

INSPECTION REPORT

COALBROOKDALE AND IRONBRIDGE

CE (VA) PRIMARY SCHOOL

Telford

LEA area: The Wrekin

Unique reference number: 123542

Headteacher: Mr J Holt

Reporting inspector: A C Davies
3639

Dates of inspection: 16-17th April 2002

Inspection number: 198855

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Voluntary Aided

School category: Infant and Junior

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Dale End
Coalbrookdale
Telford

Postcode: TF8 7DS

Telephone number: 01952 433514

Fax number: 01952 433962

Appropriate authority: The Governing Body

Name of chair of governors: Mr D J Simkin

Date of previous inspection: December 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
3639	A C Davies	Registered inspector
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in a delightful area and housed in an attractive Edwardian building. There are 219 pupils on roll aged 4 to 11. Reception-aged children start at one of the three points in the school year according to their age. All attending speak English as their main language. An above average percentage of pupils are on the special educational needs register with four having statements to help cope with their specific needs. The number eligible for school meals free of charge is just over 9 per cent, which is below the national average. When children first start school they have a wide range of academic and personal skills but overall the majority match the skill level expected for their age.

HOW GOOD THE SCHOOL IS

This is a very effective school where the strengths far outweigh any minor weaknesses. The headteacher ensures that all staff are focused on raising, or maintaining, high standards. Standards are very high for 11-year-olds with good and very good teaching evident for older pupils. The school provides very good value for money.

What the school does well

- The headteacher provides very strong leadership, allowing all staff to flourish and play a significant role in the development of the school.
- Pupils in Years 3 to 6 achieve to their full potential because the teaching they receive is challenging and supportive.
- The school provides pupils with a very rich and inspiring curriculum.
- Pupils have a wide and varied vocabulary, which they use to good effect in all their written work across all subjects.
- Pupils display mature attitudes and take on added responsibility in all aspects of school life.
- The school successfully develops positive relationships with parents and there is much mutual appreciation for the part each play in supporting pupils' learning.

What could be improved

There are no key issues for the school to deal with. However, it needs to continue to review and develop work in these three areas:

- Improving standards in reading for pupils aged 5 to 7.
- Considering if the deployment of classroom assistants is having maximum impact on standards and provision.
- Making the learning targets provided for pupils in literacy and numeracy more specific.

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 December 1997 and it has made good progress since that time and has the capacity to improve still further. The three main issues identified at the time of the previous inspection have been dealt with effectively. Provision for information and communication technology (ICT) is now having an impact on improving standards across the curriculum. The teaching is now much better with no unsatisfactory teaching apparent compared with one in six lessons at the time of

the previous inspection. The improvements in the leadership have ensured that teaching in all subjects is now being carefully checked.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A	A*	A*
mathematics	A*	A	A*	A*
science	B	A	A	A*

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

The standards attained by 11-year-olds have been very high for a number of years in each of the three core subjects of English, mathematics and science. In 2001, for example, the school's English and mathematics results were in the top 5 per cent nationally. When taking account of schools in similar circumstances the results for English, mathematics and science were all in the top 5 per cent. The present Year 6 is maintaining this position. Pupils make very effective use of their wide, oral vocabulary when they write. This results in stories having outstanding descriptive passages. Older pupils also make use of their good reading skills when researching work in other subjects. Standards in mathematics are very good with older pupils being able to solve problems taking advantage of their secure knowledge of basic number when doing so.

Standards attained by 7-year-olds have been above the national average for the past few years with the exception of 2001. In 2001, reading results fell to well below the national average. This was in part due to a number of pupils in this cohort having significant learning difficulties. The school has responded positively to the situation with much attention being given to examining different reading methods. This has resulted in higher standards of attainment being achieved by the current Year 2.

When the majority of children first start school they display personal and academic skills that match the expectations for their age. During their time in the reception class they make satisfactory progress overall, with good progress evident in personal and social development and communication. As they move through Years 1 and 2 all pupils achieve appropriately and make satisfactory progress. At this age pupils are beginning to make effective use of their literacy and numeracy skills in other subjects. Older pupils in Years 3 to 6 benefit from the solid start that they have earlier in the school and make very good progress, especially in English and mathematics. More able pupils, in particular, achieve well and produce some outstanding pieces of work. This results in a very high percentage of 11-year-olds attaining the higher level (level 5) in the national tests. Pupils with special educational needs are well supported, resulting in very few not attaining the expected level for their age by the age of 11.

Improved provision for ICT has resulted in standards being appropriate and all curriculum subjects benefiting from pupils' newly acquired skills in this area. Throughout the school there is good use made of pupils' literacy, numeracy and ICT skills in other subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes to all aspects of school life and this is a significant factor in the way they learn.
Behaviour, in and out of classrooms	Behaviour is good both in and out of the classroom. Pupils move around school in an orderly manner and have respect for the school environment and the people within it.
Personal development and relationships	Pupils are encouraged to take on responsibilities for their actions, both in and out of the classroom. There is a strong culture of mutual support between pupils, which has a positive impact on their learning.
Attendance	This is above the national average.

TEACHING AND LEARNING

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

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

The teaching is having a very positive impact on learning in Years 3 to 6 with the teaching of English and mathematics being very good. The teaching of basic skills is very secure throughout the school. This has resulted in older pupils, in particular, being able to take on in-depth research and solve problems effectively. The main difference between the quality of teaching for younger and older pupils is that the pace of the lesson is more brisk for older pupils resulting in greater degrees of challenge for the more able.

The children in the reception class benefit from the attention given to help them develop their personal and social skills. This is helping them to settle quickly into school routines and raising their confidence levels. Older pupils are therefore eager to participate in lessons and provide clear explanations when answering questions. Throughout the school the teachers are keen to ensure that pupils use their literacy, numeracy and ICT skills in all subjects. Dedicated classroom assistants support the teachers, in almost all classes. In the main, they are used to support pupils who require additional attention. However, there are occasions when more effective use could be made of this resource, especially at the beginning of lessons.

Teachers are using a system of target-setting to help pupils understand what they need to do next to improve their work. This is proving to be successful but needs to be further developed so that the targets are more specific. The needs of more able pupils are well addressed in Years 3 to 6, with appropriate demands being made on their ability to use their extensive oral vocabulary in their written responses.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
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The quality and range of the curriculum	The school makes the most of its location using the local environment, where possible, to support work in several subjects. This helps pupils to be motivated and excited about learning.
Provision for pupils with special educational needs	A range of effective methods is employed to help most pupils with learning difficulties attain the level expected for their age by the time they leave the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils are made aware of the differences between their lives and those of others living in different parts of the world. They also are helped to consider the way they conduct themselves both in and out of school. The school has strong connections with the local community, including the Church, which results in pupils reflecting on many local and international issues affecting their lives.
How well the school cares for its pupils	The school keeps a careful check on the academic progress made by individual pupils. All pupils are well known to all staff and this results in pupils feeling safe and secure.

Parents play an important role in the education lives of their children. They are welcomed into school and their talents are used to good effect in several projects that the school is engaged with. Parents, in turn, feel well informed about what is happening in school and value the standard of education provided for their children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher is very clear about what he wants the school to achieve. He empowers and enables his staff so that they share his vision. He is particularly good at involving all interested parties in school improvement.
How well the governors fulfil their responsibilities	Good. A very knowledgeable group of governors helps the school to focus attention on raising and maintaining high standards.
The school's evaluation of its performance	Very good. The school successfully uses its test results and information gained from checking on the quality of teaching as a pinnacle part of its school improvement procedures.
The strategic use of resources	Very good. The way that school is beginning to explore the impact of classroom assistants on standards is one example of the school checking that it is getting the best possible value from its resources.

The pupil/teacher ratio is higher than for most schools. The school has recently opened a new computer suite which is already having a very positive impact on the standards attained in that subject and on the learning in others. The accommodation is very good with a recent extension adding much to the school's learning environment.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Strong community feeling.• Pleasant environment.• High standards being attained by pupils.• Children treated as individuals.• Staff have time for them and their children.	<ul style="list-style-type: none">• Would like to see water bottles being available to all pupils.

The inspection agrees with all the positive points made and note that water is likely to be made available to all children in each class in the near future.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

- **The headteacher provides very strong leadership, allowing all staff to flourish and play a significant role in the development of the school.**
- 1 The headteacher is a very committed and industrious individual. He has put a great deal of effort into ensuring that issues raised at the time of the previous inspection have been dealt with thoroughly. He is a meticulous worker, leaving no stone unturned as he pursues school improvement. He is very well respected by the parents with the vast majority strongly agreeing with the statement that the school was well led and managed. During the pre-inspection meeting with parents the parents pointed out that he was always at school and they respected his dedication.
 - 2 The headteacher has a very thorough and comprehensive system in place to analyse test results. Test results are used as a basis for checking on whole-school strengths and weaknesses. Importantly, action is taken when the evaluation throws up areas that require attention. This is seen in the way the school has responded to disappointing test results in reading in the National Curriculum tests for 7-year-olds. A deep analysis of reading methods has resulted in changes being introduced to the school's phonics programme. In the same way apparent strengths are looked at so that high standards are maintained. The school has embraced the methods used for ensuring that writing standards for older pupils remain at the same high level as they have been for the past few years.
 - 3 One of the key strengths of the school's leadership is the way the headteacher is able to motivate individuals. He is a very effective communicator and all staff feel well informed about what is going on in the school. There is a strong sense of a shared commitment to a common goal in the school. The headteacher shares his vision with his colleagues in a number of formal and informal ways. The atmosphere of care and respect that everyone has for pupils and adults is underpinned by the way the headteacher treats pupils and adults. He shows respect and consideration and this results in pupils responding maturely and in adults respecting his views. He gets his point across in a more formal way when sharing up-to-date information with his staff and governors.
 - 4 The school's improvement plan is a true reflection of all parties who have an interest in the school working to a common purpose. The headteacher and deputy headteacher play a pivotal role but all staff and governors are very involved. Interested parents and pupils also have an important say. Governors are well informed about the school's strengths and weaknesses and they are therefore in a strong position to make informed comments about future intentions. Proforma are produced which are different in style and content for different parties. There is genuine intention of seeking views from as many different people as is possible. For example, the views of pupils on the school council are gathered and valued. The views of different groups are put alongside the analysis of the school's results and the evaluation of teaching strengths and weaknesses. The previous year's targets are then analysed. From this position the headteacher with support from the senior management team is able to produce a first draft of the school improvement plan. This is then taken to the staff and governors and shared with the parents. The whole process is an excellent model to help ensure that there is a shared commitment to school improvement.

- 5 All teachers have responsibility for at least one major area, usually as subject leader. They are helped to develop their role by being provided with appropriate opportunities to undertake training. There is a strong commitment to sharing good practice. In this way many subject leaders have had lessons observed by their colleagues or had opportunities to observe their colleagues at work. The process has been significant in helping to raise the quality of teaching for individual subjects. The support provided for subject leaders has been important in empowering individual teachers and in raising their confidence levels.
- **Pupils in Years 3 to 6 achieve to their full potential because the teaching they receive is challenging and supportive.**
- 6 National Curriculum test results for 7 and 11-year-olds reveal that pupils aged 7 to 11 are making very good progress over time. This is a position that has been maintained for several years. With relatively little mobility apparent it is reasonably easy to check on the attainment of pupils at the age of 11 and compare it with their attainment at the age of 7. Parents are quick to point out that the pupils make good progress and that they attain high standards.
- 7 In English and mathematics, the number of pupils attaining the higher levels (Level 5) at the age of 11 compares very favourably with the number attaining the higher levels (Level 3) in reading, writing and mathematics four years previously at the age of 7. This shows that more able pupils have made good ground during the four years in Years 3 to 6. This is confirmed in the lessons seen for older pupils. In these lessons the teachers work at demanding rates and the pupils respond well showing high levels of motivation. In a Year 4 numeracy lesson for example, the more able pupils are moved on to a system of problem solving reasonably quickly without having to spend too long going through work that they had covered previously. In this lesson, as with many others, the objective was made very clear to the pupils from early on and the teacher continually checked on how the pupils were making progress towards this objective.
- 8 There are very few pupils who are not attaining the level expected for their age in the National Curriculum tests for 11-year-olds. This compares very favourably with the number who are not attaining at the level expected in the National Curriculum tests for 7-year-olds. This shows that lower attaining pupils are making good progress as they move through Years 3 to 6. In each lesson observed with older pupils there was careful consideration given to the support required for lower attaining pupils. In some cases this was as a result of good deployment of classroom assistants. In other cases, it was as a result of the teacher being very alert to the need to involve lower attaining pupils very early in the process.
- 9 In a Year 4 literacy lesson lower attaining pupils were helped to participate in the whole class part of the lesson by being given explanations, which helped them to understand the new terminology being introduced. There was good reference to pupils' own experiences to help deepen this understanding. In another lesson, Year 6 pupils were well supported during a numeracy lesson with the teacher being quick to use assessment techniques to pick up any misconception on behalf of individuals.
- 10 In each lesson, the planning gave clear indication that the needs of pupils of different ability were taken into consideration. The planning was matched by good practice, which saw tasks being organised appropriately for different pupils and support being available for those who needed it. The more able pupils were frequently challenged and given good attention. Discussions with these pupils revealed that they felt they had to work hard to keep up with their friends.

- **The school provides pupils with a very rich and inspiring curriculum.**

- 11 The school is situated in a very rich geographical area. There are good examples of geographical features around the immediate environment and the area also offers many historical opportunities for in-depth study. The school is situated in the midst of the Ironbridge Gorge, surrounded by museums, parks, woodlands, historical buildings and monuments. The school takes full advantage of these. The curriculum framework used by the school shows how they rely heavily on the environment immediately surrounding the school. Staff provide pupils with opportunities to visit places of interest, such as, the museum associated with the iron works and bridge building.
- 12 The school's policy is underpinned by the desire to provide pupils with first-hand experiences whenever possible. The school is therefore able to take advantage of the wonderful environment to help it achieve its aims. The school has established strong links with local organisations such as Coalport China Museum, Jackfield Tile Museum, the Museum of Iron and Ironbridge Power Station. The pupils are able to make frequent visits to these places and by doing so enrich their knowledge and understanding of art, design and technology, geography, history and science. The impact of these links is seen in many aspects of the school's work. For example, the older pupils have been involved in a project with the Jackfield Tile Museum to create a large mural to celebrate the new millennium.
- 13 In addition to the use made of the immediate environment the pupils have opportunities to have first hand experience of other places of interest, which are situated a little further away from the school. Visits to places such as those associated with the Shropshire Wildlife Trust, the Severn Gorge Countryside Trust and Greenwood Trust add to the pupils' knowledge. The school also organises an annual 5-day residential adventure course for older pupils. This visit helps pupils to develop their social as well as cultural skills.
- 14 Pupils' spiritual and moral development is enhanced by the links that the school has established with the local churches and local community. Local organisations are frequently involved with school activities. The pupils have benefited from their involvement with different groups when planning and preparing the new school eco-garden and preparing a time capsule for a new museum. Key people from the community are often invited into school to give talks or to work alongside pupils. This adds to the pupils' local knowledge and deepens their understanding and respect for their local environment.
- 15 All teaching staff organise and run weekly clubs which are well attended by the pupils. These clubs include sports, music, drama, environment and cycle training. Other organisations offer pupils opportunities to be involved in activities such as, the French club and sports training. The school also has a choir and a band. As a community centre, the school also offers pupils opportunities to attend clubs during evenings and weekends. The school's 'Kids Club' provides organised activities and projects for up to 32 pupils before and after school every day. Each of these activities adds to the pupils' lives and provides richness to the curriculum being offered. According to the pre-inspection questionnaires, a very large percentage of parents agree that their children are provided with a range of interesting activities outside the lessons.

- 16 Within the foundation stage of learning the practitioners give careful thought and consideration to the way the new guidelines for young children are implemented. They ensure curriculum richness by the way they maximise opportunities for pupils to participate in many visits and in the way they invite people into the classroom to talk to them about their work. This has ensured that the policy of curriculum enrichment begins as soon as children start school.
- **Pupils have a wide and varied vocabulary, which they use to good effect in all their written work across all subjects.**
- 17 The scrutiny of pupils' work reveals that pupils are writing for a range of purposes and making the most of their wide and varied vocabulary. Examples of persuasive writing are very prominent with pupils setting out arguments for and against many issues. These include, 'Should mobile phones be allowed in schools?' and 'Animals should not be allowed to perform in circuses.' In each example the Year 6 pupils were able to make many pertinent points either for or against the issue raised. They showed good awareness of the audience and used many examples that had touched them personally. There are also examples of pupils using story-writing in different contexts. Pupils had written mystery stories, stories set in different historical times and they had retold familiar stories from different perspectives.
- 18 More able pupils, in particular, show good evidence of opening stories with action, dialogue or description. Their own vocabulary, being wide, comes in very useful as they explore different ways of ensuring their openings grab hold of the reader and quickly lets the reader know a little about the characters in the story. For example, 'Make me some toast would you?, Nick said to Alex grumpily.' There are also examples that indicate the pupils' depth of language. For example, 'Alex was resigned to doing things for Nick.' In other examples the terminology used helps the writer to set the scene. For example, '...who had a menacing look in his eyes.' The descriptive language used is most impressive and has a depth that belies the pupils' age. For example, in one scene based on a familiar story a pupil writes, 'He finally got to sleep leaving his thoughts behind him.' There is also a mature use of dialect to help the reader find out more about the character being described. In one extract a pupil uses the phrase, 'Wake up, Darn' it.' The scrutiny of older pupils' work confirms why it is that so many are attaining at levels beyond those expected for their age and why this standard has been maintained for several years.
- 19 The older pupils in particular, write extensively in many subjects across the curriculum. For example, in Year 6 pupils have to carry out in-depth research in science and they are required to write up notes and then use these notes to help them set out factual extracts. They use good descriptive language as they write about the heart and its function or as they describe the impact of different forces on the body. In history and geography one pupil studying the importance of the Nile to the Egyptian people writes, 'The Nile is truly the river of life.' Pupils in this class go on to show that they have read a great deal and one pupil sets out clearly what they have learnt. 'Until the Aswan Dam was built 4 per cent of Egypt was being cultivated, this has now expanded to 6 per cent.'
- 20 The use of powerful vocabulary is evident amongst younger pupils. In Year 4, for example, stories include words such as, 'transformed' or, 'astonished'. Many sentences start with, 'Suddenly' or, 'Eventually'. Pupils have given much thought to the plot, main characters and settings of their stories. There is consistent good use of punctuation and long stories are written that have clear sequences and lively and imaginative plots. In Year 2 there are good examples of pupils using their wide vocabulary as they write about what it must have been like to live in a house in about 1900. They demonstrate that they can write with clarity and set out

their thoughts clearly. One example shows that the pupils have carried out effective research and then come to appropriate conclusions, 'In the olden days, like the Victorian times, your teacher would be really strict.'

- **Pupils display mature attitudes and take on added responsibility in all aspects of school life.**
- 21 The standard of behaviour throughout the school is good. This is helped by the very positive attitudes pupils have to school and by the mature way they conduct themselves. The parents in their questionnaire replies overwhelmingly agree that the school contributes greatly to their children's maturity. They also agree that behaviour is good. All pupils spoken to expressed positive views about the school and they thoroughly enjoy attending.
- 22 There is a well-established school council with pupils of different ages representing their class. The pupils involved in discussions with the inspection team agreed that all the suggestions put forward by the school council were sensible. They were mostly taken up and if they were not there were reasonable explanations given to the pupils. All pupils felt that the school council was there for them to express their views. They all felt happy that they did have a say about what was happening in their school. There is also a process of class monitors in place. The monitors have specific tasks and they take their responsibilities seriously. The 'gold star' system is appreciated by the pupils. They feel it gives them an added incentive to work hard and behave well. The system does help to promote good attitudes. However, for many pupils they feel proud of their achievement and whilst they enjoy the acknowledgement that comes with the award they express that it is the 'inner- pride' that motivates them.
- 23 In all the lessons observed the pupils' positive attitudes made a good contribution to their learning. The pupils respect each other's views and support each other well. When asked to work co-operatively they do so without any fuss. This was seen at its best when Year 6 pupils were carrying out tasks on the computer and when Year 4 pupils were working together on the historical topic of the Ancient Egyptians. The staff feel confident that pupils will conduct themselves sensibly when taking them out of school and are therefore able to organise visits with the belief that the pupils will learn a great deal.
- 24 Pupils are very polite, well-mannered and courteous. They display good levels of maturity when they sit together in the dining room at lunchtimes. They display good eating habits but are still able to carry out conversations maturely without allowing the noise to rise to unacceptable levels. The pupils who conducted an inspector around the school's eco-garden were filled with pride and gave a very clear and informed description about its concept. During assemblies pupils enter the hall in a sensible way and quickly display respect for the person taking the assembly and for the event itself.
- **The school successfully develops positive relationships with parents and there is much mutual appreciation for the part each play in supporting pupils' learning.**

- 25 There is a thriving 'Friends of the School' organisation in place, which helps the school raise additional funds for a number of resources. The organisation is very well supported. It has up to four events annually but each is well attended. For example, most parents attend the annual barbeque. However, the 'Friends of the School' organisation is only one aspect of the school's positive partnership with parents. Parents are regularly in school helping out and a large number have been directly involved with specific projects, like the creation of the eco-garden.
- 26 The positive responses from the parents' questionnaire are indicators that the school works well with its parent body. Almost all parents believe that the school works closely with them and an exceptionally high percentage strongly agree that they would feel comfortable about approaching the school with an issue. The parents who attended the pre-inspection meeting were quick to appreciate the hard work that the staff put in and there was a strong endorsement of the way the school was helping their children to make academic and personal progress. Parents know that if they want to discuss an issue with a member of staff or with the headteacher they can do so quickly and have easy access to members of staff.
- 27 There is also much appreciation by the staff and governors for the part that parents play. There is a positive homework system in place with staff believing that parents are supportive. They appreciate that the vast majority of parents provide appropriate opportunities and space for their children to work at home. Reports to parents are of a good standard and meet the statutory requirements. They make it clear what it is the pupils do well and what they need to do next to improve. There are targets set although sometimes these are not clearly stated as such. However, parents are appreciative of the format and the thoroughness of these reports.

WHAT COULD BE IMPROVED

There are no key issues for the school to deal with. However, it needs to continue to review and develop work in these three areas:

- **Improving standards in reading for pupils aged 5 to 7.**
- 28 The 2001 National Curriculum test results in reading for 7-year-olds were very disappointing. The school's results were well below the national average after previously being well above the national average in 1998 and 1999. The main issue surrounded the very large percentage of pupils who failed to attain the expected level for their age. The school was expecting this dip because the 2001 cohort had a much larger than normal percentage of pupils with learning difficulties. However, the school was not content to explain the disappointing results away lightly.
- 29 As a result of the analysis that took place the school became proactive in looking at the methods used for teaching reading in Years 1 and 2. They have changed the way they work so that more attention is given to phonics and greater support is provided for pupils who struggle with reading. For example, there is more 'one-to-one' reading support provided for these pupils. The reading standards was a focus of the school improvement plan and all staff were involved in discussions and additional training related to the teaching of reading during the last academic year.
- 30 The teacher assessments for the present Year 2 cohort show that reading standards match the standards attained in 1998 and 1999. This is confirmed by the observations made during the inspection and by listening to pupils read. There is little doubt that pupils, throughout the school, enjoy reading and by Year 2 most have already developed positive reading habits. Most can talk fondly of favourite authors and many are reading at levels that are far in advance of their age. There is also a sense of enjoyment in the reading. Pupils can identify with different characters from a range of books and empathise with the situations they find themselves in.
- 31 The school has reacted appropriately to the disappointing reading results in 2001 and now needs to analyse the impact the changes made for this academic year has had on reading standards. This evaluation should give further clarifications for teachers and other adults working with pupils about the methods used in the school for promoting good reading habits. The school needs to continue to focus on reading until it is secure that new methods adopted are working effectively.
- **Considering if the deployment of classroom assistants is having maximum impact on standards and provision.**
- 32 The school's classroom assistants are very experienced and committed individuals. They provide the school with valuable support. They have developed strength in their understanding of the National Literacy and Numeracy Strategies. In each class they provide much valued support to the teacher and particularly to pupils who require additional help with their learning. They have a good range of expertise and are able to work effectively with small groups, especially those who need additional support in English or mathematics.

- 33 The issue for the school to address is the impact their deployment is having on the achievement of different groups of pupils. There are occasions when the teachers are not getting the most of this additional support during the first part of the Literacy and Numeracy lesson. The school has already started to address this issue and is beginning to review the present practice. It needs to give further consideration to this issue and to involve all staff in deeper discussions about the way that this valuable resource is deployed.
- **Making the learning targets provided for pupils in literacy and numeracy more specific.**
- 34 The pupils do have individual learning targets for literacy, which are used to help them focus on what they need to do next in order to improve. These are very prominent in classrooms and are referred to frequently by the pupils. The teachers give good attention to the targets and use their marking to re-inforce points arising from them. In this respect the school is further on than most in using targets to help pupils learn. In order for the target setting process to maximise impact on learning the school needs to continue to develop the statements used so that they are more ‘child-friendly’.
- 35 Although the targets, in their present form, are very helpful some of the written statements are not specific enough. Some of the present learning targets could be used with different age groups and with pupils of different ability. Statements such as, ‘I will make my openings more interesting’ are quite helpful as reminders but too generic to help the pupils understand what it is they specifically need to work on.
- 36 The learning objective for each lesson is ‘child-friendly’ and does convey clearly to the pupils what it is they are to learn. There is therefore a need to consider making the statements for the learning targets equally as ‘child-friendly’ and consider adopting a process that does not add to the teachers’ administration burden.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

37 There are no key issues for the school to deal with as a result of the inspection. However, in order to maintain the high standard being attained by pupils throughout the school and to ensure that pupils of different ability are continuing to achieve well, the school headteacher, staff and governors need to continue to look at the following minor issues:

- **Improving standards in reading for pupils aged 5 to 7, (Paragraphs 30 –33) and**
- **Review the impact of classroom assistants on the achievement of different groups of pupils and give greater consideration to their deployment during the first part of lessons. (Paragraphs 28 and 29)**
- **Making the learning targets provided for pupils in literacy and numeracy more specific. (Paragraphs 34-36)**

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

34

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	6	6	0	0	0
Percentage	0	26	37	37	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. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

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)		219
Number of full-time pupils known to be eligible for free school meals		20

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		39

English as an additional language

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

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	15

Attendance

Authorised absence

%

Unauthorised absence

%

School data	5.0
National comparative data	5.6

School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	18	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	16	16
	Girls	14	16	17
	Total	24	32	33
Percentage of pupils at NC level 2 or above	School	71 (88)	94 (81)	97 (96)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	15	16
	Girls	15	16	18
	Total	26	31	34
Percentage of pupils at NC level 2 or above	School	76 (85)	91 (92)	100 (88)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	19	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	12
	Girls	19	19	19
	Total	30	31	31
Percentage of pupils at NC level 4 or above	School	97 (97)	91 (92)	100 (100)
	National	75 (75)	89 (88)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	n/a	n/a	n/a
Percentage of pupils at NC level 4 or above	School	83 (88)	87 (91)	100 (100)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	187
Any other minority ethnic group	4

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)	8.0
Number of pupils per qualified teacher	27.6
Average class size	31

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	119

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a
Total number of education support staff	n/a
Total aggregate hours worked per week	n/a
Number of pupils per FTE adult	n/a

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	1	
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.

Financial information

Financial year	2001/2
	£
Total income	401,713
Total expenditure	414,783
Expenditure per pupil	1,876.85
Balance brought forward from previous year	32,924
Balance carried forward to next year	19,854

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	212
Number of questionnaires returned	50

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	18	2	0	0
My child is making good progress in school.	69	29	2	0	0
Behaviour in the school is good.	56	42	2	0	0
My child gets the right amount of work to do at home.	58	30	12	0	0
The teaching is good.	80	20	0	0	0
I am kept well informed about how my child is getting on.	58	42	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	92	8	0	0	0
The school expects my child to work hard and achieve his or her best.	74	24	2	0	0
The school works closely with parents.	48	50	2	0	0
The school is well led and managed.	76	18	4	2	0
The school is helping my child become mature and responsible.	82	16	0	0	2
The school provides an interesting range of activities outside lessons.	64	32	4	0	2