

INSPECTION REPORT

TYLDESLEY PRIMARY SCHOOL

Tyldesley, Manchester

LEA area: Wigan

Unique reference number: 106419

Headteacher: Mrs V Burrow

Reporting inspector: Mr D S Roberts
1743

Dates of inspection: 5 and 6 November 2001

Inspection number: 196417

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Ennerdale Road
Astley
Tyldesley
Manchester

Postcode: M29 7PY

Telephone number: 01942 886632/882870

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Appropriate authority: The governing body

Name of chair of governors: Councillor Brian Wilson

Date of previous inspection: April 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Tyldesley Primary is an average sized school situated on the borders of Astley and Tyldesley, to the east of Wigan. It currently provides full-time education for 224 pupils, from four to 11 years of age, and part-time education for a further 60 children in the nursery. Since the last inspection, the school has been relocated and is now accommodated in an attractive new building. The proportion of pupils entitled to receive free school meals is similar to the national average, and the general attainment levels of children on entry to the nursery are close to those found nationally. Over 22 per cent of the pupils are on the school's register of special educational needs, which is similar to the national average. At present, 17 pupils are at stages 3-5, and their needs include those for moderate learning difficulties, emotional problems, speech, communication and hearing impairment, and physical difficulties. Nearly two per cent of pupils have statements of specific needs, which is slightly more than the national average. Under one per cent of pupils are from families belonging to minority ethnic groups and speak English as an additional language.

HOW GOOD THE SCHOOL IS

This is a good school. It provides a high level of care for its pupils and makes very good provision for their personal and social development. The teaching is predominantly good and often of high quality, particularly in English. Pupils achieve good standards in relation to their prior learning in most subjects, but a significant proportion of pupils in the seven to 11 age group are capable of making better progress in mathematics. The headteacher, governors and staff co-operate very successfully to create a positive climate for learning. The school is very well led and managed, and provides good value for money.

What the school does well

- Throughout the school, standards are particularly high in English and information and communication technology (ICT).
- Pupils' attitudes are excellent and their behaviour is consistently of a high standard.
- Throughout the school, teaching is predominantly good and often of high quality, particularly in English.
- The curriculum offers a rich variety of learning opportunities and makes very good provision for pupils with special educational needs.
- The quality of leadership provided by the headteacher and senior management team is of a high calibre.

What could be improved

- The rate of progress made in mathematics by a significant proportion of pupils in the seven to 11 age group.

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 1997. During the four years up to Year 2000, the school's overall rate of improvement in the core subjects of English, mathematics and science was similar to the national trend. Standards in English have improved significantly since the last inspection. Compared to figures published in the 1997 inspection report, the proportion of pupils reaching or exceeding Level 4 in English at the end of Key Stage 2 has increased from 41 per cent to 87 per cent. In addition, standards in ICT, described as satisfactory in the last report, are now above the national expectation. The quality of teaching has continued to improve. The proportion of lessons judged to be at least satisfactory has increased from 95 per cent, in the 1997 inspection, to 100 per cent, and the proportion judged to be very good or better from five per cent to 40 per cent. All of the key issues listed in the last report have been addressed successfully. The assessment policy is consistently and

effectively implemented, subject co-ordinators are purposefully involved in monitoring activities, and educational support staff contribute effectively in classrooms. In addition, the statutory requirements for publishing national test results are met fully.

The school is well placed to continue improving by building on its many strengths and addressing the weakness identified in this report.

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	B	C	B	A
mathematics	C	C	D	D
science	A	A	C	C

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

The table shows that in Year 2001 the school's test results for English were above the average for all schools and well above the average for similar schools. In mathematics, results were below all schools and similar schools. Results in science matched the average for all and similar schools.

Inspection evidence indicates that children at the Foundation Stage, in the nursery and reception classes, make good progress and generally achieve the early learning goals in all areas of curriculum by the time they enter Year 1. Standards achieved by pupils aged seven are above average in English, mathematics and science. By the age of 11, standards in English are high and reflect the most recent national test results. In mathematics, the standards achieved by pupils currently in Year 6 are close to the national average. They are better than the standards achieved in the most recent national tests and similar to those achieved in the national tests taken in 1999 and 2000. However, a significant proportion of pupils are capable of achieving higher standards in relation to their prior attainment. Standards in science are above average and better than the most recent national test results. Throughout the school, standards in ICT are above the national expectation and pupils make consistently good progress in relation to their prior attainment. The emphasis placed on providing a broad and balanced curriculum means that pupils make good progress in other subjects. Some of the work produced in history and art is of high quality, and in physical education almost all pupils are able to swim at least 25 metres unaided before leaving the school at the end of Year 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Throughout the school, pupils demonstrate excellent attitudes. They show interest and enthusiasm, are eager to learn and show considerable pride in their work.
Behaviour, in and out of classrooms	Behaviour is of a high standard throughout the school. This is apparent in assemblies, classrooms, playground and dining hall.
Personal development and relationships	Pupils make very good progress in their personal development. Relationships are excellent throughout the school. Older pupils show maturity and a capacity to take initiative and accept responsibility.
Attendance	Good. Above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and 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 quality of teaching is predominantly good and often of high quality. Throughout the school, the teaching of English is very good and sometimes excellent, enabling pupils to make significant progress in developing their literacy skills. Although the teaching of mathematics is never less than satisfactory, there are some shortcomings in the organisation of lessons for pupils in the seven to 11 age group, which result in a loss of pace and challenge during parts of some lessons. This consequently slows down the progress made by pupils in extending their numeracy skills. The teaching of ICT is highly effective and a major factor in the rapid progress made by pupils throughout the school. Although only a small sample of lessons was observed in other subjects, some excellent teaching was observed in history, and very good teaching in art, resulting in some work of high quality evident in displays throughout the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a very well planned and organised curriculum for children at the Foundation Stage, in the nursery and reception classes, and a rich and relevant curriculum for pupils from Year 1 to Year 6. The constructive and systematic use of ICT to support learning is a very strong feature throughout the school.
Provision for pupils with special educational needs	Very good provision throughout the school. Work is guided very effectively by specific and measurable targets in individual education plans.
Provision for pupils with English as an additional language	Very good provision, helping pupils to make rapid progress.

Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision in all aspects.
How well the school cares for its pupils	The school takes very good care of its pupils.

A very good partnership has been developed with parents, who speak highly of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The quality of leadership and management is very good. The headteacher and deputy headteacher work effectively with governing body, and are well supported by the senior management team and co-ordinators for subjects and aspects of the curriculum.
How well the governors fulfil their responsibilities	Governing body and headteacher provide clear direction for the work of the school. Governors successfully ensure that all statutory requirements are met.
The school's evaluation of its performance	Good use is made of local and national comparative information to evaluate and set targets for improvement in English and mathematics.
The strategic use of resources	Very effective school development planning enables money to be spent wisely on educational priorities. All resources are managed efficiently. Best value principles are applied effectively when making major spending decisions.

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 children like school. • The children make good progress. • Behaviour is good. • The teaching is good. • Parents would feel comfortable in approaching the school with questions and problems. • They are well informed about their children's progress. • The school expects their children to work hard and achieve their best. • The school is well led and managed. • The school works closely with parents. • The school is helping their children to become mature and responsible. 	<p>A small minority of parents feel that:</p> <ul style="list-style-type: none"> • the school does not provide an interesting range of activities outside the classroom.

The inspectors agree with parents' positive views about the school. They agree with the majority of parents, who feel that the school provides an interesting range of learning opportunities outside the classroom.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Throughout the school, standards are particularly high in English and information and technology (ICT).

- 1 In English, inspection evidence indicates that standards in Year 2 and Year 6 are well above the national expectation. The improving picture is confirmed by the school's most recent national test results for pupils aged 11, which show that the pupils' performance is above the average for pupils in all schools and well above the average for those in schools with similar characteristics.
- 2 Pupils at all levels of attainment, including those with special educational needs, make very good progress during their time in the school. Their very good skills in speaking and listening are particularly apparent during the whole-class introductory element of literacy lessons. Younger pupils demonstrate very good levels of concentration when they study the introductory texts. They contribute confidently when answering questions, and make perceptive comments which show that they have listened carefully. For example, pupils in Year 2 were able to suggest a number of rules to be followed to help them use capital letters correctly. They were able to indicate clearly and accurately how these rules should be expressed, demonstrating a well-developed ability to vary their language for a particular purpose. Throughout the school, pupils' progress in speaking and listening is helped considerably by the imaginative and skilful ways in which teachers organise the literacy lesson and particularly the emphasis placed on creating regular opportunities for pupils to participate during the initial whole class introduction to lessons.
- 3 Older pupils express their own opinions clearly and confidently in a wide range of contexts. Their progress is helped by the fact that teachers ask challenging questions, encourage pupils to think about what they have to say, and create many opportunities for them to share their views. Throughout the school, the pupils' progress in speaking and listening is helped greatly by additional school initiatives. Younger pupils, for example, gain early experience in performing before an audience, including parents and grandparents, during half-termly meeting, referred to as the "school gathering". Older pupils benefit from opportunities to take part in extra-curricular performances. This means that pupils make significant progress during their time in the school. By the age of 11, many show an ability to vary expression and vocabulary to engage the listener, and use these skills confidently to ask questions and express their views.
- 4 The very successful implementation of the National Strategy for Literacy is having a positive impact on pupils' progress. Well pitched and challenging tasks during literacy lessons are important factors in promoting rapid progress. In addition, the excellent use of ICT to support learning throughout the school helps to capture pupils' interest and enhances their learning. In a literacy lesson in Year 2, for example, pupils came confidently to the interactive whiteboard used to display the text, to make corrections where capital letters were missed out. In Year 6, pupils studying the use of connectives to improve the quality of writing, made relevant amendments to the text. In both instances, pupils made quick and confident use of appropriate ICT skills to make alterations, ensuring that the pace of learning was not lost.
- 5 Pupils enjoy reading, and standards throughout the school are high. The teaching is very successful in helping younger pupils to acquire a good grasp of phonic skills, and

as they progress, the pupils benefit considerably from the wide range of reading materials available to them. Older pupils read fluently with excellent expression, and talk enthusiastically about the books they have read. One pupil in Year 6, for example, explained clearly why she liked particular characters in the Harry Potter book, which she had recently completed, and admitted that the twist at the end of the story had taken her completely by surprise.

- 6 Regular opportunities for pupils to apply newly acquired language skills in writing for specific purposes is a very good feature in the teaching. This was particularly evident during a literacy lesson in Year 6, when pupils studied the formal language used in a solicitor's letter. Examination of pupils' work produced during the term indicates that by the age of 11 their writing is lively and thoughtful, and vocabulary is often adventurous and used to good effect. Many demonstrate good skills in varying their style to suit particular purposes, such as using a more formal style. The pupils progress in writing is helped considerably by the advice given by teachers about ways of improving the quality of different parts of a story, such as producing an interesting introduction to capture the reader's interest. This is reflected in the improving quality of writing produced. For example, an older pupil started her story as follows:
"Yes! It's snowing!", cried Lizzy. She pulled on her wellies, scarf, gloves, hat and coat, and leapt outside. She started to roll a ball of snow, which got rounder and larger by the minute."
- 7 Many pupils develop good handwriting and presentation skills during their time in the school. However, these are not consistent features in all year groups, and the school has identified the need to improve standards of handwriting and presentation as a priority in its current development plan.
- 8 Standards in ICT are above the national expectation, and pupils at all levels of attainment make consistently good progress during their time in the school. Standards have improved significantly since the last inspection. The highly effective work of the subject co-ordinator has contributed greatly towards these improvements, by providing clear guidance for teachers, and helping the school to achieve considerable improvements in the quality and range of ICT resources.
- 9 Younger pupils make good progress in all aspects of the subject, and their competence and confidence in communicating information is an outstanding feature in their learning. Their progress is promoted successfully by very effective teaching, which creates regular and worthwhile opportunities for pupils to use their ICT skills in work across the curriculum. By the age of seven, pupils are able to edit prepared text, focusing on particular aspects such as capital letters. They apply their word processing skills confidently. This is evident during literacy lessons, when pupils come to the interactive whiteboard to amend text. They move the cursor, delete mistakes, change to capitals, and correct words quickly and without fuss. The pupils begin to develop a good awareness of how ICT can be used to control devices, and are able to programme a roamer robotic toy to travel various distances and change direction. They show growing skills in handling information, to present the results of class surveys for example, and demonstrate an increasing ability to use ICT to organise and present their work.
- 10 Older pupils build progressively on the good start provided in Reception and Years 1 and 2. During the course of the academic year, they develop good skills in all aspects of the subject, which again are enhanced considerably by the effective use of ICT in other subjects. The pupils' good levels of competence in word processing enable teachers to make very good use of the interactive whiteboard to display texts and

conduct the introductory activities to lessons. The interactive nature of these activities results in good progress by pupils in both their ICT and literacy development.

- 11 By the age of 11, pupils demonstrate very good communication and data-handling skills. They are able to present information in different ways, by altering style to suit the audience, and incorporate illustrations effectively to enhance the text. They improve the quality of their work by editing on screen, showing an ability to move text by using "cut and paste " techniques. They develop further their skills in control technology, recognising the need for accuracy in framing and sequencing instructions. The pupils use CD-Roms and the Internet confidently and effectively to retrieve information, and show a very good appreciation of ICT's capacity for presenting information. This was evident when pupils in Year 6 engaged in activities to investigate multi-media presentations. They examined the web-sites of local secondary schools and analysed them according to set criteria, and then looked closely at the web-site for their own school. Throughout these activities, pupils demonstrated very good knowledge and understanding in retrieving relevant information and in completing perceptive evaluations.

Pupils' attitudes are excellent and their behaviour is of a high standard.

- 12 In lessons observed during the inspection, the pupils' attitudes and behaviour were never less than good. In 90 per cent of lessons they were very good or better and in 45 per cent of lessons the inspectors judged pupils' attitudes to be excellent.
- 13 The pupils' excellent response to lessons contributes significantly toward their good progress in most subjects. They enjoy coming to school, relate happily to one another in all areas of the school, work hard and show a healthy pride in their achievements.
- 14 The youngest children settle well into nursery routines and are able to answer questions without shouting out the answers. Children in the reception class demonstrate excellent attitudes towards their work and are extremely well behaved. They benefit greatly from the close attention given to their personal, social and emotional development. This is reflected in the confidence they show when selecting resources and participating in learning activities.
- 15 In literacy lessons throughout the school, pupils show excellent attitudes. They listen very attentively and with considerable interest during the whole-class introduction to lessons, and show enthusiasm when responding to their teachers' questions. They value the contributions of other pupils, and show respect for their opinions. The pupils sustain concentration very effectively during independent work and share experiences confidently during the final plenary sessions.
- 16 In numeracy lessons, the pupils respond well to challenging work and show a capacity to persevere when difficulties arise. They take careful note of their teachers' advice and guidance to help them improve their performance.
- 17 The pupils' consistently positive attitudes contribute significantly towards their progress in other subjects. In science, their ability to share resources and equipment and co-operate sensibly during investigative and experimental work is a strong feature. In ICT their ability to work sensibly with low-level supervision and their capacity to overcome difficulties through trial and error contributes greatly towards their good progress and attainment.

- 18 In history, the pupils' ability to consider evidence carefully adds considerably to their knowledge and understanding. This was evident when Year 6 pupils investigated the life of Boadicea to find out how information may offer different interpretations and opinions about people in history. In physical education, pupils respond quickly to their teachers' instructions and show a good awareness of their own safety. In art and design, pupils use their skills and imagination to explore colour and design. This was particularly evident when pupils in Year 3 investigated different ways of printing. The pupils made good use of the time available to explore different techniques and were able to explain clearly what they were trying to achieve.
- 19 In all lessons, the pupils' behaviour is consistently of a high standard. This is also the case in other areas of the school, including the playground. Older pupils show consideration and set good examples for younger ones. The pupils' high standard of behaviour is particularly noticeable during whole-school assemblies and adds considerably to the strong sense of community apparent on these occasions.

The quality of teaching is predominantly good, and often of high quality, particularly in English.

- 20 During this short inspection, all of the lessons observed were at least satisfactory, 41 per cent were good, 32 per cent very good and nine per cent excellent.
- 21 Teaching is of generally good quality throughout the school, and is regularly of high quality in Reception and Year 6. In Reception, very perceptive lesson organisation, high expectations of the children and a sensitive and supportive approach promote rapid progress by children in all areas of learning. In Year 6, the teaching is often inspirational and uses humour to very good effect, producing highly motivated pupils and a real sense of enjoyment.
- 22 Throughout the school, the quality of teaching is often of a particularly high quality in English. Texts for literacy lessons are imaginatively selected and good use is made of interactive whiteboards to present texts so that pupils are able to see clearly and participate fully during the whole class element of lessons. The benefits of this approach were evident, for example, in literacy lessons observed in Year 2 and Year 6. The high level of interaction enabled the younger pupils to extend significantly their understanding of punctuation, while the older pupils improved the quality of their writing by increasing their knowledge of the conventions of formal writing. Good lesson organisation ensures that excellent use is made of the time available, with pupils moving from one element of the lesson to another without wasting time. Clear explanation and very good questioning skills promote interest in the text. Perceptive introduction of new concepts, which become increasingly complex as pupils progress, enables pupils to retain confidence as they learn.

- 23 Most of the lessons observed in subjects other than English were of at least good quality. In mathematics, particularly good teaching in Reception and Year 2 promotes good progress by pupils up to the age of seven. The teaching for pupils in the seven to 11 age group is at least satisfactory and sometimes good, but there are some shortcomings, which are explained in paragraphs 41 and 42. In science, good lesson organisation creates opportunities for pupils to learn through direct experience. Perceptive intervention in group activities by teachers and support staff helps to consolidate and extend learning. In a Year 4 lesson, for example, the learning of pupils investigating how a force is affected by the surface over which it moves was enhanced by the practical nature of the activities and the skilful way in which the teacher drew on these experiences to help the pupils consolidate their learning.
- 24 In ICT, highly effective teaching enables pupils throughout the school to make good progress. A very strong feature is the way in which teachers use ICT to support learning in other subjects. Easy access to computers in the classroom, and the manner in which teachers identify and plan relevant uses of ICT to enhance learning, are important factors in the pupils' good progress.. Teachers and support staff achieve an appropriate level of intervention in pupils' learning. This means that pupils are given sufficient time to overcome difficulties through trial and error, but not left for too long without support so that motivation and momentum are not lost.
- 25 In other subjects, conscientious preparation enables teachers to be secure in their subject knowledge. Planning is thorough and includes specific learning objectives which are shared with pupils at the beginning of lessons. Very good classroom management is a consistent feature in the teaching, which successfully ensures that all pupils are appropriately involved and challenged. Throughout the school, teachers make very good provision for pupils with special educational needs, enabling them to make very good progress towards the targets set in their individual education plans.
- 26 The constructive marking of work is a strong feature in the teaching. Care is taken to value each pupil's effort but also to set targets for continuing improvements. For example, following work in mathematics in Year 2, when pupils had produced bar graphs to represent the results of a class survey, the teacher commented as follows about a particular pupil's graph:

" A fantastic bar chart. Well done! "

Target: "In order to make each section stand out, use different colours next time."

The curriculum offers a rich variety of learning opportunities and makes very good provision for pupils with special educational needs.

- 27 The school provides a rich and relevant curriculum within a stimulating learning environment. The curriculum for children at the Foundation Stage, in the nursery and reception classes, is very well planned and organised, and this is an important factor in the very good start made by pupils to their education.
- 28 As well as placing strong emphasis on developing key skills, the school has been successful in retaining a broad and balanced curriculum which offers a rich variety of learning opportunities. Attractive displays help to create a stimulating learning environment. They are used effectively to celebrate pupils' achievement, support their learning and promote enquiry. All the requirements of the National Curriculum and Wigan's Agreed Syllabus for Religious Education are met fully, and the school offers

an interesting range of extra-curricular opportunities in sport, music, and drama. In addition, annual residential experiences are arranged for pupils in Year 6.

- 29 Throughout the school, strong emphasis is placed on the development of literacy skills. This is achieved through the very successful implementation of the National Strategy for Literacy and by the imaginative use of opportunities to extend these skills through work in other subjects. In subjects such as history and geography, valuable opportunities are created for pupils to produce writing about various topics and issues arising from their studies. In subjects such as art and design and design and technology, pupils extend their vocabulary by learning new words related to the activities in which they engage. Although there are fewer opportunities for pupils to extend their numeracy skills during work in other subjects, some worthwhile experiences are created. In science for, example, investigative tasks which require accurate measurement help to extend pupils' numeracy skills.
- 30 Strong emphasis is placed on extending pupils' capability in the use of ICT through work in other subjects. Much thought is given to ensuring that such work is relevant so that it enhances pupils' learning in particular subjects. The earlier section of this report on standards, provides good illustrations of the constructive use of ICT to support pupils' learning in English. Inspection evidence indicates that regular and imaginative use is made of ICT in most subjects.
- 31 The school is very successful in promoting the pupils' spiritual, moral, social and cultural development. Topics covered during whole-school assemblies and issues arising in work across the curriculum create many opportunities for pupils to reflect on spiritual and moral questions relevant to their age. Their awareness of the difficulties faced by other people is heightened by the school's involvement in charities, such as that to support the equipping of a newly built maternity hospital in Kenya. They also benefit from the regular contributions of local clergy and other visiting speakers.
- 32 Throughout the school, careful planning ensures that the curriculum meets the needs of pupils, irrespective of race, gender or background. All pupils are included and involved appropriately in all aspects of every subject from the nursery to Year 6. Those for whom English is an additional language are very well supported and make rapid progress.
- 33 Very good provision is made for pupils with special educational needs.. The strong partnership between the school and the home contributes significantly towards the rapid progress which pupils in this category make towards the targets set in their individual education plans. The fact that these targets are realistic, so that progress can be measured accurately, and are regularly reviewed in meetings involving the parents, also has a very positive effect on the pupils' very good progress. Highly effective procedures for the early identification of pupils with particular needs have been established, and the school makes very good use of external support, when necessary, to complement the work of class teachers and educational support staff. The excellent work of the co-ordinator provides clear guidance for all staff, and ensures that provision for these pupils is of a consistently high level throughout the school.

The quality of leadership provided by the headteacher and senior management team is of a high calibre.

- 34 The headteacher's strong sense of purpose and her commitment to provide a high quality of education for the pupils are important factors in this school's success. She sets the tone for the school, and has been very successful in developing a positive ethos for learning for the pupils and a strong partnership with parents.
- 35 Highly effective leadership at all levels is a strong feature in the school. This contributes significantly towards a well motivated and hard working staff. The headteacher, deputy headteacher and co-ordinator for pupils in the three to seven age range work together very effectively as a senior management team. Together with the governing body, they provide clear vision and direction for the work of the school. This is reflected in the good quality school development plan, which sets out clearly the school's future priorities and strategies for their implementation.
- 36 The strong and effective partnership between the headteacher and deputy headteacher contributes positively towards the efficient management of the school. Educational aims are communicated effectively to parents and are consistently reflected in all of the school's work. Clear guidance is provided for all staff and very good provision made for their professional development.
- 37 The very effective leadership provided by co-ordinators for subjects and aspects of provision makes an important contribution towards maintaining a broad, balanced and relevant curriculum. The highly efficient work of the special educational needs (SEN) co-ordinator successfully ensures very good provision for pupils on the SEN register.
- 38 The governing body maintains a close and effective overview of the work of the school and ensures that all statutory requirements are met fully. Its members play an active part in committees responsible for specific aspects of school provision and development. They liaise closely with the co-ordinators for subjects and aspects of the curriculum and visit classrooms regularly. These activities contribute considerably towards the Governing Body's excellent awareness of the school's strengths and areas for improvement.

WHAT COULD BE IMPROVED

Improve the standards achieved in mathematics by a significant number of pupils in the seven to 11 age range.

- 39 Younger pupils make very good progress in mathematics. By the age of seven, they attain standards which are clearly above average. This is confirmed by recent national test results.
- 40 The inspection indicates that the standards attained by pupils currently in Year 6 are similar to those found nationally. This is better than the most recent national test results for 2001, and consistent with those for 1999 and 2000. The fluctuation in pupils' performance from one year to the next is due to the varying ability levels of different year groups. The cohort which sat the tests for 11 year olds in May 2001, for example, included a larger than usual proportion of pupils with special educational needs, as well as a significant number of lower attaining pupils who joined the school at a late stage.

- 41 Inspection evidence indicates that while many pupils in the seven to 11 age make at least satisfactory progress in mathematics, a significant proportion are capable of making better progress, particularly in mental work.
- 42 The quality of teaching in mathematics is good for pupils up to the age of seven, and generally satisfactory and sometimes good for pupils in the seven to 11 age group. However, there are some shortcomings which require attention. The current arrangements for organising the lessons for older pupils are not entirely effective, and additional teachers are not always used to best effect. This is particularly apparent during the whole-class mental mathematics session used to introduce lessons. This element of the lesson, presented to pupils representing a wide ability range, is often too long. It means that a significant proportion of pupils are not challenged appropriately during this part of the lesson, and consequently do not make enough progress in developing their skills in mental work. Additional teachers are used effectively to ensure that pupils are challenged appropriately during group and independent activities, but the length of time spent on whole-class activities, conducted by class teachers, means that their contribution is restricted.
- 43 The school has identified the need to raise standards in mathematics as a key priority for development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 44 In order to raise standards and quality of work further, the governing body, headteacher and staff should:
- 1) Enable all pupils in the seven to 11 age group to make appropriate progress in mathematics by:
- improving the organisation of lessons so that pupils at all levels of attainment are challenged appropriately during all stages of numeracy lessons;
 - making the most effective use of additional teachers;
 - providing appropriate in-service for any staff who may need help to improve the quality of the support they provide; and
 - monitoring the quality of teaching and pupils' progress at regular intervals.

Note: Initiatives to raise standards mathematics are included in the school development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	8	9	4	0	0	0
Percentage	9	35	39	17	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 four percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	29	224
Number of full-time pupils known to be eligible for free school meals	n/a	31

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	3
Number of pupils on the school's special educational needs register	14	50

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	12
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence	%	Unauthorised absence	%
School data	4.8	School data	0.0

National comparative data	5.2
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	15	15	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	15	15	15
	Total	30	30	30
Percentage of pupils at NC level 2 or above	School	100 (97)	100 (97)	100 (97)
	National	84 (83)	85 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	15	15	15
	Total	30	30	30
Percentage of pupils at NC level 2 or above	School	100 (97)	100 (97)	100 (97)
	National	85 (85)	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	19	12	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	13	18
	Girls	10	6	10
	Total	27	19	28
Percentage of pupils at NC level 4 or above	School	87 (81)	61 (78)	90 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	11	18
	Girls	9	6	8
	Total	23	17	26
Percentage of pupils at NC level 4 or above	School	76 (73)	56 (75)	86 (83)
	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	1
White	193
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	32
Average class size	32

Education support staff: YR – Y6

Total number of education support staff	9.0
Total aggregate hours worked per week	111

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	30
Total number of education support staff	2.0
Total aggregate hours worked per week	45
Number of pupils per FTE adult	10

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1.0
Number of teachers appointed to the school during the last two years	2.0

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3.0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	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	2000/01
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	£
Total income	490,521
Total expenditure	512,917
Expenditure per pupil	2,028
Balance brought forward from previous year	74,184
Balance carried forward to next year	51,788

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	254
Number of questionnaires returned	86

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	27	1	0	1
My child is making good progress in school.	52	41	2	0	5
Behaviour in the school is good.	57	40	1	1	1
My child gets the right amount of work to do at home.	41	35	6	0	18
The teaching is good.	63	35	0	0	2
I am kept well informed about how my child is getting on.	50	38	8	3	1
I would feel comfortable about approaching the school with questions or a problem.	71	28	1	0	0
The school expects my child to work hard and achieve his or her best.	79	20	0	0	1
The school works closely with parents.	62	31	5	0	2
The school is well led and managed.	66	29	0	0	5
The school is helping my child become mature and responsible.	64	35	0	0	1
The school provides an interesting range of activities outside lessons.	40	28	13	2	17