

# INSPECTION REPORT

**Woodchurch Road Primary School**

Oxton, Birkenhead

LEA area: Wirral

Unique reference number: 105047

Headteacher: Mrs Rosemary Littler

Reporting inspector: Stephen Bywater  
18463

Dates of inspection: 25-26 September 2000

Inspection number: 225289

Inspection carried out under section 10 of the School Inspections Act 1996

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Woodchurch Road Oxton Birkenhead Merseyside
Postcode:	CH49 9LJ
Telephone number:	0151 652 3104
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Lesley McGarrity
Date of previous inspection:	March 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## PART A: SUMMARY OF THE REPORT

### INFORMATION ABOUT THE SCHOOL

Woodchurch Road Primary School is situated in an established urban residential community, approximately one mile from the centre of Birkenhead. The school serves a very mixed catchment area with pupils from a broad spectrum of background and abilities. Many pupils come from disadvantaged socio-economic backgrounds and a significant minority of pupils from high social households. This judgement is reflected in the fact that just over 50 per cent of pupils over five are eligible for free school meals, many more than the number who were eligible during the last inspection. The percentage has risen from 26 per cent to its current figure over the past five years. A recent change is the increasing numbers of pupils who join or leave school during the academic year: 48 pupils in 1999-2000. Very few pupils are from ethnic minority groups and an even smaller number speak English as an additional language.

The school is much larger than other primary schools. There are 447 full-time pupils aged between five and 11 years (246 boys and 201 girls) and a further 25 four year old children who attend part-time in the reception class (the average primary school has around 242 pupils). The school has more pupils now than it did at the time of the previous inspection. The general attainment of pupils on entry to the school is about average for four year olds but includes a full range from well below to well above average. The school is organised into classes of mixed ability arranged in seven year bands. However, reorganisation of the school day allows for setting by ability in English and mathematics. Almost 25 per cent of pupils are on the register of special educational needs and nine pupils have a statement of special educational need. The most common needs identified are moderate learning difficulties and, to a lesser extent, specific learning difficulties (dyslexia).

### HOW GOOD THE SCHOOL IS

This is a very good school with many excellent features. Its strengths lie in the outstanding leadership of the headteacher supported by a dedicated team of teachers and a very effective governing body. The high quality teaching ensures pupils are taught well the basic skills in literacy and numeracy. An exciting curriculum promotes pupils' personal, spiritual, moral, social and cultural development very well. By the end of Key Stage 2, pupils' standards in English, mathematics and science are very high when compared with similar schools. Parents are justifiably proud of the education their children receive at Woodchurch Road Primary School. The school provides very good value for money.

#### What the school does well

- When compared with similar schools, standards at the end of Key Stage 2 are impressive in English, mathematics and science.
- Teaching is very good and pupils make very good progress.
- A broad, balanced and relevant curriculum is provided. Provision for pupils' spiritual, moral, social, personal and cultural development is very good.
- The headteacher, with the support of staff, governors, parents and pupils, creates an excellent ethos and promotes high standards.
- Pupils have a good attitude to learning. Relationships within school are very good and pupils behave very well.
- The school analyses pupils' achievements very well and uses the information to improve their standards.

#### What could be improved

- Some individual education plans are not precise enough. They do not state clearly enough what pupils are to learn and the time allocated to some targets is too generous.
- On a few occasions, non-teaching staff are not efficiently used at the start of a lesson.

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

### HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has developed very well since the last inspection in March 1996. It is a tribute to the teamwork of staff, governors and parents that the school has significantly improved every aspect of school life. In particular, the quality of teaching and learning, the curriculum, the provision for pupils' spiritual, moral, social and cultural development and the leadership and management of the school have advanced enormously. The impact of these improvements can be acknowledged in the very

high standards of pupils' work, pupils' positive attitudes and very good behaviour and the very good relationships that exist in school.

There were few issues for development in the last report but the school has responded well to address effectively the standards of achievement in design and technology and information technology. Very effective training for teachers and the input of resources have seen major improvements in provision and standards. The provision in the early years has also improved with teachers and staff providing a good range of learning opportunities. Curriculum planning is now very good and all pupils are appropriately challenged and extended. The school is well placed to make further improvements, largely because of the enthusiastic and supportive response of staff, governors, parents and pupils.

## STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	B	B	A	A*
mathematics	A	B	B	A
science	A	A	A*	A*

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The table shows that in the 1999 national tests for 11 year olds, pupils' performance in English was well above the national average and in science it was very high, being in the top five per cent of schools nationally. In mathematics it was above the national average. In comparison with similar schools, standards were very high in English and science and well above average in mathematics. Results over the past four years have been above the national trend. Although national comparisons are not yet available, the 2000 national tests appear to match last year's impressive results in English and mathematics. In science the results are outstanding with 95 per cent of pupils achieving the higher level. The full range of inspection evidence confirms the findings of the test results. Evidence also shows that the attainment of children on entry to the reception class is broadly typical for their age and by the age of seven, standards are above average in English, mathematics and science.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are eager to learn and try hard to do their best. They respond enthusiastically in lessons and concentrate well. Pupils enjoy coming to school and are proud of their achievements.
Behaviour, in and out of classrooms	Behaviour in lessons and breaktimes is very good. Pupils are sensible, courteous and polite and they respect their teachers and one another.
Personal development and relationships	Personal development is very good. Pupils respond well to opportunities that they are given to take on responsibilities. The recent creation of a school council is a very positive development. Relationships within school are very good. The school has an atmosphere of mutual respect where adults and pupils alike trust each other, can express their views confidentially, are positive and take others' views seriously.
Attendance	Attendance is satisfactory and most pupils arrive punctually. The school has worked hard and has succeeded in improving attendance and

	punctuality.
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## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
23 lessons seen overall	Very good	Very good	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.*

Overall, the teaching is very good and no unsatisfactory lessons were seen. Teaching is good or better in 91 per cent and very good or excellent in 57 per cent of lessons. The school utilises teachers' talents very well through setting the pupils in groups by ability and by specialist teaching. Teachers have very good relationships with pupils, have high expectations of them and manage them well. The teaching of literacy and numeracy skills is very good. Teachers ensure that pupils know what they are expected to learn in the lessons and as a result pupils are clearly focused and concentrate well. Impressive mental mathematics sessions are increasing pupils' speed and their understanding of strategies which are then applied to solve problems. The final sessions in both literacy and numeracy lessons are very effective in consolidating pupils' understanding. Most teachers have a talent for asking searching and challenging questions which require pupils to think deeply about their answers. Teachers choose and use resources very well and lessons are generally very well organised. Teaching of pupils with special educational needs is good. A slight weakness concerns the inefficient use of non-teaching support during the whole class introductions. At other times support staff and voluntary help is used very well. Homework is always appropriate and supports pupils' learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. In the reception class the well planned curriculum covers the Early Learning Goals. The school provides a broad range of work that is relevant to pupils in Key Stages 1 and 2 and fully meets statutory requirements. Extra-curricular provision is good.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. Teachers match pupils' work carefully to meet their individual needs. However, some individual education programmes are not detailed enough.
Provision for pupils with English as an additional language	Good overall. Teachers take care to explain tasks carefully and repeatedly to ensure pupils understand what it is they have to do.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good spiritual, moral and cultural development, and excellent social development. Many opportunities for reflection are found in assemblies and lessons. Staff provide very good role models and pupils are taught right from wrong. The promotion of citizenship and the valuing of others are strengths. Pupils have a very good understanding of their own culture through art, dance and music. Their awareness of other faiths and cultures is also developed very well.
How well the school cares for its pupils	Very good procedures are in place for child protection and health and safety matters. An impressive system of physical risk assessment in lessons is in place. The results of tests and assessments are used astutely to prepare projected targets for the school and for individuals.

The school has very good relationships with parents. Almost all parents have a very positive view of the school and some provide valuable help in class. The home-school association has worked extremely hard to fund raise and contributes to additional resources. The information provided by the



school to parents is very good, especially through reports, meetings, workshops and target setting. The school involves parents well in the assessment process for pupils with special educational needs.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent leadership by the headteacher, deputy headteacher, year group leaders and co-ordinators. The headteacher delegates wisely and the impact of such high quality leadership is clear from high standards achieved by pupils and the high quality teaching.
How well the governors fulfil their responsibilities	Excellent. The governing body fulfils its responsibilities extremely well and takes a very active role in helping to shape the direction of the school through strategic planning. They are fully committed to and supportive of the school.
The school's evaluation of its performance	Monitoring and evaluation of performance is excellent. There is a rigorous analysis of standards, frequent checking of the progress towards meeting targets in the school development plan and regular observations of teaching. Any weaknesses are identified early and the school responds immediately and efficiently in dealing with them.
The strategic use of resources	Excellent. There is a very clear link between development planning and finance. Priorities are entirely relevant to school. Best value principles are clearly understood and are at the heart of the financial planning process. The school provides very 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"> <li>• Children like school and they make good progress.</li> <li>• The teaching is good and the school expects children to work hard and achieve their best.</li> <li>• The school works closely with parents and keeps parents well informed about how their child is getting on.</li> <li>• Parents feel comfortable about approaching the school with questions or a problem.</li> <li>• The school is well led and managed.</li> <li>• The school helps children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of work pupils do at home.</li> </ul>

This table takes account of the views of 10 parents attending a meeting held with the registered inspector prior to the inspection and those expressed in 129 returned questionnaires. The inspection team agrees with the positive views of parents. Of the 12 questions on the questionnaire, over 90 per cent of parents either agreed with or strongly agreed with the school's provision in 11 of them. The inspection team finds that homework is generally appropriate and is used well to support pupils' work in school.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **When compared with similar schools, standards at the end of Key Stage 2 are impressive in English, mathematics and science**

1. Results of the 1999 end of Key Stage 2 National Curriculum tests in English show that standards were well above the national average and very high when compared to similar schools. The percentage of pupils achieving both the expected level and higher level was above the national average. In mathematics standards were above the national average for pupils achieving both the expected and higher levels, and well above average when compared to similar schools. Standards in science were very high, both when compared with the national average and in comparison to similar schools. The percentage of pupils achieving the higher level was very high.
2. The improvements in standards at Key Stage 2 have been above the national trend over the past four years and a significant improvement since the previous inspection when standards overall were in line with those expected nationally. The improvements are due to a rigorous analysis of test results, realistic target setting, the implementation of the National Numeracy and Literacy Strategies, booster classes for pupils in Year 6 and the introduction of a well defined classroom monitoring process. Very effective teacher training and clear procedures have resulted in a very good quality of teaching and learning.
3. Although there are no national comparative figures for the 2000 national tests, the performance of 11 year olds was impressive and the very high standards appear to have improved. For example, the percentage of pupils achieving the expected level in English improved from 81 per cent to 95 per cent, in mathematics from 76 per cent to 86 per cent and in science every pupil achieved at least the expected level. Pupils with special educational needs performed admirably and many achieved the nationally expected level. Higher attaining pupils achieved very well too. Almost half of the year group achieved a higher level in English and mathematics whilst a superb 95 per cent achieved a higher level in science.

#### **Teaching throughout the school is good overall and pupils make good progress**

4. Overall, the teaching is very good. No unsatisfactory teaching was seen and 91 per cent of lessons were good or better, 57 per cent were very good or better and a small number of lessons were excellent. Teaching in the last inspection was judged to be "generally sound and often good". Based on the evidence in this inspection teaching has improved significantly.
5. Teachers' subject knowledge is good. All teachers have benefited from training in subjects which have included English, mathematics, science, information technology and design and technology. Some very good organisation includes setting and some specialist teaching where teachers can make the most of their talents and share expertise.
6. A good feature in many lessons is the whole class teaching which almost always includes very good exposition and explanations and very good questioning which promotes thinking. Pupils respond enthusiastically and know that their contributions are valued. They are enthusiastic in their responses and expand on their answers fluently. Very high quality marking was seen when observing pupils' work. The

comments made by the teacher clearly picked out positive features of the pupils' work and praised them, and also provided helpful suggestions of how to improve it.

7. The teaching of literacy and numeracy skills is good and the setting of pupils into groups by ability is having a positive impact by enabling teachers to plan work more efficiently to meet the needs of similarly talented pupils. Teachers have implemented the National Literacy and Numeracy Strategies very well. In literacy lessons, teachers use challenging, well-chosen whole class texts to interest and involve pupils. In well structured numeracy lessons the teachers ensure that pupils are clearly focused and interactive as they concentrate on finding methods and strategies to solve problems. In pacy mental mathematics sessions pupils show high levels of interest and are keen to achieve at speed. The final sessions of the lessons are used by teachers very effectively to reinforce the learning objectives and evaluate pupils' progress. A good feature of teachers' planning is the use of links between subjects. Pupils are given opportunities to apply their knowledge, skills and understanding, and to realise that learning can be fun and not an isolated experience. Literacy skills are promoted very well in Key Stage 2 through subjects such as history and religious education. There is also good evidence of information technology being used for research and to enhance the work in mathematics and science. For example, pupils use CD-ROM and the Internet to find information in their history and geography work. They use spreadsheets, draw graphs and charts and use sensor technology to plot temperature changes.
8. Teachers have sensitive and caring relationships with their pupils and work hard to raise pupils' self-esteem and pride in their achievements. Teachers have high expectations of their pupils and use praise and encouragement regularly to enthuse and motivate them. All teachers manage and control pupils well. They set challenging targets for pupils, and learning objectives are clear and described in the high quality short-term planning. In most lessons, teachers share the objectives with the class at the beginning of the lesson so that pupils are focused. They work conscientiously to provide interesting starting points, for example, visits and visitors to motivate and engage pupils in their learning. Resources are used imaginatively. For example, a Year 6 lesson used a relevant and motivating television bulletin about the rower Steve Redgrave at the Olympics and artefacts were used very well in history lessons.
9. Teachers successfully balance whole class teaching with opportunities for enquiry, and for pupils to work independently and co-operatively. The different strategies for the organisation of groups and classes provide opportunities for pupils to demonstrate their progress and to refine and enhance their work. Pupils are given opportunities to solve problems, handle materials and use and enhance their skills and knowledge. Classrooms are well organised and very high quality displays in all classes and around school reflect the diverse and rich curriculum. Teachers work hard to create an environment which excites, informs, educates and motivates. There are items for pupils to look at, answer questions about and things to touch, examine and observe.
10. Each teacher maintains a well-organised file of their pupils with special educational needs. Good support is provided by teachers, well-trained parents and support staff. All adults in school are dedicated, enthusiastic and highly committed to the school, its work and its pupils. They all work well together, sharing values and a common sense of purpose and thus making significant contributions to the achievements of pupils.
11. Homework is always appropriate and supports pupils' learning. Eighty-two per cent of the parents who responded to the parents' questionnaire are satisfied with the

homework given to pupils. Booster class sessions help in raising standards and a homework club is planned.

**The headteacher, with the support of staff, governors, parents and pupils, creates an excellent ethos and promotes high standards. The school cares for its pupils very well**

12. The leadership of the headteacher is outstanding. She is supported well by a hardworking deputy headteacher and a dedicated and talented staff. It is no surprise that staff, governors, parents and pupils have the utmost respect for a headteacher who has been instrumental in creating an excellent ethos. There is a passion and determination to provide the highest quality of education and to raising standards. Although the management of the school is very efficient and effective, there is a genuine care for all pupils and a commitment to equal opportunity. As a result, this school is a pleasant, well-ordered and happy community, and an industrious learning environment. The mission statement and aims of the school reflect this commitment and are central to school life. Self-respect, self-esteem and the importance of valuing others are evident at all times and have a significant impact on pupils' learning. The headteacher and staff communicate this very effectively through school policies and their day-to-day involvement with each other, pupils, parents and governors.
13. Communication within school is very good, with everyone sharing the sense of common purpose. For example, teachers and governors have a clear, practical vision of what constitutes high standards in attainment and teaching. Rigorous monitoring by the headteacher, deputy headteacher, particularly gifted literacy and mathematics co-ordinators and a local education authority adviser clearly identifies the strengths and areas for development. Teachers have taught demonstration lessons and supported colleagues in numeracy and literacy. This has led to the very good quality of teaching and high standards.
14. This school is fortunate to have a strong and astute governing body. They have developed their role extremely well since the previous inspection. Governors are very supportive of the school and fully meet their statutory requirements. They are fully involved in the strategic planning and shaping the direction of the school. A well-designed school development plan effectively balances national priorities, such as the National Literacy and Numeracy Strategies, with those identified by the school. Objectives within the plan are precise, action planning is suitably detailed, individual responsibilities and timescales are clear and resource implications have been evaluated.
15. Effective financial procedures and spending priorities are identified in the school development plan and linked accurately to the school budget. Financial administration by the school secretary and finance department is very efficient. The governing body have appropriately planned to clear a small deficit from the 1999-2000 financial year budget this year. The governing body works well with the headteacher, both in the setting of the initial budget and in its review. There are efficient procedures for monitoring and evaluating the success of financial decisions, particularly when related to staffing, building and the curriculum. The governing body fulfils its role as critical friend asking probing questions to ensure the best use is made of the resources available.

**A broad, balanced and relevant curriculum is provided. Provision for pupils' spiritual, moral, social, personal and cultural development is very good**

16. The quality and the range of opportunities for learning provided by the school for all of its pupils are good. The curriculum is broad and balanced, and relevant to the ages and interests of its pupils. There has been a substantial, though very appropriate concentration on the teaching of English and mathematics in both key stages. The curriculum meets the statutory requirements of the National Curriculum in all subjects including religious education. There are many strengths in the curriculum but particularly noteworthy in science which contributes towards pupils' very high achievements in the subject and also in art and history. In the planning of the curriculum, some subjects, for instance art, history and literature, are linked together in a meaningful way for the interest of the pupils. Information technology is used very well to support other subjects.
17. The school has very effective strategies for the teaching of the basic skills in both literacy and numeracy. It implements both the National Literacy and Numeracy Strategies successfully and plans for them well. The school has a well-developed scheme of work for English and a planned programme of staff training supports the English and mathematics curriculum well. Schemes of work in many subjects have been recently reviewed and the school is well advanced towards the use of current guidance from the Qualifications and Curriculum Authority for most of them.
18. The school makes very good provision for pupils' personal, social and health education. The school has a policy for the teaching of sex education and pupils are informed of the dangers of drug misuse. An impressive feature of the school's curriculum is the special effort to develop a sense of citizenship, which is explained more fully later in the report.
19. The school provides a very good range of clubs and activities after school. These include dance, football, orchestra, drama, art, recorders, netball, computers, line dancing, choir, French and homework. Teachers also plan numerous educational visits to support, consolidate and enhance learning. Local and community links include Birkenhead Library, Oxtton Village and Arrowe Brook. Further afield pupils visit Chester to find out about the Romans and visit the zoo to consider animals' habitats. Pupils also develop and improve their first hand knowledge and understanding in history and geography by visiting places such as Wigan Pier, Liverpool museums and the sea shore.
20. Provision for the spiritual, moral, social and cultural development of pupils is very good. Teachers successfully create an environment where pupils' contributions are valued. Within the daily act of collective worship pupils are given opportunities to listen quietly to music at the start and have moments for prayer, stillness and reflection. In religious education pupils learn about a greater being and some write letters from heaven. In studies of the world's major religions, pupils learn about prayer and its importance and empathise with followers of a religion different to their own. In one special moment, a pupil who was studying about the Hindu God, Ganesh (who has a head of an elephant), thought she might like to have the head of a mouse because she liked cheese. Pupils in many classes experience awe and wonder. In another class pupils were amazed when an old rag doll of Cinderella was turned upside down to be transformed into a beautiful princess. Such opportunities contribute well to the very good provision for spiritual development.
21. Pupils' moral development is very good. The school teaches them to know right from wrong and to behave well. Staff consistently promote its moral code and the pupils recognise and respect it. The school lays an emphasis on developing self-discipline. Pupils in all classes are clear about the school's code of conduct for behaviour since

they were involved in writing it. Pupils have the opportunity to write special things in a comment book. For example, some pupils praise a classmate for caring, helping, trying hard and just for being a friend. Staff and pupils are aware of the importance of kindness and good behaviour, with pupils being rewarded for good behaviour. Pupils are encouraged to develop an understanding of their moral responsibilities and the consequences of the actions that they take. This is seen to very good effect in sessions where pupils sit in a circle and tell the class about how they feel (often known as 'circle time'). Pupils themselves often suggest the topic to discuss. These sessions help to promote respect, trust, confidentiality, being positive and taking people seriously. The pupils display very mature listening skills and respect for each other's views.

22. Provision for pupils' social development is excellent. Older pupils have appropriate opportunities to exercise responsibility and are very aware of their own targets for improvement. In addition they are encouraged to think about others. For example, they assist with lunchtime arrangements and carry out a variety of tasks. The school council has been formed where pupils, teacher and governors work together to make the school an even better place. This also promotes citizenship. The civic award scheme does similarly. It promotes citizenship by encouraging self-reliance, for example, through preparing a meal for the family, service to others and wise use of leisure time over a period of time, for example, by using the library or joining a uniformed organisation. Staff act as positive role models for pupils through their very good example and pupils are expected to be polite and courteous. Participation in a wide range of extra-curricular activities plays a positive role in developing pupils' social skills. Through these activities pupils are given opportunities to work as a team, and to mix with other children and adults from within the school. Parents and pupils alike express their appreciation for the extra-curricular activities. A very supportive home and school association organises a number of events which are well attended by adults and children. The school actively encourages pupils to support and take care of others both personally and through supporting charities.
23. Provision for pupils' cultural development is very good, with many opportunities for pupils to explore their own cultural heritage through the study of Oxton village and visits to Birkenhead Library. Pupils' awareness of their own cultural traditions is very good and they have a good appreciation of the diversity and richness of other cultures. In religious education lessons, pupils demonstrate a secure awareness of other faiths and cultures and in assemblies they learn about customs, festivals and celebrations such as the Chinese New Year. Pupils' awareness of ancient cultures is developed through the school's history work on Ancient Rome. Cultural experiences include pupils listening to a range of music from different times and cultures in assemblies and in lessons. In art, pupils observe and paint in the style of famous artists such as Andy Warhol and Monet. There are also opportunities for pupils to experience the artwork of other cultures. Visits and visitors play a substantial part in promoting pupils' cultural development. For example, visitors include a local newspaper journalist, visitors to speak about wartime memories and Sikh visitors who speak to pupils and enhance their wider cultural knowledge. Pupils have visited the Liverpool Philharmonic Orchestra, Williamson Art Gallery and a variety of museums.

**Pupils have a good attitude to learning. Relationships within school are very good and pupils behave very well**

24. In the reception class, children arrive happily and readily participate in the activities. They quickly learn the routines of the class and develop in confidence. They

demonstrate growing levels of independence. In Key Stages 1 and 2, pupils' behaviour is very good in lessons and around school and they are mature in their approach to school. They are enthusiastic learners.

25. All pupils, including those with special educational needs, have developed very good work habits. They settle down to work quickly, concentrate well and work sensibly on their own and in collaboration with others. In almost every lesson observed pupils were very well focused and determined to do their best.
26. Pupils are very courteous and well mannered towards their teachers and to visitors. In a number of very pleasant conversations, pupils told inspectors of enjoyment of school. Relationships in school amongst pupils and between adults and pupils are very good. No anti-social behaviour or bullying was observed during the inspection. Parents are justifiably proud and pleased about the behaviour of pupils. They are confident that the school deals quickly and fairly with any rare incidents of unpleasantness. The inspection evidence confirms this view. Some very good opportunities exist for pupils to take responsibility for activities in and around the school. Pupils know they are trusted and their responsible actions are valued. For example, the school operates a house system and a school council where pupils elect their representatives. Pupils in Years 5 and 6 take on more responsibility and are involved in supporting younger pupils, especially in the dining room and on wet playtimes. In information technology lessons, pupils with computer skills are often seen tutoring their colleagues. Their personal development is enhanced further when they enjoy a residential visit to North Wales.

**The school analyses pupils' achievements very well and uses the information to improve their standards**

27. This school is well aware of the principles of best value and makes a detailed analysis of assessment results, including comparisons with other schools. Targets for the school and for individual pupils are realistic, relevant and suitably challenging. The effective assessment systems enable monitoring to bring about improvements.
28. Issues relating to special educational needs are managed well by the special educational needs co-ordinator. She maintains records meticulously, oversees early identification and ensures regular communication with staff and governors.

## **WHAT COULD BE IMPROVED**

**Some individual education plans are not precise enough. They do not state clearly enough what pupils are to learn and the time allocated to some targets is too generous**

29. The school meets the needs of pupils with special educational needs well. There is early identification of special educational need but the quality of individual education plans is variable between good and satisfactory, although satisfactory overall. The targets on many of them are clear but some are not precise enough and the time allocated to achieve the targets is not carefully considered.

**On a few occasions, non-teaching staff are not efficiently used at the start of a lesson**

30. Special educational needs support staff are used well in most lessons but during the whole class session they often sit and listen with the rest of the class. Whilst this is understandable, a few pupils would benefit from more focused individual support within the classroom in order to develop skills alongside their classmates.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

**There are no key issues but the school should:**

- improve the quality of individual education plans by ensuring that all teachers are clear about precisely what it is that pupils are to learn and the time scales in which they are expected to complete the tasks;
- make better use of support staff during the whole class teaching sessions by focusing their attention on individual pupils who most need their support.



## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	9

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
4	52	35	9	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)	0	447
Number of full-time pupils eligible for free school meals	0	198

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	9
Number of pupils on the school's special educational needs register	0	106

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	48
Pupils who left the school other than at the usual time of leaving	34

### Attendance

#### Authorised absence

	%
School data	7.2
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	41	35	76

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	39	37	41
	Girls	33	32	34
	Total	72	69	75
Percentage of pupils at NC Level 2 or above	School	95 (92)	91 (95)	99 (95)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	38	41	41
	Girls	33	34	34
	Total	71	75	75
Percentage of pupils at NC Level 2 or above	School	93 (92)	99 (95)	99 (97)
	National	84 (82)	88 (86)	88 (87)

At the time of reporting, national averages for 2000 were not available. 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	20	24	44

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	18	16	20
	Girls	24	22	24
	Total	42	38	44
Percentage of pupils at NC Level 4 or above	School	95 (81)	86 (76)	100 (94)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	16	15	20
	Girls	22	20	24
	Total	38	35	44
Percentage of pupils at NC Level 4 or above	School	86 (86)	80 (79)	100 (93)
	National	70 (68)	72 (69)	79 (75)

At the time of reporting, national averages for 2000 were not available. Percentages in brackets refer to the year before the latest reporting year.

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	1
Black – other	0
Indian	3
Pakistani	0
Bangladeshi	0
Chinese	1
White	384
Any other minority ethnic group	0

*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)	18
Number of pupils per qualified teacher	24.8
Average class size	27.9

#### **Education support staff: YR – Y6**

Total number of education support staff	15
Total aggregate hours worked per week	450

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	1	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

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

### ***Financial information***

Financial year	1999-2000
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	£
Total income	710,577
Total expenditure	751,772
Expenditure per pupil	1,786
Balance brought forward from previous year	36,154
Balance carried forward to next year	-5,041

## Results of the survey of parents and carers

Questionnaire return rate 28%

Number of questionnaires sent out	460
Number of questionnaires returned	129

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	33	2	0	0
My child is making good progress in school.	64	31	4	1	0
Behaviour in the school is good.	53	44	2	0	1
My child gets the right amount of work to do at home.	43	39	15	3	0
The teaching is good.	72	24	2	0	2
I am kept well informed about how my child is getting on.	60	31	5	2	2
I would feel comfortable about approaching the school with questions or a problem.	74	22	2	1	1
The school expects my child to work hard and achieve his or her best.	79	17	2	0	2
The school works closely with parents.	62	31	4	1	2
The school is well led and managed.	78	19	0	0	3
The school is helping my child become mature and responsible.	67	30	2	0	1
The school provides an interesting range of activities outside lessons.	51	33	2	0	14