

INSPECTION REPORT

BROADHEATH PRIMARY SCHOOL

Altrincham

LEA area: Trafford

Unique reference number: 106289

Headteacher: Mrs. J. Shaughnessy

Reporting inspector: Mr. P. Belfield
21661

Dates of inspection: 9 – 10 October 2001

Inspection number: 196414

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Sinderland Road Altrincham Cheshire
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Telephone number:	0161 928 4748
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Appropriate authority:	Governors
Name of chair of governors:	Mr. J. Scrivener
Date of previous inspection:	28 th April 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in Altrincham. There are 220 boys and girls on roll in eight classes. The school is larger than most primary schools. Eighteen pupils attend full-time in the nursery and nine part-time. There are no pupils who are learning English as an additional language. Thirty-one per cent of the pupils are on the school's special educational needs register, which is above average. One pupil has a Statement of Special Educational Needs, which is average. Twenty per cent of pupils are entitled to free school meals which is above average. The pupils' attainment shows a wide variation when they start at the school, but it is well below average overall.

HOW GOOD THE SCHOOL IS

This is an effective school. The teaching is good and consequently the pupils achieve well and make good progress. The school is led effectively and managed well. It provides good value for money.

What the school does well

- The headteacher provides very good leadership. The staff and governors evaluate the work of the school very effectively and take appropriate action to improve its performance.
- The good teaching and the teachers' very good knowledge of the pupils ensures that the pupils achieve well. The provision for those pupils with special educational needs is very good and they make good progress.
- The quality of the teaching and learning in the foundation stage provides the children with a very good introduction to the National Curriculum.
- The partnership with parents is strong and the support they provide makes a very positive contribution to the pupils' achievement.

What could be improved

- The standard of writing in the infant classes could be higher.
- The standards achieved in mathematics in the junior classes could be higher.
- The behaviour of some of the pupils in some of the junior classes.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last inspection in April 1997 and has continued to improve in many areas. All of the key issues from the last inspection have been addressed successfully. The results achieved by pupils in the national tests at age 11 have risen steadily, and for the three years up to 2000 the results have been slightly above the national trend. Assessment procedures have improved and they play a central role in ensuring that all pupils achieve well and they are given work that is well matched to their needs. The quality of teaching has improved and is now better supported by the introduction of classroom monitoring and performance appraisal. Overall, however, there is still room for further

improvement in the standards achieved in mathematics at age eleven and in the quality and range of the pupils' writing in the infant classes.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	D	D	D	C
Mathematics	D	E	D	C
Science	E	E	B	A

Key

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

These results relate to the pupils who took the tests in 2000. They show that the pupils' performance in English and mathematics was below average when compared with all schools but average when compared with similar schools. The pupils' performance in science was above average. The results in English and mathematics broadly matched the targets that the school had set for the pupils. There has been a steady rise in standards over the past three years.

The work that the pupils were doing during the inspection confirms the picture of a steady improvement in standards in English and science. The pupils make good progress in these subjects in relation to their prior attainment. By age 11, the pupils are competent readers; many enjoy reading for pleasure and have an appropriate understanding of what they read. They write with accuracy and can adapt the style of their writing to suit different purposes. The improvement in the pupils' performance is largely due to the good assessment procedures and adaptations to the teaching to target weaknesses in the pupils' knowledge and understanding. Overall, however, the standards achieved in mathematics in the junior classes could be higher. This is reflected in the most recent national tests results for eleven year olds when only fifty percent of the pupils achieved a Level 4 or above in mathematics. The pupils' ability to apply their mathematical knowledge to problem solving is weak. The school is well aware of the pupils' weaknesses. Setting arrangements have been reviewed and there is a clear focus on improving the pupils' mental calculation skills. The school has recognised the need to provide greater challenge for the more able pupils and to increase the range of practical and problem solving work in mathematics. The standards attained in science have risen due to a revision in the way the curriculum is planned across the school. The pupils now build more systematically on the skills that they have previously acquired. The increased monitoring and evaluation of the pupils' work has helped teachers to focus more clearly on where the pupils need to improve.

The standards attained by the end of the infant stage are below average but overall the pupils make good progress, particularly in reading. The scrutiny of the pupils' work, combined with their performance in the national tests indicates some underachievement in writing. The school has begun to address this by setting specific targets for each of the pupils and tracking their progress carefully. The children in the Foundation Stage make very good progress but many do not meet the early learning goals in any of the areas of learning by the time they start in Year 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils have positive attitudes and enjoy their work. They are eager to learn and respond well to the good and very good teaching.
Behaviour, in and out of classrooms	Behaviour is satisfactory overall. Most pupils work and play well together. They are polite, kind and considerate. The behaviour of a small number of pupils in the junior classes is not as good as it could be and this can sometimes adversely affect the climate for learning in the class.
Personal development and relationships	Good. The pupils grow in confidence and self-esteem. They show respect and care for property and each other. They work and play together well and enjoy taking responsibility.
Attendance	Satisfactory. The pupils are eager to come to school

A new school discipline policy has recently been introduced and it is having a significant impact on the pupils' behaviour around the school. Its impact in the classroom is more variable. It needs to be implemented consistently and with higher expectation in all classes if all pupils are to abide by its code. The pupils' personal development has improved since the last inspection. There are now regular lessons in personal and health education. A children's council has been formed and this allows all pupils to contribute to the school's decision making process.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	Aged 5-7 years	aged 7-11 years
	Very 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 and has improved since the last inspection. The good quality teaching has been the key to the steady rise in standards. The teachers make very good use of their assessments to provide work that builds on the pupils' prior learning. All of the lessons are planned thoroughly; the teacher and the pupils are clear about the targets for learning and the work is challenging. The pupils are interested in their work and are keen to do well. They make good progress in lessons and over time. In the lessons observed during the inspection the quality of teaching in literacy and numeracy was good overall. It enabled most of the pupils to achieve well and to make steady progress.

Staffing difficulties during the past year contributed to the decline in standards in mathematics and this was reflected in the work seen in the pupils' books. The school is now working hard to raise standards in mathematics. The new setting arrangements in the juniors is helping to ensure that the teachers can more easily match the work to the pupils' abilities. There is a strong emphasis on improving the pupils' ability to calculate mentally. Overall, the basic skills are taught thoroughly so that the pupils have a firm foundation on which to build. However, the pupils' need more planned opportunities to apply their mathematical knowledge in problem solving and to improve their understanding through practical activities. The classroom assistants are knowledgeable and effective and provide a good level of support for groups and individual pupils; they are clear about their role and how they can deepen and extend the pupils' learning. Those pupils with special educational needs are taught well and their work is carefully matched to the targets in their individual education plans. The teaching in the nursery and reception classes is very good. A high priority is given to the development of the children's language, literacy and numeracy.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum promotes good achievement for all pupils and provides a full range of stimulating learning experiences. The curriculum in the Nursery and Reception classes is carefully planned so that it progressively builds on, and extends the children's learning.
Provision for pupils with special educational needs	Very Good. The pupils are very well supported and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school provides regular opportunities for the pupils to develop confidence and take responsibility. The firm moral framework is well understood by the pupils. Many opportunities are provided for the pupils to learn how to become caring members of the community.
How well the school cares for its pupils	There are good procedures for ensuring the pupils' welfare and guidance. Pupils are shown a high level of care and there are very effective procedures for child protection. Assessment procedures are very effective in ensuring that the pupils make good progress.

The quality and range of the curriculum is good. The many extra-curricular activities make a significant contribution to the pupils' personal, social and cultural development. The assessment of the pupil's achievement is very good. The partnership with parents is strong and the contribution parents make to their children's learning is very significant. Parents help in school and many support their children with their homework. The school has organised a variety of workshops for parents to explain the way in which English and mathematics is taught. Parents who help in the school are encouraged to extend their skills by attending Child Care courses.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership. The quality of teaching and learning is monitored regularly and this has a very positive impact on standards. The headteacher provides a high level of support for all staff.
How well the governors fulfil their responsibilities	The governors fulfil all of their statutory responsibilities. They are aware of the school's strengths and weaknesses and together with the headteacher and key staff, help to shape the direction of the school.
The school's evaluation of its performance	Very good. The headteacher, key staff and governors evaluate the school's performance rigorously.
The strategic use of resources	Good. The time, money, people and specific grants are used well and the school gives good value for money. The school applies the principles of best value appropriately.

The leadership and management of the school have many strengths. The way the performance of the school is analysed, results in appropriate action being taken to raise standards and to improve the quality of education provided. The headteacher and key staff are skilled in ensuring that the pupils' achieve their best and they are well supported in their day-to-day work by the governors. In relation to the principles of best value, the school compares its standards with others, evaluates its performance well, consults parents about proposed changes and attempts to get the best value from all of its spending.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The progress that their children make • Their children enjoy school • The good teaching • The school expects children to work 	<ul style="list-style-type: none"> • Some parents would like to be better informed about how well their children are getting on.

<p>hard and to try their best.</p> <ul style="list-style-type: none"> • The school helps their children to become mature and responsible. • The range of activities provided outside of lessons 	
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The inspection team agrees with the positive views of the parents. The information in the pupils' annual reports to parents is satisfactory, although some reports give a clearer picture of what the children can do and where they need to improve than others. The partnership with parents is strong and the school consults them regularly about proposed changes.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The headteacher provides very good leadership. The staff and governors evaluate the work of the school very effectively and take appropriate action to improve its performance.

1. The headteacher has been in post for a year and has put in place very effective procedures to evaluate the work of the school. Monitoring procedures are thorough and the staff and governors have a very good understanding of the school's strengths and weaknesses. The school analyses data from national tests and other sources very effectively and the information provided is used carefully to target the pupils' learning. A very good school improvement plan has been put in place that contains a comprehensive evaluation of the previous year's achievements and sets out the priorities for the future. This rigorous evaluation has led to a number of recent improvements, such as Additional Learning Support time being allocated to groups of pupils and the setting up of a homework club. It was also decided that teachers needed to develop their skills in questioning pupils and additional training in this aspect is planned.
2. The support for and the development of teaching is very good. The teachers' weekly lesson plans are carefully evaluated by the headteacher. The monitoring of teaching and learning is very effective and is a regular feature of the school's work. It has underpinned the improvements in the quality of teaching since the last inspection. The monitoring process is seen by staff as supportive and developmental and it identifies individual training needs. Performance management systems are working well and the school holds the *Investors in People* award.
3. The work of pupils' is carefully analysed and weaknesses are targeted. This has led to a steady rise in standards over the past four years. There is a strong commitment on the part of all staff to achieving the school's aims. This clear vision pervades all aspects of the school. There is very good delegation of responsibility and all staff ensure that curriculum changes are managed effectively. The headteacher has high expectations of staff and pupils and also of the parents in the way that they can support their children's education. The very good assessment procedures identify at a very early stage those

pupils who need extra support for their learning and this information is shared with parents.

4. They governors share the headteacher's vision of what sort of school Broadheath should be and have ensured that the issues from the last inspection have been dealt with.

The combination of good teaching and the teachers' very good knowledge of each pupil's progress, ensures that the pupils achieve well in relation to their prior attainment. The provision for those pupils with special educational needs is very good and they make good progress.

5. The school has very good assessment procedures to support the pupils' academic progress. These procedures are consistently applied and used by all teachers to set appropriate work for the pupils. This makes a very positive contribution to the standards achieved and the good progress made by all of the pupils including those with special educational needs.
6. In the Foundation Stage the results of the baseline assessments are used to identify children who need extra help and also measure the progress that the children make in the nursery and reception class. This early intervention is successful in promoting good attitudes to learning as well as raising the pupils' confidence and so that they achieve the best they can.
7. As they move through the infant and junior classes a range of tests and assessments, including reading tests and assessment tests in Years 3, 4 and 5, provide the teachers with regular information about the pupils' progress. The test results are analysed by the teachers and are used to set targets for the pupils' next stage of learning. The pupils' attainment in English and mathematics is assessed twice each year and the class teachers and co-ordinators identify areas of weakness that can be addressed. The pupils' individual records are carefully maintained and shared with the receiving class teachers at the end of the year.
8. The headteacher and the assessment co-ordinator have a clear picture of the progress made by the pupils and they are able to target individuals or small groups and provide them with additional support to meet their needs. This was the case with a group of Year 5 pupils who received additional support in English resulting in their performance in national tests being significantly improved.

9. Most of the lessons observed during the inspection were good or very good and the teachers set clear targets for the pupils' learning based on clear assessments of what the pupils already knew. A common feature of the teaching across the school is the way in which the learning objectives are shared with the pupils. In a very good lesson in Year 6, the teacher's detailed planning and very effective use of the text ensured that the pupils were able to improve their understanding of adjectives. They were told clearly at the start of the lesson what they were going to learn. In the group work the pupils responded with enthusiasm and they learned in the course of the lesson how to change the use of verbs from the active to the passive form. In most lessons the pupils are given work that is interesting and well matched to their prior attainment. In a mathematics lesson with a group of Year 4 pupils, the teacher made very good use of her knowledge of what the children needed to learn next. She used a number line very effectively to improve the pupils' understanding of how numbers are ordered. The teacher was clear what she wanted the pupils to learn; this was communicated to the pupils and the lesson had a good pace.
10. The school has a high percentage of pupils with special educational needs. The provision for these pupils is very good and they make very good progress in relation to their prior attainment. The school criteria for placing a pupil on the special educational needs register are clear and provide a good guide for identifying individual needs. The school identifies pupils that have learning difficulties soon after they start in the nursery. The pupils' progress is carefully tracked as they move through Reception and into the infant classes. Additional adult support is provided in reading and numeracy and expert help is sought, when necessary, from the Local Education Authority (LEA) and other agencies. The school works closely with the LEA support teachers and ensures that the work planned for the children links with the work they are doing in the classroom.
11. Individual education plans are of high quality and set out the pupils' learning targets in small achievable steps. The teachers are adept at planning work that matches the pupils' needs. This was evident in a Year 3/4 class where almost half of the pupils had special educational needs. The teacher was very skilled in using targeted questions so that all pupils were able to contribute in whole class sessions. The group work was well planned and the work was carefully chosen so that the pupils with learning difficulties were able to make good progress.
12. A very impressive aspect of the work is the way in which the pupils' self-esteem is fostered. The teachers encourage them to do their best and learning support assistants provide help in a sensitive and unobtrusive way. Classroom assistants are deployed very effectively to support the pupils' learning. However, there is a need to review the amount of additional adult support that is available in the lower ability sets in the junior classes, many of which have a large number of pupils with identified learning needs but little extra support.

The quality of the teaching and learning in the foundation stage provides the children with a very good introduction to the National Curriculum.

13. The provision that the school makes for those children in the nursery and the reception class is very good. The teachers and support staff have a very good understanding of how young children learn, and this knowledge is used well in all of the areas of learning. The teachers plan activities that are based on what children find interesting and enjoyable. This ensures that the activities are meaningful and the children are very keen to take part. This has a very positive impact on the children's attitudes to school and their work. Many of the children lack confidence and have poor language skills when they start in the nursery, but they are keen to learn and always try to do their best. The staff have high expectations for the children and the teachers' planning is clear about what they will learn. There is equality of access and opportunity to the curriculum for all children, including those with special educational needs. Those pupils with learning difficulties are identified early and placed on the special educational needs register. There are very good links with parents and the curriculum is enriched and enlivened by visitors to the school.
14. The foundation stage curriculum for the two classes has been carefully organised to ensure that the children's learning is planned in a progressive way. The initial assessment of the children when they start in the nursery are used to set individual targets for each child. The topics such as *All About Me* and *People Who Help Us* are carefully planned and identify clearly the learning objectives to cover the *stepping stones* that lead to the Early Learning Goals. The co-ordinator stated 'that it works beautifully' and it does! Lesson planning takes good account of the children's individual needs. In both classes the children's learning is carefully assessed and very detailed records are kept of the work the children have done and how successful they have been. This is used effectively by teachers to re-visit experiences with children in order to clarify and deepen their understanding. All of these elements combine to provide a rich and stimulating curriculum and contribute to the children's achievements.
15. The quality of teaching is very good. Carefully prepared topic activities keep children's interest levels high. The activities are well structured and the classrooms are well organised so as to support the children's independence. Both the nursery and reception classrooms and resource areas are designed to be as 'self-manageable' as possible for the children. The organisation of the two classes allows the children easy access to a wide range of well-prepared activities. They are encouraged to take responsibility for selecting their own resources and materials. This has a positive impact on their personal development. Role play areas contain exciting and inviting resources. The teaching of language, literacy and mathematics is very good. The activities are always purposeful and often exciting. There are many activities to promote language, literacy and mathematics and the children frequently turn to books, the writing area and number games. The teachers listen very carefully to the children. They take time with them and encourage them to

take part and learn effectively. The teaching of personal and social development is very good. Opportunities to develop the children's personal and social skills are part of almost all of the activities. This was evident in the nursery when the children worked in small groups with the teacher finding out the textures of different materials and in the reception class when investigating the properties of water. The children show enthusiasm and excitement when learning. They are taught to share and take turns and the staff are very successful in creating a positive atmosphere in which children feel secure and valued.

The partnership with parents is strong and the support they provide makes a very positive contribution to the pupils' achievement

16. The school has very good links with parents and carers that contribute very effectively to the pupils' learning at school and at home. There is strong parental satisfaction with the work of the school. The school sets out to establish a good home-school partnership when the children start in the nursery and the response by parents to this initial approach is very positive. There are regular parent helpers in school who support the pupils' learning in reading, art, and other subjects. They are keen to develop their skills and the school encourages them to attend Child Care courses. The parents accompany visits out of school and provide help at school events such as Sports Day. At home, many parents are diligent in supporting their children with their homework in reading, spelling and mathematics and most parents have signed up to the home-school agreement.
17. The systems for exchanging information between home and the school work well. The parents are kept well informed of developments, school events and key dates through regular newsletters. The school has adopted an effective system when sending home information that requires a response by printing it on brightly coloured paper. Annual reports to parents on their children's progress are clear and provide detailed information about the children's achievements and contain targets for future learning. An area that can be improved is for the school to provide more detailed information about class organisation and setting arrangements. The school is keen to obtain parents' views and has responded to parents' suggestions and comments after canvassing their opinions in a questionnaire. The parents are pleased that the school has an *open door policy* that makes it much easier for them to call in, obtain information or speak to members of the staff. The overwhelming opinion of the parents is that they would feel comfortable about approaching the school with questions or a problem.
18. A variety of workshops are held for parents to keep them informed of how subjects are taught. The literacy co-ordinator organises *Family Literacy* courses that are well supported and computer skills courses are held in the school for parents and other members of the local community. The Parent Teacher and Friends' Association is very active and raises significant funds for the school. The headteacher sees the school as crucial in playing its part in extending community facilities and intends to add to its mission statement that the school intends to *serve the local community by maximising the potential of each and every person*. She is committed to the ideal of life-long learning.

WHAT COULD BE IMPROVED

The standards achieved in writing in the infant classes could be higher.

19. The pupils achieve broadly average standards in reading by the age of seven but the standard of writing for seven year olds in 2000 was well below the national average and well below the standards found in similar schools. Although there has been a slight improvement in the test results for 2001, the infant pupils do not achieve high enough standards in writing. The scrutiny of the work of the pupils in Year 2 in the academic year 2000 - 2001 reveals that they were not provided with sufficient opportunities to write for a range of purposes and audiences. There are insufficient examples of extended pieces of writing and the overuse of worksheets resulted in the pupils being restricted in both the range and ways that they could present their writing. The expectations of what the pupils could achieve were not high enough. This is confirmed by the scrutiny of the work that the same pupils are now doing in Year 3. The school has taken steps to raise standards. The co-ordinator has attended training, and has put in place more effective methods of teaching across the school.

The standards achieved in mathematics in the junior classes could be higher.

20. The results of the 2001 tests indicate that standards have declined in mathematics and only fifty per cent of the pupils are reaching Level 4 or above. The scrutiny of the work done by the Year 6 pupils who left the school last year revealed that the more able pupils were not working at a high enough level. Staff shortages and the inappropriate setting arrangements also contributed to the low achievement by some pupils. The school is clear about how to improve the teaching of mathematics. The evaluation of teaching resulted in changes to the setting arrangements and the staffing difficulties have been overcome. However, weaknesses remain. The pupils' ability to apply their mathematical knowledge to problem solving is weak. Their mental calculation skills are limited. The more able pupils could do better and the school needs to increase the range of practical work in problem solving activities.

The behaviour of some of the pupils in some of the junior classes.

21. The school has recently revised its behaviour policy and this is working well in most classes and around the school. However, the behaviour of a small number of pupils in some of the junior classes could be better. At times these pupils lack concentration, interrupt their teacher and chatter. This can stop the other children from working and it affects the rate of progress that they make. The school needs to ensure that the agreed approach to managing the pupils' behaviour is understood by all staff and consistently applied in all classes.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

22. In order to improve the quality of education further, the school should:

(1) Continue to raise standards in writing in the infant classes by:

- identifying targets for improvement for individual pupils in their writing and spelling in Year 1 and 2;
- ensuring that the teaching provides adequate support to the pupils' development of writing skills by making better use of learning aids such as word banks and writing frames;
- providing more opportunities for the pupils to write for a range of audiences and purposes

(2) Raise standards in mathematics in the junior classes by:

- ensuring that the able pupils are given more demanding work ;
- providing more opportunities for the pupils to apply their mathematical knowledge in problem solving;
- ensuring that there are sufficient opportunities for practical and investigative work;

(3) Improve the pupils' behaviour in some junior classes by:

- ensuring that all staff have appropriate support in managing the pupils' behaviour and developing good work habits;
- implementing the behaviour policy effectively in all classes;

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

17

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
	41	30	29			

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

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)	22	220
Number of full-time pupils known to be eligible for free school meals		44

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	1	75

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	31

Attendance

Authorised absence

	%
School data	5.6
National comparative data	5.2

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	20	25	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	15	15
	Girls	21	18	22
	Total	38	33	37
Percentage of pupils at NC level 2 or above	School	84(66)	73 (68)	82 (66)
	National	83(82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	15	16
	Girls	20	22	20
	Total	37	37	36
Percentage of pupils at NC level 2 or above	School	82 (68)	82 (58)	80 (67)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	21	14	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	18	21
	Girls	12	6	13
	Total	26	24	34
Percentage of pupils at NC level 4 or above	School	74 (64)	69 (56)	97 (67)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	18	20
	Girls	9	8	12
	Total	22	26	32
Percentage of pupils at NC level 4 or above	School	63 (62)	74 (51)	91 (68)
	National	70 (68)	72 (69)	79 (75)

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	191
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	5	
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	25.3:1
Average class size	27.5

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	50.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	22:1

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	[]
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FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	524,482
Total expenditure	522,256
Expenditure per pupil	1,872
Balance brought forward from previous year	173
Balance carried forward to next year	2,399

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	242
Number of questionnaires returned	116

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	37	7	1	3
My child is making good progress in school.	43	49	5		3
Behaviour in the school is good.	51	40	4		5
My child gets the right amount of work to do at home.	36	52	11	1	1
The teaching is good.	57	35	3		5
I am kept well informed about how my child is getting on.	42	39	18	2	
I would feel comfortable about approaching the school with questions or a problem.	64	33	2		1
The school expects my child to work hard and achieve his or her best.	68	29	2		1
The school works closely with parents.	47	42	9	1	2
The school is well led and managed.	51	39	4		6
The school is helping my child become mature and responsible.	53	43	3		1
The school provides an interesting range of activities outside lessons.	60	33	3	1	3