmes of study in physical education and music are taught effectively. The school has worked very hard in settling into the new building with least disruption to pupils' learning. It has ensured that the excellent facilities are used to the maximum benefit of all pupils. The high expectations set for pupils and its strategies for promoting high standards of attainment have a positive effect on pupils' work. The school is well placed to secure further improvement.

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 | | | | <i>Key</i> |
|-----------------|---------------|------|------|-----------------|--|
| | all schools | | | similar schools | |
| | 1999 | 2000 | 2001 | 2001 | |
| English | B | E | B | A | well above average A above average B average C below average D well below average E |
| mathematics | C | D | B | A | |
| science | C | E | C | C | |

The table shows that in 2001, Year 6 pupils' standards of work in English and mathematics were above average and average in science when compared to all schools nationally and well above average in English and mathematics and average in science when compared to similar schools. As a smaller than average school there are, for example, only 13 pupils in the 2001 cohort. Each pupil represents several percentage points. Consequently end of Years 2 and 6 National Curriculum test results can fluctuate from one year to the next depending on the nature of the cohort. The school met its challenging targets of 84% of pupils reaching at least the expected Level 4 in English and mathematics in 2001. Over the past four years, the school's level of improvement in English, mathematics and science has been above the national trend. The school strives for ever better standards particularly in science across the school. It has set challenging targets for the current year and is well on course to achieve them.

By the end of the Reception Year, children are likely to attain standards in line with those expected

of children nationally and to achieve well in most of the ‘areas of learning’. Children settle in the class very quickly; they participate in activities with interest and enjoyment; they play and work together well and make good progress. However, opportunities for the physical development of reception children are limited by the lack of an enclosed outdoor play area and consequently there is limited time devoted to physical activities.

Results in reading, writing and mathematics for Year 2 pupils over the last four years have varied between below average and well above average. The end of Year 2 National Curriculum test results for 2001 were below average in reading, writing and mathematics in comparison with schools nationally and similar schools. Pupils’ results in science based on their teachers’ assessments were very high at the expected Level 2 but below average at Level 3, compared to all schools and similar schools. This was because of the higher number of pupils with learning difficulties in the cohort.

During the inspection, the standard of Year 2 pupils’ work in English, mathematics and science was typical of pupils of this age. Starting from a low point on entry to the school, pupils make good progress and achieve well. There are a significant number of pupils with learning difficulties in the current Year 6 cohort. Eleven-year-olds’ standards of work observed were average in English, mathematics and science and reflect those typically found for pupils of this age, with over a fifth of pupils attaining above average standards. Pupils with special educational needs make good progress and achieve standards in line with their capabilities. By the time pupils leave school, they have good literacy and numeracy skills.

PUPILS’ ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Pupils have very good attitudes to learning. They approach their work with a high level of enthusiasm, show a keen interest in school and make the most of lessons. |
| Behaviour, in and out of classrooms | Very good. Pupils behave very well in lessons, at playtimes and lunchtime. Movement around the school is orderly. Many pupils are hardworking and mature from Reception to Year 6. |
| Personal development and relationships | Very good. Pupils make very good relationships with each other. They work co-operatively and collaborate well in activities, which helps them to make good progress. Older pupils work with concentration and independently for long periods and children under five settle quickly, become involved in work and consequently make good progress. |
| Attendance | Well above average. |

This area is a strength of the school. Pupils respond very well to the high standards of behaviour and self-discipline expected of them. A range of interesting activities is provided during lessons, which generate motivation. Pupils of different ages in classes work well together, they help each

other in lessons and at other times.

TEACHING AND LEARNING

| Teaching of pupils in: | Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------|-------------|-------------|
| 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 good quality of teaching contributes effectively to pupils' learning overall. Teachers know their pupils well and ensure that individual needs of all the pupils including those with special educational needs are met well. Teachers in all the classes set high expectations and plan very well for a wide range of challenging and stimulating activities that match the needs of pupils from different age groups in their classes. Teachers' planning also takes account of the wide ability range within each year group in their class. This aspect of teachers' work is particularly effective in the Years 5 and 6 class. Teachers make good use of questioning techniques to check and to extend pupils' learning. At all times, they carefully vary the vocabulary and the content of their questions to match the different abilities of the pupils. Class routines, rules and responsibilities effectively promote independence and contribute to pupils' personal development. Teachers present well-thought out and well-prepared supportive resources in class displays for English and mathematics in particular. Throughout the school, teachers use very effective methods and strategies, which result in pupils' very good standards of behaviour, self-motivation and maturity in their approach to work. Teaching of English, mathematics and science is good. Opportunities to consolidate basic literacy and numeracy skills are provided effectively in other subjects such as history.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | The school provides a wide range of stimulating and challenging activities. National Curriculum subjects and religious education are planned very well to meet the needs of pupils in mixed age classes. The Foundation Stage curriculum is implemented well except for outdoor play opportunities. This is due to a lack of appropriate provision. |
| Provision for pupils with special educational needs | The school provides well for these pupils and this is reflected in the good progress they make. These pupils are very well integrated in the school and their individual needs are met effectively. |
| Provision for pupils with English as an additional language | Support is effective and ensures equal access to the full range of learning opportunities. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | The school makes very good provision for pupils' moral and social development and good provision for spiritual and cultural development. This makes very good contribution to their personal development. |

| | |
|--|---|
| How well the school cares for its pupils | The school takes very good care of its pupils. There are very good systems for checking and promoting good behaviour. |
|--|---|

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Leadership and management provided by the headteacher and key staff are very effective in taking the school forward, setting high expectations and enabling pupils to achieve well. All the people who work in the school have a clear sense of direction and have worked hard as a team to establish the new school premises as a purposeful and caring place for pupils. Teachers with responsibilities are very effective in their role. |
| How well the governors fulfil their responsibilities | The governors are strongly committed to the school and take their responsibilities seriously. They analyse their work and the work of the school and have organised their own training at the school. They contribute well to the efficient management of the school. |
| The school's evaluation of its performance | The school has developed good systems for gathering and analysing information about how well it is doing. It has an accurate view of its strengths and of areas where it needs to develop further. |
| The strategic use of resources | The school plans carefully to secure improvement and makes effective use of all available resources to achieve this. |

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|--|
| <ul style="list-style-type: none"> • Their children like coming to school. • Their children make good progress because teachers expect them to work hard and achieve their best. • Their children are taught well. • The school helps their children to become mature and responsible and develop good attitudes to work which results in good standards of behaviour. • Most parents feel that the staff are approachable and they are kept well informed. Some parents feel that this is even more evident since the new headteacher took up her post. | <ul style="list-style-type: none"> • A few parents at the meeting and through the questionnaires returned to inspectors indicated that they would like more information about the work done in classes. • A few parents would like their children to have more homework. |

- | | |
|---|--|
| <ul style="list-style-type: none">• The school is well led and managed.• The school provides an interesting range of activities outside lessons. | |
|---|--|

The parents' meeting was attended by 13 parents and 44% of parents returned the questionnaire. The findings of the inspection team confirm the positive views expressed by parents. The school has a clear homework policy, which is published in the school prospectus. It is implemented effectively and consistently throughout the school resulting in a sufficient level of homework given to pupils. The school has introduced a range of initiatives to support parents in promoting their understanding of how children develop reading skills. Parents are appropriately informed about what work their children are doing in the class.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The leadership and management provided by the headteacher and the key staff are very good and contribute to how effective the school is.

1. The overall quality of leadership and management are very good. The headteacher, staff and the governors have a strong commitment to raising standards of attainment and providing quality education for all the pupils in the school. The present headteacher has been in post since January 2001. Two teachers were promoted as infants and juniors co-ordinators from September 2000 after the previous deputy headteacher retired. The school moved into the present purpose-built premises in 1999. All the people in school have worked very hard to manage the changes to ensure minimal disruption to pupils' learning. The excellent facilities and the high quality resources provided in the new premises reflect the high expectations of governors, senior management team and staff. Senior staff set a very good example in all matters especially in presenting a very good role model of professional practice.
2. The headteacher has successfully maintained the strengths of the school and introduced initiatives to further improve the quality of education available in the school. She provides very strong leadership for the work of the school. Her vision of the school as a caring community committed to offering pupils with high quality learning opportunities has been conveyed to staff, parents and governors. The co-ordinators for infants and juniors work closely and successfully with the headteacher in shaping the direction of the school. Together they have an analytical and constructive approach and show good understanding of where the school is heading and what needs to be done next. This approach has fostered very good relationships throughout the school.
3. There are effective procedures in place for monitoring the quality of teaching and learning and ensuring that all pupils receive their full curriculum entitlement. The literacy and numeracy co-ordinators have observed teaching in all the classes. The key staff and the headteacher have observed lessons as part of the implementation of performance management. The headteacher monitors weekly and term planning. She has introduced strategies, which enable teachers to teach in one another's class so that pupils experience working with all the teachers. This strategy has been successfully introduced through holding a mathematics day and a literacy day when teachers taught in all the four classes on a rotational basis. The work displayed in the school is of a high standard. The headteacher teaches daily the group of Year 5 pupils who are in Class 4, to provide additional support and drive standards forward. The effectiveness of these approaches is demonstrated in the improved quality of teaching and learning in the school.
4. The governing body is well led and organised and ensures that the school meets statutory requirements. It provides good support for the management of the school. The chair of governors has a clear view of the strengths of the school and what it needs to do next. Some governors work at the school and others visit it. The governors are well informed of

the day-to-day activities of the school and are committed to deepening their involvement with the school. They are now beginning to be more actively involved in the strategic planning of the school's development. The headteacher and senior staff, provide reports regularly to keep the governors informed of school matters. Governors have high aspirations for the future development of the school and of how facilities could be further improved particularly the outside environment. There is an appropriate committee structure. Governors are keen to take advantage of training opportunities available to them and have recently taken part in a three session in-service training event organised by the Link governor for the region. This was held at the school and governors had good opportunity to meet other governors from the local schools. This has greatly improved governors understanding of their role and raised their confidence in managing school governance. Governors keep themselves informed by making checks on what the school does and any matters that arise are discussed thoroughly. For example, a committee of governors regularly reviews the way the school spends its money. This forms a good basis for decision-making processes.

5. Governors have a clear understanding of the school's finances. They are well advised by the headteacher and the local authority finance officers. They have prudently taken decisions that have had a positive effect on the quality of provision made for pupils. For example, some of the reserve funds have been added to the grant for a booster class to appoint a 0.5 temporary teacher for a term with a view to extending this post for another term. This has contributed well to providing additional support for Years 5 and 6 pupils. Additional grants are used effectively. The school is well aware of the principles of best value and applies these rigorously.
6. There are further reasons why the school is successful. Teachers make rigorous assessments of what pupils know and can do, carefully analyse test results and review individual pupils' progress against their targets each term. This information is used effectively by teachers to plan challenging work, which is well matched to pupils' abilities. Additional support is targeted to higher and lower attaining pupils to increase the pace at which they learn and strategies are reviewed to measure their effectiveness. The teaching assistant who provides additional learning support, the early literacy support and works as a classroom assistant makes an effective contribution to teaching and learning.
7. The purpose-built building provides good teaching accommodation. Very good quality resources add to the quality of teaching and learning. The school has significantly improved its provision for reading and research by increasing its book stock for the library with a handsome amount donated by the parents. As part of its long-term aims for improvement, the school has appropriately ambitious plans to offer nursery provision. Subsequently it is building a reserve fund for building a nursery and providing outdoor play space for the children in the Foundation Stage.

Pupils make good progress and achieve well.

8. The National Curriculum test and assessment results for the 11-year-olds since the last inspection show that pupils continue to achieve well. Pupils throughout the school including

those with special educational needs make good progress. The school has made good improvements in English and mathematics. In the 2001 National Curriculum tests, Year 6 pupils' standards of work in English and mathematics were above average and average in science when compared to all schools nationally. Standards were well above average in English and mathematics and above average in science when compared to similar schools. The percentage of pupils achieving the higher Level 5 in English, mathematics and science is above the national average. As a smaller than average school, pupils' achievement varies from year to year. The school's rate of improvement over recent years is above the national trend. The school met its challenging targets in 2001. The present Year 6 class has 32% of pupils registered as having special educational needs, a significant number of whom have learning difficulties. The school has nevertheless set challenging targets for this class and is well on course to achieve them.

9. Standards in the infants have shown an overall improvement since the last inspection when attainment was average in all the subjects, except art and design where attainment was above average. Results in reading, writing and mathematics for Year 2 pupils over the last four years have varied between below average and well above average. The end of Year 2 National Curriculum test results for 2001 were below average in reading, writing and mathematics in comparison with schools nationally and similar schools. This is due to the higher number of pupils with learning difficulties in the cohort. Pupils' performance in science based on teachers' assessments was high at the expected Level 2 being in the top 5% nationally at the expected level but no pupils achieved the higher Level 3. Inspection evidence shows that by the age seven pupils achieve average standards in English, mathematics and science.
10. Five-year-olds attain standards that are in line with those expected of children nationally and achieve well in most of the 'areas of learning' they study. Children enter Class 1, which caters for Reception and Year 1, with a wide range of attainment. Children's attainment levels are generally below average and many have under-developed language and social skills. Access to a stimulating and challenging curriculum, good teaching and very effective use of additional support allocated to the children at this stage ensures that most of them make good progress through the Foundation Stage. A secure and stimulating environment is provided in which children settle quickly, learn to express themselves and relate to adults and other children. Role-play is used very effectively to develop their communication skills. For example, in the 'Bear Cave' children experienced the story-related vocabulary in an imaginative context. They show interest and enjoyment in books, and are supported in literacy sessions to recognise initial sounds and rhyming patterns in texts. Good routines are established in the class, which reinforce the teaching of number. The exciting range of activities provided to develop children's knowledge and understanding of the world lays a good foundation for the future history, geography and design and technology. Children respond well to the high expectations fostered within a secure and caring environment and make good progress.
11. Several factors contribute to the good progress pupils make from the time they start the school to leaving at the end of Year 6. From a below average attainment level on entry to the school, pupils make good progress in the reception and infant classes and by the age of

seven achieve standards that are in line with what is expected for their ages in English, mathematics and science. A fifth of the Year 6 class are above average attainers, and attain above average standards. The good progress made by most pupils and the very good progress made by some higher attaining pupils is primarily a result of the good teaching of basic skills. Reading is a priority throughout the school. From the time they first start school, pupils are encouraged to develop an interest in books, and by the end of Year 2 most are reading at a standard that is in line with the national average. As they move through the school, pupils become more fluent and expressive readers. Many become avid readers and show great delight in talking about their favourite authors and books they have enjoyed reading. Pupils are supported well in their reading by teachers, classroom assistants, voluntary helpers and by their families. Standards in writing are average for most of the pupils with the higher attaining pupils in the junior classes achieving above average levels. Nevertheless the school has identified writing as one of its ongoing development priorities. Improvement in spelling and the range of vocabulary used in writing are key priorities for development.

12. Pupils throughout the school make good progress in developing their mathematical skills. Teachers know the individual needs of the pupils through very careful and rigorous monitoring of their achievements. They use this detailed information to plan work that matches the needs of all the pupils. This results in pupils working at or near their capacity and achieving well in relation to prior attainment. Inspection evidence shows that by the end of Year 2 pupils attain average standards in mathematics. Most pupils understand simple mathematical language. They experience more advanced language such as divisibility, partition and recombine and use it accurately in discussing simple number problems. Higher attaining pupils work with numbers to 100 to solve simple word problems. They work out accurately that if they spend 70p, they should get 30p change from £1. Lower attaining pupils work with numbers to 20 adding and subtracting confidently and accurately. By the end of Year 6 most pupils attain average standards with a fifth in the class working at a higher than average level. Higher attaining pupils show very good levels of mental agility in number calculations. They enjoy playing 'divisibility bingo' with three digit numbers and calculate with speed and accuracy. They identify two digit numbers with only two factors. All pupils use mathematical language confidently when explaining their calculations. In most classes standards of presentation of work are good.
13. Standards of work observed in lessons, in displays and in books show that by the ages of seven and eleven pupils attain average standards in science. Most pupils including those with special educational needs make good progress. This is because pupils are provided with a range of challenging and interesting work, which gives ample opportunities for the practical application of their knowledge and understanding. Pupils are consistently encouraged to explain their work using scientific vocabulary. This enables them to consolidate their learning. The school strives for ever better standards in science. It is analysing both the strengths and areas where further support would help more pupils to attain higher standards.

Teaching is good throughout the school and contributes effectively to the academic standards achieved, pupils' personal development and high standards of behaviour and

discipline.

14. The quality of teaching is good and makes an effective contribution to pupils' learning and their good progress. This is a significant improvement since the last inspection. In the 13 lessons seen during the inspection, teaching was very good in five lessons, good in six and satisfactory in the remainder. All the very good teaching was seen in the Reception/Year 1 and Year 5/6 classes. The support staff, make an effective contribution to the work in classrooms. Additional support provided by the headteacher, the part-time information and communication (ICT) technician and the part-time teacher who teaches the booster classes have a positive effect on learning.
15. Basic skills in literacy and numeracy are taught thoroughly and systematically, particularly reading. The school gives high priority to improving pupils' progress in literacy and numeracy. Creative new ideas and teaching methods, including the implementation of the national guidance for the teaching of literacy and numeracy, have been successfully incorporated into the school's work. Time and supplementary resources are used well in literacy and mathematics lessons, ensuring that pupils work at a brisk pace and make good progress.
16. The school has responded well to the issue related to planning for mixed age classes raised in the previous inspection by developing a very good planning framework, which secures continuity in the curriculum across the age range. Teachers now plan their work thoroughly and collaboratively in both infant and junior classes. Teachers have good subject knowledge and this enables them to plan stimulating and demanding activities for pupils of all abilities. They enthuse and interest pupils who respond to their teachers' high expectations by sustaining effort and concentration for long periods. Teachers plan a range of challenging activities that is well matched to learning objectives. Teachers plan equally stimulating activities for different ages and abilities in classes. Teachers know their pupils well and are very aware of their needs. This is demonstrated in the way teachers extend the most able pupils to their full capacity whilst giving good support to those who find learning more difficult. However, occasionally there are missed opportunities to extend the learning for higher attaining Years 2 and 3 pupils.
17. Questioning is used very effectively to make pupils think as well as to find out what they know and understand. Teachers are very skilful, particularly in the classes for the youngest and the oldest pupils, in modifying the language and the content of their questions and responses to answers to match the abilities and interests of individual pupils. This is most effective in the oral parts of the literacy and numeracy lessons. Teachers respect pupils' responses and expect a high level of maturity from pupils during lessons. This motivates pupils and maintains very good standards of behaviour and attitudes to work including those with special educational needs. Teachers consistently make constructive comments and give on-going feedback to pupils, which improves their work.
18. Teachers have effectively established class routines and organised the resources and displays in their classes. This fosters independence and promote pupils' personal

development. For example, Class 2 pupils were well supported in finding words to express their feelings by choosing a red or a green card from a choice box which represented a range of negative and positive emotions. Challenging and well thought out supplementary resources for mathematics and English are organised into different aspects of the subjects encouraging pupils to use these when completing their tasks. In the junior classes, teachers display definitions of key vocabulary such as illustrator, publishers and diagram; and have set up a non-fiction area. This contributes well to the quality and range of work produced by the pupils. A central area is allocated as a notice board where job sheets for monitors, well-done charts and reward systems for good work are displayed well. These strategies promote independence in learning and encourage pupils to set high expectations of themselves. Homework is given out regularly and this is effective in helping pupils with their reading and in consolidating what they have learnt in class. Throughout the school pupils' work is displayed with care. The school library is well stocked and used regularly by pupils who choose books to read for pleasure and for topic research.

The school effectively reflects its aims and values in all its work.

19. Central to its work are the school's stated aims and values, which are appropriate, widely known, agreed and supported by everyone connected with the school. The school is a strong community in which pupils are very well behaved, respecting each other and property. Relationships are very good and values such as honesty and fairness are fostered. The school has a positive ethos generating a learning environment in which pupils feel valued, secure and happy. Equality of opportunity is a mark of the school.
20. The very good provision for pupils' well being, health and safety has been successfully maintained since the last inspection. The school continues to take very good care of its pupils and has established a warm and welcoming atmosphere, which offers pupils good opportunities to do their best.
21. The headteacher and key staff, provide very good leadership in this area and know individual pupils well. The headteacher joins the pupils and the supervisory staff during lunchtime every day and is very approachable to pupils and staff. Parents appreciate the guidance provided by the school and its impact on pupils. Educational and personal support and guidance for pupils are very good. Pupils are confident in being able to turn to their teachers for support should this be necessary.
22. Reflecting its primary aim of extending a welcome to everyone, the school continues to maintain strong links with parents. Parents are very supportive of the school and most have expressed a high level of satisfaction about the work of the school. However, a small number have expressed concerns about some aspects of the school's work. They feel that there is a lack of consistency in the amount of homework pupils are set. They also feel that on occasions school is not so approachable. They recognise that this aspect is improving with the strategies and initiatives introduced by the present headteacher. Inspection evidence shows that the school has a clear policy on homework, which is followed by all the teachers. There are good systems for using homework to extend and consolidate pupils' learning. In her first year in post, as a priority, the headteacher has focused on strengthening

links with the parents. Parents are actively encouraged to become involved in the school by supporting their children's learning and participating in events. The school's website makes information to parents easily accessible and effectively involve pupils in developing communication systems. This will further enhance communication when the school publishes the parents' newsletter, school prospectus and notices of major school events on the website. Vacancies for teaching assistants are advertised in the parents' newsletter as a way of encouraging more parents to work with pupils. The school has helped in hosting the Teacher Assistant course; several parents have started the course and teachers have agreed to mentor them through their course to further develop parents' skills in supporting their children's learning. The headteacher has established a regular practice of standing outside the school every morning with a cheery greeting for all which encourages more informal discussion and strengthens relationships with parents.

23. The school is very successful in its aim of providing a broad based curriculum that is challenging, interesting, relevant to pupils' needs and prepares them for life in a pluralistic society.

WHAT COULD BE IMPROVED?

The provision for the outdoor play and the range of activities for physical development for the youngest children at the Foundation Stage.

24. The school makes an overall good provision for children in the Foundation Stage. The positive start children are given when they enter school ensures that their attainment when they start in Year 1 is in line with the expectations set in all the areas of early learning goals. However, in physical development there is a lack of provision for energetic outdoor play.
25. Children in the Reception Year are time-tabled for two physical education lessons in the hall each week. They also play outside in the playground or on the playing field when the weather is fine. No physical education lessons were seen during the inspection period. Analysis of teacher's planning shows that a good range of activities based on the national guidance is provided for the pupils in the time-tabled lessons. However, other than in these lessons, opportunities for reception pupils to engage in activities designed to promote their physical development are limited to the classroom. The school is well aware of the need to improve this aspect of its provision for the reception children. The school is exploring the possibility of developing a safe enclosed outside area by the classroom, which would give easy access for outdoor play.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

26. The governors, headteacher and staff should ensure:
- (1) A safe outdoor play area is established for children in the Foundation Stage.
 - (2) Reception children have regular opportunities for energetic play using a range of equipment in this outdoor play area.

(paragraphs 7, 24 and 25)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 13 |
| Number of discussions with staff, governors, other adults and pupils | 9 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 0 | 5 | 6 | 2 | 0 | 0 | 0 |
| Percentage | 0 | 38 | 46 | 15 | 0 | 0 | 0 |

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than seven percentage points.

Information about the school's pupils

Pupils on the school's roll

| | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | n/a | 118 |
| Number of full-time pupils known to be eligible for free school meals | n/a | 17 |

FTE means full-time equivalent.

Special educational needs

| | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | n/a | 2 |
| Number of pupils on the school's special educational needs register | n/a | 35 |

English as an additional language

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

Pupil mobility in the last school year

| | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 5 |
| Pupils who left the school other than at the usual time of leaving | 2 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 4.6 |
| National comparative data | 5.6 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.0 |
| National comparative data | 0.5 |

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 2001 | 10 | 10 | 20 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 9 | 7 | 10 |
| | Girls | 10 | 9 | 10 |
| | Total | 19 | 16 | 20 |
| Percentage of pupils at NC level 2 or above | School | 95 (91) | 80 (91) | 100 (100) |
| | National | 84 (83) | 86 (84) | 91 (90) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|-----------|
| Numbers of pupils at NC level 2 and above | Boys | 9 | 10 | 10 |
| | Girls | 10 | 10 | 10 |
| | Total | 19 | 20 | 20 |
| Percentage of pupils at NC level 2 or above | School | 95 (82) | 100 (100) | 100 (100) |
| | 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)

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | 2001 | 6 | 7 | 13 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|--|----------|----------------|--------------------|----------------|
| Numbers of pupils at NC level 4 and above | Boys | 5 | 5 | 5 |
| | Girls | 6 | 6 | 6 |
| | Total | 11 | 11 | 11 |
| Percentage of pupils at NC level 4 or above | School | 85 (72) | 85 (67) | 85 (72) |
| | National | 75 (75) | 71 (72) | 87 (85) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------------|--------------------|----------------|
| Numbers of pupils at NC level 4 and above | Boys | 4 | 4 | 5 |
| | Girls | 5 | 6 | 5 |
| | Total | 9 | 10 | 10 |
| Percentage of pupils at NC level 4 or above | School | 69 (72) | 77 (72) | 77 (72) |
| | National | 72 (70) | 74 (72) | 82 (79) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 0 |
| Black – other | 0 |
| Indian | 0 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 1 |
| White | 106 |
| 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 | 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.

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 5.1 |
| Number of pupils per qualified teacher | 23.1 |
| Average class size | 29.5 |

Education support staff: YR – Y6

| | |
|---|----|
| Total number of education support staff | 2 |
| Total aggregate hours worked per week | 42 |

FTE means full-time equivalent.

Financial information

| | |
|----------------|---------|
| Financial year | 2000/01 |
|----------------|---------|

| | £ |
|--|--------|
| Total income | 234285 |
| Total expenditure | 230041 |
| Expenditure per pupil | 1950 |
| Balance brought forward from previous year | 17821 |
| Balance carried forward to next year | 22065 |

Recruitment of teachers

| | |
|--|---|
| Number of teachers who left the school during the last two years | 2 |
| Number of teachers appointed to the school during the last two years | 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 | 118 |
| Number of questionnaires returned | 53 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 51 | 45 | 2 | 0 | 2 |
| My child is making good progress in school. | 32 | 53 | 15 | 0 | 0 |
| Behaviour in the school is good. | 42 | 49 | 0 | 0 | 9 |
| My child gets the right amount of work to do at home. | 25 | 51 | 17 | 4 | 4 |
| The teaching is good. | 36 | 57 | 2 | 0 | 6 |
| I am kept well informed about how my child is getting on. | 29 | 54 | 12 | 4 | 2 |
| I would feel comfortable about approaching the school with questions or a problem. | 64 | 28 | 4 | 2 | 2 |
| The school expects my child to work hard and achieve his or her best. | 45 | 45 | 4 | 2 | 4 |
| The school works closely with parents. | 28 | 57 | 8 | 4 | 4 |
| The school is well led and managed. | 47 | 42 | 4 | 0 | 8 |
| The school is helping my child become mature and responsible. | 43 | 45 | 4 | 0 | 8 |
| The school provides an interesting range of activities outside lessons. | 45 | 49 | 4 | 2 | 0 |