

INSPECTION REPORT

WELL GREEN PRIMARY SCHOOL

Hale, Altrincham

LEA area: Trafford

Unique reference number: 106293

Headteacher: Mrs C E Palfreyman

Reporting inspector: John Carnaghan
1352

Dates of inspection: 11th - 12th July 2001

Inspection number: 196862

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
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Briony Avenue Hale Altrincham Cheshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs J Lewis
Date of previous inspection:	20 th – 23 rd May 1997

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	8 - 11
WHAT COULD BE IMPROVED	12 - 13
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	14
PART C: SCHOOL DATA AND INDICATORS	15 - 18

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Well Green School is a primary school for pupils aged 3-11. It has 235 pupils; this is slightly smaller than the national average. Just over 90 per cent of pupils are of white ethnic background. The others are from varied backgrounds; the largest group are of Chinese origin and comprise just below three per cent of the school. Fewer than five per cent of pupils have English as an additional language and none are at an early stage of learning, and these figures are low. Sixteen per cent of pupils have special educational needs; this is below the national average. Of these pupils, four require the involvement of outside specialists and the majority of these pupils have moderate learning difficulties. Pupils who enter the school at the age of three have levels of attainment that are broadly average. They enter the National Curriculum at the start of Year 1 with attainment that is above what is expected nationally.

HOW GOOD THE SCHOOL IS

Well Green primary school provides a very good standard of education. It has a number of very good features. Pupils reach very high standards of attainment in many subjects. They make good progress throughout the school; they enjoy school and develop as confident and mature individuals. Teaching is good with a number of very good elements. The curriculum of the school is broad and balanced and sensibly adapted to meet the school's needs. The provision that is made for pupils with special educational needs is satisfactory; work is carefully planned to meet the specific requirements of these pupils. However, formal reviews of these pupils' progress are not held frequently enough. The very good leadership and management of the school promote both high standards of attainment and improvements in teaching. Teachers work closely together to raise standards and to ensure that the school is constantly improving. Members of the governing body work hard to support and encourage the school. The school is an open and welcoming community. It provides good value for money.

What the school does well

- The school successfully promotes very high standards of attainment.
- Teaching is good overall. It is very good in the Foundation Stage and Key Stage 1 and good in Key Stage 2.
- Excellent leadership by the headteacher and close teamwork ensure that there is strong emphasis on continuing improvement in the school. Governors have a very good knowledge of the school and ably support all that it does.
- The school assesses what pupils do very thoroughly; it uses these results sensibly to help pupils do better.
- The school fosters the growing maturity, positive attitudes and very good behaviour of the pupils. Pupils are well cared for. Relationships are very good throughout the whole school community.
- There are strong links with parents and the local community, who support many aspects of school life.

What could be improved

- Standards in science in Key Stage 2 are not as high as those of English and mathematics.
- The individual education plans for pupils with special educational needs should be reviewed or updated more often. Parents are insufficiently involved in setting targets for their children.
- There is no written policy for teaching personal, social and health education, this leads to inconsistencies.
- There is no written policy for meeting the needs of gifted and talented pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997. Since that time, standards in English, mathematics and science at the end of both Key Stages 1 and 2 have seen very good improvements. The school has

addressed all of the key issues raised in the last report very thoroughly. Relationships in the school have been considerably improved and they are now very good. Overall, teaching is now good; teaching standards are consistent, as a result of good planning, evaluation and assessment in lessons. The work of the school is now thoroughly monitored. Overall, since the last inspection, the school has made very good improvements. The quality of the leadership and management of the school means that it has clear and appropriate targets and a very good capacity to continue to improve.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	A	A*	A	A	well above A
Mathematics	A	A	A	A	average above B
Science	A	A	B	C	average C below average D well below average E

The results of National Curriculum assessments were well above national averages at the end of Key Stage 2 in 2000 in English and mathematics; in science they were above them. At the end of Key Stage 1, results were very high in comparison with national averages in reading and writing and well above average in mathematics. Over the last four years, in Key Stage 2 National Curriculum tests, standards have been very high or well above average in English and mathematics. In science they fell a little in 2000 but remained above national averages. Key Stage 1 tests over the last four years show improvements in the period 1997-98, followed by maintenance of very high or well above average standards in all three subject areas. In work seen during the inspection, standards were well above national expectations in English and mathematics across the school and in Key Stage 1 science. In science in Key Stage 2, standards were above national averages. Standards in Key Stage 2 science are lower than elsewhere because pupils do not reach such high standards in scientific enquiry and do not use a scientific vocabulary, sufficiently. Children leave the Foundation Stage with standards that are broadly above national expectations. They make considerable improvements as they move through the school; thus pupils' achievement throughout the school is good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils love school and show enjoyment in every aspect of school life. They join in activities enthusiastically. The school has a climate of mutual trust.
Behaviour, in and out of classrooms	Pupils generally behave very well and are mature, positive and trustworthy. They are confident individuals and play together sensibly. They are calm and orderly.
Personal development and relationships	Pupils are thoughtful and help one another across the age range. They work with considerable independence. Pupils work and play well together.
Attendance	Well above the national average.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Very good	Very 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.

Teaching in the school is good with a number of very good elements. Forty-four per cent of lessons seen were very good and 50 per cent were good. There was no unsatisfactory teaching. In English and mathematics, as well as literacy and numeracy, teaching was good. Teachers have good knowledge and understanding, they know their pupils well and relate warmly to them. The slower pace of some lessons accounts for the less strong teaching in Key Stage 2. Pupils' learning needs are met; planning is careful to address pupils' individual learning requirements. Pupils' learning is good; they have a strong work ethic and consistently concentrate very well in lessons. Pupils work hard and with strong independence, when required. The learning of pupils with special educational needs is similar to that of their peers; this is because teachers know pupils so well and are usually careful to provide appropriate tasks and support; however, individual education plans are not used effectively to more fully involve parents of pupils with special educational needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Pupils follow a generally broad and balanced curriculum, which allows all of them to take full opportunity of what is on offer. However, there is no written policy for teaching personal, social and health education across the school.
Provision for pupils with special educational needs	The curriculum is adapted to provide satisfactory opportunities for pupils with special educational needs. Parents are, at times, insufficiently involved in drawing up individual education plans.
Provision for pupils with English as an additional language	The school makes satisfactory provision for pupils with English as an additional language. These pupils make similar progress to that of their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for spiritual, moral, social and cultural education is good. Assemblies and a number of subjects make good contributions in this area.
How well the school cares for its pupils	Support and guidance for pupils in areas of academic and personal development are good, overall. The school's attendance procedures are satisfactory.

The school makes efforts to involve parents in the life of the school and these are successful. The quality of information for parents is satisfactory. Assessment procedures for pupils are well developed and help provide useful information to assist the school to plan for the future.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership and a strong sense of direction for the school. She is fully and ably supported by the staff, with whom she works closely.
How well the governors fulfil their responsibilities	The governing body is a knowledgeable and supportive friend to the school. It fulfils its statutory responsibilities well.
The school's evaluation of its performance	The close collaboration amongst all who work at the school ensures that the school constantly evaluates what it does and seeks to improve. The quality of assessment gives the school has a good range of information to assist with its future planning.
The strategic use of resources	Financial decisions are closely linked to the school's identified needs and expenditure is closely monitored. The school uses the principles of best value sensibly and prioritises and spends its money wisely.

The headteacher and staff have developed a successful and high achieving school. The governing body has an enthusiastic and committed membership. They share the headteacher's vision for the school and support her strongly. Accommodation has been improved since the last inspection. Resources are satisfactory and help to raise attainment. The school provides good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They feel comfortable about approaching the school with questions or a problem. • They believe that teaching is good. • Children like school. • The school has high expectations of the children. • They are well informed about how their children are getting on. • The school is well led and managed. • The school helps to develop children's maturity and responsibility. 	<ul style="list-style-type: none"> • Many parents do not think that the school provides an interesting range of activities outside lessons. • A minority think that the school does not set the right amount of homework. • A minority think that the school does not work closely with them.

Parents are strongly supportive of the school; they have few concerns. Inspection findings support the positive views of the school. Of the areas that parents would like to see improved, the inspection finds that there is an appropriate range of activities outside lessons, that the school works closely with parents and that the amount of homework set is appropriate.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school successfully promotes very high standards of attainment.

1. Children enter the school with levels of attainment which are in line with expectations. As a result of very good teaching in the Foundation Stage, they achieve very well, entering Year 1 with levels of attainment that are better than what is expected nationally. By the age of seven, both National Curriculum test results and work seen during the inspection indicate that pupils reach standards that are, at least, well above national averages. Again, the very good teaching is the most significant factor here, enabling pupils to achieve very well in Years 1 and 2. Good teaching and good achievement by pupils means that these standards are maintained through Key Stage 2. Test results and inspection show that standards remain well above national averages at the age of eleven, with the exception of science, where standards are a little lower, but still better than the national average.
2. Because teaching in the Foundation Stage is so strongly focused on developing skills and understanding, good levels of attainment are reached by the time the children are ready to move into Year 1. They have very good knowledge and understanding of the world; for example they all knew that they should wear their hats on a sunny July day because the sun is hotter in summer than in winter. Teachers ensure that children develop good social skills by, for example, insisting that they all say please and thank you when appropriate, so the children are confident and mature by the end of the Foundation Stage.
3. Pupils achieve very well in English and mathematics. The majority of pupils, including those with special educational needs and those with English as an additional language, have achieved as well as they can by the time that they leave school. Since 1997, standards for pupils at the age of seven in English, mathematics and science have improved. Over the last two years they have remained either very high or well above national averages. Over the same four-year period, standards for pupils at the age of eleven, which were either very high or well above national averages in 1997, have broadly maintained these high levels, except for science which fell back a little in 2000.
4. By the age of eleven, pupils have very good speaking and listening skills; they talk with assurance, answer questions with clarity and listen attentively to others. The development of these skills is of considerable benefit to their learning. Pupils read widely, showing a good understanding of different types of text; in class discussion, pupils in Year 6 were able to pick out and explain different styles used in non-fiction writing. They read aloud with fluency and good expression. In their writing, pupils use interesting and varied techniques, choosing words with imagination and flair. Pupils' written work has a clear structure and, typically, is neatly presented with accurate spelling and punctuation.
5. In mathematics, pupils aged 11 have good skills adding, subtracting, multiplying and dividing numbers. They are skilled at mental arithmetic and many can explain a range of appropriate strategies for different mental calculations. They strive to meet the teachers' high expectations for them. A group of Year 6 pupils worked hard to discover a mathematical problem that would lead to the answer of a division sum, which they had been given. They worked closely as a team, evaluating one another's work and were delighted when they discovered two different methods of arriving at the same conclusion. As well as showing good problem-solving skills, pupils aged 11 can measure accurately, converting from imperial to metric measurements when required.
6. The Literacy and Numeracy Strategies are well implemented across the school. Subject co-ordinators and teachers strongly support the initiatives in these areas. The co-ordinators are well informed and attend regular training in their areas. The subjects are thoroughly monitored. Co-ordinators have worked hard to eliminate perceived areas of concern. For example, the school has set individual targets in writing to improve pupils' aptitudes in this

- area and 'booster classes' have been given to help pupils who were having difficulty developing mathematical skills.
7. Pupils reach above average levels of attainment in science by the age of eleven. The relatively lower standard reached in national tests has received considerable attention from the school. Careful analysis has led the school to make changes in the teaching of science and to concentrate on improving the pupils' use of a more scientific vocabulary in their written work. Early indications from 2001 tests would indicate that the process of raising standards is underway. Pupils have a very good knowledge of life processes and living things; they have a good grasp of appropriate terms such as nutrition and respiration. They are less confident at scientific enquiry, and do not work with the expected degree of independence in selecting suitable approaches or equipment for a given enquiry, and so do not reach the higher levels expected.
 8. In other subjects, standards are also well above expectations. In music, for example, Year 1 pupils can clap and maintain a rhythm while singing simple songs; they build towards an effective 'final performance' in a lesson using instruments as well as singing and clapping.

Teaching is good, overall. It is very good in the Foundation Stage and in Key Stage 1 and good in Key Stage 2.

9. Teaching in the school has a number of good qualities. It has a strongly positive impact on pupils' learning. Most lessons have a number of strengths in common, indicating the quality of the monitoring of teaching and its impact in developing a common standard. Lessons are characterised by high expectations of behaviour and attainment; pupils respond to these from the earliest age with a high degree of concentration and commitment. In the nursery, teachers were working energetically to raise children's standards at the very end of the day, singing with them and asking them questions, even while parents were coming to the door, one by one, to take children home. Throughout the school, teaching is carefully planned to include all pupils in all aspects of lessons, so that pupils of all levels of ability are kept at full stretch.
10. Teaching in the Foundation Stage and in Key Stage 1 is very good. Teachers relate very warmly to pupils. They know them well. Incisive questioning and strongly focused closing sessions in lessons mean that teachers are aware of how pupils' learning is developing. They use this evidence skilfully in planning future lessons and setting targets for individuals. Teachers value pupils' ideas and suggestions, so that individual pupils have a good knowledge of their own learning and are confident in explaining what they know, for example in explaining their methods in doing mathematical sums. This 'open' atmosphere in lessons is beneficial; teachers use their knowledge of pupils to ensure that they have the correct degree of challenge in their lessons.
11. Key Stage 2 teaching is good. It has a number of strengths. Relationships between teachers and pupils are positive and lessons are thoroughly planned, with a range of interesting activities. Teachers have good knowledge; pupils are well managed and are positive about their work. Resources are well prepared and effectively used to support pupils' learning. However, some lessons lack the driving pace which is more typical of teaching to the younger pupils. In a Year 6 science lesson, pupils were keen to investigate the properties of yeast and behaved with maturity, even when the pieces of yeast in paste form were given to them. The teacher was relaxed yet rigorous in her questioning of the pupils, who responded well. However, pupils had no deadlines to meet when working in groups and their planning of an investigation into yeast's characteristics was, as a result, rather lethargic. The closing session to the lesson was thoughtful and a good example of an informal assessment of what pupils had gained from the lesson.

Excellent leadership by the headteacher and close teamwork ensure that there is strong emphasis on continuing improvement in the school. Governors have a good knowledge of the school and ably support all that it does.

12. The headteacher has successfully built a strong team spirit, developed the role of co-ordinators and established a clear educational direction for the school. She has promoted high

standards and effective teaching and learning. The headteacher manages the school very well and is ably supported by the chair of governors. She leads by example, takes responsibility and ensures the smooth day-to-day running of the school. She is very knowledgeable about the school and its pupils. The headteacher has a caring disposition towards all individuals under her care and this is balanced by a rigorous commitment to improving the performance of the school.

13. Because all teachers are involved in regular consultations about developments in the school, they work closely together as a team. This means that any innovations are readily accepted by all. For example, analysis of science national test results indicated that a change in teaching methods in science could help raise standards. This encouraged a commonality of style, which was evident in lesson observations during the inspection.
14. The headteacher and key staff monitor and evaluate the school's performance effectively, they correctly identify the school's strengths and weaknesses and take action to secure improvements. This is evident in the persistence with which the school has pursued the issue of attainment in science at the end of Key Stage 2. The reasons for the discrepancy in pupil performance in this subject were not readily evident; however, the whole school is well aware of the issue and has expended considerable effort to overcome the problem. The careful analysis that has been done of science is starting to have a positive impact on standards. Subject co-ordinators are rigorous in monitoring their own subject areas and show good awareness of what is to be done to continue improvements in the future.
15. The monitoring of the school is a significant influence on the priorities identified in the school improvement plan. This document provides a useful template for the school's future development. It is clearly set out with clear indications of responsibilities, resource implications and success criteria. All staff and governors are involved in developing and implementing the plan. The school is careful to link its financial dispositions to the priorities identified in this plan.
16. The governors work very closely with the school, helped by the warm relationships between the chair and headteacher. They share the philosophy of the headteacher and staff and strive for high standards. They are well informed about all aspects of school life. For example, a number of governors are well briefed about the principles of best value, have undertaken appropriate training and closely analyse the comparative documentation, which is provided by the local education authority. The financial management of the school is competent and effective. A recent audit of procedures raised only minor issues for attention; these were swiftly dealt with.
17. Governors are keen to keep up-to-date with what happens at the school, frequently seeing for themselves through their visits. Their monitoring ensures good coverage of all of the school's activities. Consultation between staff and governors is very good. The governing body has an effective committee structure, which is constantly being reviewed to ensure the most effective working practices.

The school assesses what pupils do very thoroughly; it uses these results sensibly to help pupils do better.

18. The school has good systems in place to analyse the results of national assessments. The analysis highlights the strengths and weaknesses of each subject. The issues drawn out feed into action planning for individual subjects and into the evolution of the school development plan. The process starts with very good assessment of pupils' aptitudes in the nursery.
19. National tests at the end of each key stage are carefully analysed. Subject co-ordinators maintain good records of assessment for core subject areas. Pupils are regularly assessed by a variety of methods. This good practice is enabling teachers to start to track individuals as they move through the school and intervene if they feel that pupils are not progressing fast enough. For example, pupils are identified to take part in additional classes or in the additional literacy strategy in this way. As a result of assessment, targets for groups of pupils are set.

20. As an example of the practical use of assessment information, when the school identified gender differences at the age of seven, with girls out-performing boys in writing in particular, changes were made to the approach in teaching the literacy hour. More money was invested in books that would appeal to boys. Early indications of national test results in 2001 show improvements in boys' writing. Close analysis of science results has led to equally effective changes in both science teaching and the science curriculum.

The school fosters the growing maturity, positive attitudes and very good behaviour of the pupils. Pupils are well cared for. Relationships are very good throughout the whole school community.

21. The school is a warm and orderly community, where courtesy and consideration for others is expected and gained from pupils and adults alike. Pupils enjoy school. There is a climate of mutual trust in the classrooms. This has a positive effect on the standards that pupils achieve, because they are not afraid to ask for help when they need it. Even the youngest children at the school work and play very well together and are attentive to one another's needs. All teachers, including the headteacher, provide very good role models for pupils. They are kind and courteous to their charges; the pupils largely reciprocate these positive attitudes. These qualities mean that there is a collaborative atmosphere in classrooms, with little need for strictness. In a very good music lesson, pupils sang songs with high and low voices to demonstrate pitch; there was lots of laughter from all concerned but no loss of drive as pupils were very soon back on task. This jolly session saw all pupils learn very well.
22. The school does much to foster pupils' independence. From the nursery onwards, it is striking how well pupils work alone, in pairs and in small groups. They reflect or seek assistance from their peers in their groups before going to the teacher for help. Pupils show considerable maturity when working with others. They are confident learners. They listen closely to adults before launching themselves into activities with great energy. In a good English lesson on persuasive writing, pupils concentrated on the teacher's brief instructions for their written task so were able to settle to their work rapidly, organising themselves well in pairs. In the closing part of the lesson, pupils were confident enough to use the work that they had produced to attempt to persuade the class of the correctness of their ideas.
23. Behaviour is good. No bad behaviour was seen during the inspection. Pupils are confident and polite in their relationships with adults. They are also immediately obedient to their teachers and other adults. Pupils move around the building in a calm and orderly way and are sensible while eating lunch in the hall. Their play – like so much else that they do - is energetic but generally sensible. When the teacher on duty blows the whistle to gain attention, the playground immediately falls silent and pupils listen to the announcement. There have been no exclusions of pupils from the school in the last year.

There are strong links with parents and the local community, who both support the school in many aspects of its life.

24. Parents' views of the school are very positive. They find the school approachable and feel well informed about how their children are getting on. They believe that teaching is good. The parents' questionnaires revealed only one significant area of concern; the range of activities outside lessons. The school runs a number of clubs and activities. These include various sports, a computer club and French club, as well as guitar lessons. The inspection finds that this range of activities is appropriate, given the size and circumstances of the school.
25. The end of the day arrangements are effective and secure. They afford plentiful opportunities for informal interactions between parents and teachers. A number of parents help in the school on a regular basis. The frequent parents' evenings are a valuable source of information on pupils' progress; there are also regular evenings to provide information about curriculum developments in the school. The school also publishes useful curriculum information for parents, so that they know which areas will be studied in the near future.
26. Pupils benefit from visits to local places of interest. The local church is a useful resource. They also visit museums, theatres, gardens, galleries and places of historical significance,

such as Chester. Visitors come to speak to the pupils on topics such as Judaism and Hinduism. Other visitors enhance the curriculum, teaching music, French and basketball. Local residents are invited into the school to events such as the 'Summer Fayre'. The school participates in the local arts festival and pupils compete in sporting tournaments with other local schools. Pupils are involved in selecting and organising fund raising for their preferred charities.

WHAT COULD BE IMPROVED

Standards in science in Key Stage 2 are lower than those of English and mathematics.

27. At the end of Key Stage 2, national tests indicate that pupils' standards in science are below those of English and mathematics. In 2000, standards were above national averages and in line with those of similar schools. However, fewer pupils reached higher levels of attainment than in English and mathematics. The proportion attaining level 5 in science was broadly in line with the national average in 2000, while in English and mathematics the proportions of pupils attaining level 5 were well above the national average. Prior to 2000, standards in science tests were similar to those of the other subjects. From inspection, standards in science, while above average, were again below those of English and mathematics.
28. Analysis of pupils' work at the age of eleven revealed that pupils reach high or very high standards in a number of areas. Most pupils of this age have good knowledge of life processes and living things, can classify plants and animals and have a good grasp of the appropriate biological vocabulary. In their work on materials and their properties, pupils reach high standards. They know about the differences between the reversible and irreversible changes that can happen to materials and how to separate solids from liquids by filtering. Again, they have good knowledge and understanding of physical processes and can explain many of them systematically. They can describe and explain natural phenomena, such as how day and night relate to the earth spinning on its axis.
29. The area where pupils do not reach higher standards is in scientific enquiry. Pupils show less confidence in this area. They do not use their scientific knowledge to help them select either the correct methods or the right equipment to conduct an enquiry. Teachers use their good knowledge of science to give firm direction to the way pupils should work. The outcome of this is that, while pupils show strong independence in almost all other elements of school life, they are too dependent on their teachers when undertaking scientific experiments. Not enough pupils at the age of eleven have a clear understanding of fair testing. The school has also identified that, in tests, pupils do not fully use the appropriate scientific vocabulary in presenting and considering evidence and drawing conclusions.
30. The school's response to this issue has been both analytical and thoughtful. Consideration of test data and discussions with local education authority advisers have led to new policies being developed. A range of strategies has been suggested to staff to help raise standards. The style of teaching science in the school has been altered and staff have all-embraced this change. For example, teachers are asked to build in regular revision sessions into their teaching from Year 3 onwards. The co-ordinator has encouraged the use of information and communication technology to help pupils present work in different ways and appropriate software for reference has been purchased. The curriculum has been changed, by moving some units of work from Year 6 to Year 5. The improvement of standards in science is an important element in the school improvement plan; it also comprises one of the criteria in the performance management plan for each teacher.
31. However, the monitoring of teaching of science has been less regular and rigorous than in either English or mathematics. As a result, science teaching has not stretched pupils of high attainment to reach higher levels in every aspect of science. Until recently, it has not challenged pupils sufficiently in scientific enquiry.
32. Early indications from the national tests for pupils aged eleven in 2001 indicate that the improvements made are starting to raise standards.

The individual education plans for pupils with special educational needs are not reviewed or updated often enough. Parents are insufficiently involved in setting targets for their children.

33. Although all pupils with special educational needs have individual education plans, these have a number of weaknesses. The school uses individual education plans that are sometimes initiated by outside agencies, such as the local authority learning support service. However, this is undertaken in consultation with the class teacher and the co-ordinator for special educational needs.
34. Reviews of individual education plans are too infrequent. Many have not been reviewed after being implemented for at least six months. Parents are insufficiently involved in setting the targets in individual education plans. They are not invited to reviews. They receive the individual education plans for signing after they have been drawn up. In some cases, the parents sign the plans many months after they have been put in place. Because of this, parents are not able to be fully involved in helping their children to meet their learning targets. Some targets are too vague; the school is aware of this and the school improvement plan aims to make these targets more precise and accessible to teachers so that they can plan their lessons accordingly.

There is no written policy for teaching personal, social and health education.

35. There are no schemes of work for personal, social and health education to provide progression and continuity as pupils move through the school. In practice, these issues are frequently relegated to brief, convenient times in the day and are often shortened or eliminated altogether when other lessons take longer than expected. The subject does not appear in the school improvement plan.
36. However, the school has an effective health education policy and it has conducted a review to establish which elements of personal, social and health education are currently being covered. Some analysis of the curriculum has identified opportunities where this subject can be developed.
37. Themes that relate to personal, social and health education are taught in some subjects; these include art and science. In the latter, pupils were reminded to wash their hand after handling live yeast. Assemblies stress themes like tolerance and valuing other people. Brief 'circle time' sessions are valuable in dealing with issues that have arisen in the class, for example, Year 1 pupils reflected on valuing other people's possessions. Because there were good classroom conventions, such as 'you can only speak when you are holding the shell', this was an orderly and worthwhile session, if all too brief. A Year 3 lesson was careful to reinforce the assembly theme of not judging other people by their appearance. Good teaching involved and challenged all the pupils and provided plentiful opportunities for thinking, speaking and listening. However, there are too few planned opportunities to develop all the elements of personal, social and health education in a progressive way, as pupils grow older.

There is no written policy for meeting the needs of gifted and talented pupils.

38. The school does not have a policy to meet the needs of gifted and talented pupils and there is no one with responsibility for this area. The school aims for 'the able child' stress meeting such pupils' full potential and providing an appropriate curriculum with increased enrichment and extension. The school has also considered meeting the needs of what it defines as 'more able children'. The general statements contained in these documents encourage teachers in their endeavours to provide appropriate challenge for some pupils but does not help teachers identify the able and talented. The documents do not constitute a cohesive school policy, so there are inconsistencies in the provision that teachers make for such pupils. This area is not in the school improvement plan.
39. Teachers have a good knowledge of pupils' strengths and weaknesses. Helped by the good systems of assessment in the school, teachers frequently provide work for able and talented

pupils, which challenges them and maintains their interest. However, owing to the lack of school policy, anomalous situations can develop. For example, some pupils in Year 6 have started covering topics from the Key Stage 3 National Curriculum schemes of work. Dilemmas may arise when these pupils enter secondary education and encounter this work for a second time.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

40. Well Green primary school is a very effective school with considerably more strengths than weaknesses. In order to maintain its progress the school should:

i. Continue the process of raising standards in science by continuing to:

- analyse information from assessments and using this to employ appropriate teaching methods;
- develop pupils' use of an appropriate science vocabulary, particularly when answering questions on scientific enquiry; and
- raise standards in investigative science, especially through encouraging pupils to work with greater independence in conducting investigations.

(paragraphs 27 - 32)

ii. Review and modify current procedures for individual education plans of pupils with special educational needs, so that:

- the plans are subject to more regular reviews and updating;
- parents are more thoroughly involved in the evolution of individual education plans so that they are better informed and more able to support the children's learning; and
- the targets contained in the plans are precise and measurable.

(paragraphs 33 - 34)

iii. Develop a policy and a detailed scheme of work to enable the teaching of personal, social and health education to attain the quality and consistency evident throughout the rest of the curriculum.

(paragraphs 35 - 37)

iv. Delegate responsibility for gifted and talented pupils to a member of staff, then:

- use assessment information to identify these pupils;
- carefully consider the learning needs of gifted and talented pupils; and
- raise awareness of the issues arising from this amongst all staff so that these pupils are more consistently stretched in their studies.

(paragraphs 38 and 39)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	44	50	6	0	0	0

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)	25	209
Number of full-time pupils known to be eligible for free school meals	0	9

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	32

English as an additional language	No of pupils
Number of pupils with English as an additional language	10

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence	%
School data	3.91
National comparative data	5.2

Unauthorised absence	%
School data	0.07
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	12	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	11	12
	Girls	18	18	18
	Total	30	29	30
Percentage of pupils at NC level 2 or above	School	100 (97)	97 (97)	100 (97)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	18	18	18
	Total	30	30	30
Percentage of pupils at NC level 2 or above	School	100 (97)	100 (100)	100 (100)
	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	14	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	13	14
	Girls	12	12	12
	Total	26	25	26
Percentage of pupils at NC level 4 or above	School	96 (94)	93 (88)	96 (94)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	13	14
	Girls	12	12	12
	Total	26	25	26
Percentage of pupils at NC level 4 or above	School	96 (91)	93 (88)	96 (91)
	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	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	2
Bangladeshi	0
Chinese	5
White	167
Any other minority ethnic group	8

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

Total number of qualified teachers (FTE)	9
Average class size	29.9

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	28

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25

Total number of education support staff	1
Total aggregate hours worked per week	32

Number of pupils per FTE adult	12.5
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
	£
Total income	440086
Total expenditure	438412
Expenditure per pupil	2108
Balance brought forward from previous year	26448
Balance carried forward to next year	28122

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	214
Number of questionnaires returned	158

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	45	2	1	0
My child is making good progress in school.	47	45	6	1	1
Behaviour in the school is good.	47	47	3	1	2
My child gets the right amount of work to do at home.	33	47	13	3	4
The teaching is good.	52	45	1	1	1
I am kept well informed about how my child is getting on.	32	58	9	1	1
I would feel comfortable about approaching the school with questions or a problem.	61	44	3	1	1
The school expects my child to work hard and achieve his or her best.	60	35	3	1	1
The school works closely with parents.	34	54	8	2	2
The school is well led and managed.	59	35	4	1	1
The school is helping my child become mature and responsible.	54	42	2	2	0
The school provides an interesting range of activities outside lessons.	20	27	31	14	8