

# INSPECTION REPORT

## **PARK PRIMARY SCHOOL**

Colne

LEA area: Lancashire

Unique reference number: 119172

Headteacher: Mr A McIlroy

Reporting inspector: Dr J N Thorp  
6327

Dates of inspection: 16 - 18 October 2000

Inspection number: 225316

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 - 11
Gender of pupils:	Mixed
School address:	Park Primary School Rutland Street Colne Lancashire
Postcode:	BB8 0QJ
Telephone number:	01282 863225
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr R Latham
Date of previous inspection:	November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Park Primary School is fairly centrally located in Colne, serving the community to the north side of the town. It is larger than average in size, with 376 pupils aged four to eleven on roll organised into 14 classes. Children are admitted into the school at the beginning of the year in which they become five; they attend part time until after the September holiday when they attend full time. Overall their attainment on entry to the school is below average. The great majority of the school's pupils are white; around one per cent of pupils are from families in which English is not their first language, which is fewer than in many similar schools. Around 31 per cent of pupils are entitled to a free school meal, which is above average. At present around one per cent of pupils have statements of special educational; in total, 19 per cent of pupils are included on the school's special educational needs register, which is broadly average.

### **HOW GOOD THE SCHOOL IS**

Park Primary School is an excellent school. The leadership and management of the school is outstanding, creating an exciting and caring environment in which pupils are fully supported and enabled to learn. The headteacher, staff and governors effectively communicate their high expectations of learning and behaviour to which pupils respond most positively. Teaching is of a consistently high quality, enabling pupils to make good progress throughout the school. The school's very considerable strengths far outweigh any weaknesses identified. It serves its pupils and the community very well indeed and provides very good value for money

#### **What the school does well**

- Teaching is very good overall
- Pupils' enjoy school, they are keen and try hard; their behaviour is very good
- Pupils' learning is very good, contributing positively to the good progress they make
- The headteacher's leadership of the school is outstanding
- There is a most positive ethos in the school, with a strong emphasis on raising standards
- There are good procedures for assessing pupils' attainment and monitoring progress
- Relationships are excellent; all teaching, non-teaching, welfare and administrative staff and caretaker all contribute to make the school a caring and supportive community
- Parents have very positive views of the school; they fully endorse the values the school promotes

#### **What could be improved**

- The range of opportunities for pupils to work with the computers in all subjects
- Provision for outdoor play for the youngest children in the school

*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 November 1996. There has been very good progress made in addressing the key issues identified in that report. The school's music curriculum has been successfully revised to include more opportunities for pupils to compose their own pieces. There is now an assessment team, led by two enthusiastic co-ordinators, who have ensured that procedures across the school are systematic and rigorous and that the outcomes of assessment now provide information to track pupils' progress and informs teachers' further planning. Monitoring the quality of teaching and learning and curriculum development by senior managers is having a positive impact on identifying further targets for improvement in the school's development plan.

There are other aspects of the work of the school in which there has also been notable improvement, in the quality of teaching in particular, which is now consistently good and often very good throughout the school. Standards of pupils' attainment in English, mathematics and science have fluctuated, but they have improved over time in line with the national trend. Given the most effective leadership and management skills of the headteacher, the effective teamwork among staff and the high quality of their teaching, the school is very well placed to continue improving.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	D	E	C	B
mathematics	A	C	C	B
science	B	C	A	A

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

This table indicates that the standards of attainment have fluctuated over the past three years. In English and mathematics, pupils now achieve standards in line with those in all other schools and above those of pupils in similar schools. In science, pupils achieve standards that are well above average compared to those in all other schools and also to those of pupils in similar schools.

When children start school in the reception class, the results of assessments made in the first few weeks indicate that their attainment is below average. However their learning is very good and this contributes to the good progress they make in the reception year and throughout Key Stage 1. The high quality of pupils' learning is sustained through Key Stage 2, which contributes positively to the levels of attainment they achieve.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have excellent attitudes to school. Most pupils are keen to learn, interested and responsive in lessons. Pupils have very positive attitudes towards their work and their teachers; many of them are keen to talk about their work and proud of what they have done.
Behaviour, in and out of classrooms	Pupils' behaviour in lessons and around the school is very good. Pupils are friendly, sociable and polite. The atmosphere in lessons is calm, orderly and purposeful. Behaviour in the playground is generally very good.

Personal development and relationships	Pupils' personal development is excellent. The good pastoral arrangements, guidance and support, ensure high levels of pupils' confidence. Pupils take and exercise responsibility well. They collaborate well in pairs and small groups. Relationships between pupils and between pupils and adults are excellent. Adults and pupils demonstrate mutual respect.
Attendance	Attendance is in line with the national average; there is no unauthorised absence, which is better than 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	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 quality of teaching is consistently high and a real strength across the whole school. In more than nine out of ten lessons teaching is good or better; in around half teaching is very good or excellent. There was no unsatisfactory teaching seen, which is an improvement since the previous inspection. The high quality of the teaching has a major impact on the progress pupils make and the standards they achieve.

The quality of teaching during literacy and numeracy lessons throughout the school is consistently very good; some lessons are of a very high quality, especially in Key Stage 2. A real strength in teaching throughout the school is the high expectation teachers have of their pupils and the way they communicate this right from the start. Explanations are clear and the pupils are told what they are going to do and why. Teachers have created an environment for learning which is most attractive and stimulating; their classrooms are well organised and resources are carefully arranged and readily accessible. Teachers at the school work very hard and pupils benefit from the considerable effort they put into their teaching.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Teachers' curricular planning and the range of learning opportunities they provide are good overall. However, older pupils have insufficient opportunities to work with the computers in all subjects. While the curriculum for children under five is good in most respects, young children have insufficient access to outside play and to large play apparatus.
Provision for pupils with special educational needs	Provision made for pupils with special educational needs is good. Procedures for the early identification of pupils' specific needs are effective. Very good teaching and support ensures that these pupils make good progress.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral, social and cultural development is good overall. The provision for pupils' social and moral development is good, effective in ensuring they understand right from wrong. Provision for pupils' spiritual and cultural development is satisfactory.
How well the school cares for its pupils	The provision of such a caring environment is a real strength of the school. Teachers know their pupils very well and care for their intellectual and social development most effectively. Systems for assessing attainment and monitoring pupils' progress are very good. The school's 'good news' approach is very effective and successful as a means of communicating the values the school is trying to promote.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is most effectively managed. The headteacher's leadership is outstanding; other key staff support him very well. There is a strong sense of teamwork among all the staff. A most positive ethos underpins every aspect of the school's work; the values taught and promoted have a positive impact on pupils' achievements.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well. They are fully committed to the school and provide strong support for the headteacher. They have a clear view of further school development and are fully involved in decision-making.
The school's evaluation of its performance	The assessment team is well managed by two enthusiastic co-ordinators. The analysis of statutory and other assessment data is effective, enabling the school to identify priorities for improvement. The monitoring of teaching and learning by the headteacher and the scrutiny of planning by subject co-ordinators is good.
The strategic use of resources	The school makes good use of available resources. Financial planning is good and resources are used well to support the long-term development of the school. The headteacher and governors effectively evaluate the outcomes of spending in terms of their 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>• It is very friendly for a school of this size</li> <li>• The headteacher knows every child</li> <li>• Good behaviour is encouraged - right and wrong are taught from the start</li> <li>• Children are happy, relaxed and polite</li> <li>• The children want to learn and enjoy their learning</li> <li>• Teachers do not focus solely on the high achievers - every child is valued</li> <li>• Pupils get challenging and focused homework</li> <li>• Communications with the school are very good</li> <li>• The new computer suite now provides pupils with very good opportunities to improve their skills</li> </ul>	<ul style="list-style-type: none"> <li>• Parents identified no aspects of the school which they would like to see improved</li> </ul>

Inspectors agree with the many positive opinions expressed by parents, in both their comments at the parents' meeting and on their questionnaires. While they agreed that the computer suite now provides very good opportunities for pupils, they found that it is not yet being used as efficiently or effectively as possible.

## **PART B: COMMENTARY**

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

#### **Teaching is very good overall**

1 Teaching in the school is consistently of high quality; teachers are highly committed, very hard working and skilful. The quality of teaching is good or better in more than nine out of ten lessons and satisfactory in the rest. In around half of lessons teaching is very good or excellent. The overall quality of the teaching has improved since the previous inspection when it was judged to be more variable, with around ten per cent unsatisfactory. Such effective teaching has a considerable impact upon pupils' attitudes to work and to the good progress they make throughout the school.

2 Teaching of the youngest children in the school is very good. Careful attention is given to the specific needs of these children and proper emphasis is given to extending both their social and academic skills, for example by insisting that they listen carefully to their teachers and to one another. In one lesson, for example, the teacher spoke quietly and calmly, very clearly communicating what she expected of the children and as a result the children responded intently. The consistent reinforcement of the expectations of how children should respond in lessons is ensuring that these young children develop their skills of listening and this enhances their progress. In both classes teachers and nursery assistants use language very carefully as they work to develop children's speaking skills. In one lesson, for example, discussion between the whole class was very good as they followed the story of *Handa's Surprise*. The teacher made excellent use of questions about the illustrations to elicit children's thoughts about the landscape and made very good use of what they said to extend their thinking. An actual basket of fruit was also used to very good effect to extend the discussion of the story. In another lesson the nursery nurse made very good use of puppets to structure a group of children's response to the story, providing opportunity for all children to participate.

3 In both reception classes teachers make good use of available resources to enable these young children to learn through play and practical activity. In a literacy lesson, for example, good opportunities were provided for children to practice and extend their vocabulary and sentence structure through relevant and well thought out role-play activities in the pizza restaurant. In another, the teacher extended the numeracy lesson very effectively by providing challenging tasks in the various areas of the classroom. Some children counted and positioned model frogs in the water tray, some matched or created patterns with floor tiles, some created patterns on pegboards. Effective interaction with the children as they worked enabled the teacher and the nursery assistant to provide further challenge or assess levels of understanding.

4 Teaching in the infants is very good. Teachers are able to draw on a range of strategies to manage their pupils well and they are insistent in communicating what they expect. This ensures pupils understand and they respond very well indeed in their lessons. Teachers plan carefully and thoroughly, with a good variety of activities provided to develop pupils' knowledge, understanding and skills. At its best, as in a numeracy lesson, for example, where the teacher engaged pupils in discussion about the properties of some three-dimensional shapes, pupils were fully attentive and involved. Pupils were very well supported to ensure their knowledge was extended and the teacher made very good use of individuals' comments; for example, when shown a sphere, one pupil commented '*that's only got one face*' and the teacher extended this with very good questions for the whole class. Such skilful teaching has a significant impact on the progress pupils make. In a literacy lesson lively and purposeful teaching moved learning on at a good pace; challenging questions made children think and successfully extended their knowledge about the sounds of letters. The teacher enthused her pupils as she helped them

understand how to use the context of what they were reading to work out the meaning of the text, an approach which was clearly motivating and which ensured that all pupils made good progress.

5 Teaching throughout the juniors is very good. Teachers consistently provide appropriately challenging tasks for pupils; their lessons are thoughtful, interesting and demanding and enable pupils to make very good progress. Such effective teaching is characterised by planning which is thorough and imaginative. Teachers identify specific learning objectives appropriate for the age or ability groups in their classes and frequently communicate these clearly and effectively, as in an information and communication technology lesson, for example, where they were displayed on the board throughout the lesson as a reference for pupils as they worked. Teachers demonstrate good subject knowledge themselves and they communicate their enthusiasm directly to their pupils, which contributes positively to the effectiveness of their teaching. In one science lesson for example, appropriate technical vocabulary was introduced, like photosynthesis and chlorophyll, and the teacher explained the process clearly with her visual aids to ensure her pupils understood fully.

6 There is a clear commitment to learning among all the staff in the school. Teachers use a variety of teaching techniques and approaches to enhance pupils' understanding; questioning skills are used most effectively to extend thinking, and opportunities are taken for pupils to review and re-consider their work and draw conclusions from it. Teachers' monitoring of pupils' learning during lessons also contributes to the effectiveness of their teaching. In one literacy lesson, for example, this was excellent as the teacher evaluated, supported, encouraged and praised her pupils, which was motivating and ensured they were fully engaged and eager to learn more.

7 Teachers generally have high expectations of the way pupils present their work. Teacher's responses to pupils' work in their marking are very good. They make positive and developmental comments, particularly with the older pupils in Key Stage 2, where some of the extensive discussion about individual pieces of writing, for example, is first class. Such feedback to pupils is used very well both to make teaching points and to provide well focused praise, which encourages and motivates pupils to even greater efforts and provides them with excellent guidance on how to improve their work.

8 The classrooms and shared areas are enhanced by a great variety of displays of pupils' work. These create a most attractive and stimulating environment for learning in which pupils can see that their work is valued.

### **Pupils' enjoy school, they are keen and try hard; their behaviour is very good**

9 Pupils enjoy school and have a very positive attitude towards their learning, which contributes significantly to the good progress they make. They settle down quickly as soon as they enter the classrooms for lessons, they listen carefully and attentively to their teachers' explanations and try hard to complete the tasks they are set. The atmosphere in lessons is usually calm yet purposeful, and most pupils remain fully focused on what they are doing. Pupils co-operate well when required to work in pairs or small groups and apply themselves equally well to individual exercises. They face new learning experiences positively and enthusiastically.

10 Pupils of all ages enjoy gaining the rewards offered for good work and effort and show pride in being identified as a 'worker of the week' or as a 'Park child'.

11 Pupils are keen to talk about their work and show great pride in what they have done. During one playtime, a group of older pupils confidently discussed the work they had done comparing aspects of *Oliver Twist* and *Mathilda*. Individual pupils were not only proud of their

own work, but were also appreciative of what some of their classmates had done.

12 Behaviour is very good throughout the school day; this is because pupils are interested in all that happens and because they respond very well indeed to the consistently high expectations of all the adults that work with them. The behaviour seen during the inspection accurately reflected what parents had said about it. Pupils are very well behaved in lessons, in assembly, at lunchtime and when moving around the school. Although space is fairly restricted at playtimes, pupils play happily together in mixed age and gender groupings in the playground. This is helped by the provision of markings for some games, which helps channel the pupils' energies positively.

### **Pupils' learning is very good, contributing positively to the good progress they make**

13 When children start school in the reception class their attainment is frequently below average. However, throughout the school learning is very good and pupils of all abilities make good progress. By the time pupils leave the school, many of them have caught up and achieve standards in line with those of other pupils of their age; a significant proportion achieve higher standards, particularly in mathematics and science. Pupils are able to reach their potential because of the teachers' high expectations, the good match of tasks set to their particular learning needs and the great efforts pupils put into their work.

14 Most pupils are keen to learn. In lessons, they are usually fully engaged, work hard and remain on task throughout. Where there is talk, pupils are frequently involved in discussion about their work. In many lessons there are high levels of concentration and effort as pupils try their best. Lessons are usually productive, with many of the older pupils in particular completing substantial amounts of work.

15 In some lessons pupils show real enjoyment in what they learn. In one design and technology lesson, for example, pupils were fascinated by the topic of insulation and were eager to learn more. The teacher posed questions very skilfully, which made pupils think and enabled them to make suggestions about devising an experiment to test the effectiveness of insulators. As the lesson developed, pupils were totally engrossed as they worked to meet the challenge posed by the teacher; their learning was very good. In another lesson pupils worked on different kinds of stitching for their puppets. When the teacher pointed out one boy's technique, he was pleased to share it with others in the class, who were interested in ways to adopt it in their own work.

### **The headteacher's leadership of the school is outstanding**

16 The headteacher provides outstanding leadership for the school. He has a clear philosophy that informs all the school's work, he effectively communicates educational direction and purpose for the school and he has the skills to manage it most effectively. Careful analysis underpins his clear understanding of the existing strengths and weaknesses of the school and he has a clear vision for further development and future direction. The headteacher is totally committed and dedicated to working with and supporting his hard working staff, enabling teachers and all other members of staff to develop a strong sense of being a team. Such effective leadership is enabling the school to move forward purposefully.

17 The headteacher and his senior teachers work very effectively together. They share an accurate understanding of the needs of the school. Such strong management has enabled them to bring about significant improvements over time. Action taken to address the key issues identified in the previous inspection report has been decisive and successful, for example, and the response to recent national initiatives has been very well managed. Leadership roles and responsibilities are now clearly defined, with appropriate coverage and delegation of

responsibilities promoting both effective professional development and efficiency. There is a real sense of teamwork and shared purpose that is strongly linked to the quality of the leadership and the effectiveness of the management of the headteacher and key members of his staff.

18 The school's aims embody a consistent philosophy. There is a clear emphasis on the provision of a caring and secure environment in which pupils develop self-confidence and pride in themselves while achieving the highest standards of work and behaviour. In its focus on self-motivation, respect for individual differences and understanding of right from wrong, the school is working hard to ensure that its pupils grow into thinking, tolerant and useful citizens. This philosophy underpins all the work of the school and is evident in its curriculum, in the way it presents itself to parents and the community and in the daily interactions between headteacher, teachers and pupils in classrooms and around the school. With all his staff, the headteacher has been successful in establishing an ethos in the school in which effort and success are celebrated, but in which there is confidence to face difficulties.

19 Not only is the headteacher able to employ a range of strategies to manage the whole school and its development so effectively, he has not forgotten the importance of the smallest detail in the day to day running of the school and the significance these have for pupils. He knows every child in the school well, he shows them all great respect and in return they respect him. As one parent aptly put it: *'they think he is wonderful, they flock to him like bees round honey'*.

### **There is a most positive ethos in the school, with a strong emphasis on raising standards**

20 The school has a very positive ethos. All the staff make sure that all pupils play a full part in the life of the school and have an equal opportunity to progress. Relationships among pupils and all the adults in the school are excellent. The whole school community has a commitment to improve standards of attainment for all pupils, including those with special educational needs.

21 In practice, it is the school's 'good news' approach that is very effective as a strategy for sustaining this positive ethos. At its heart is the intention to boost individual pupils' self image and self confidence by recognising and rewarding success of any kind, whatever their ability. Throughout the day pupils are sent to the headteacher to report any good news and are rewarded with a variety of badges and certificates. The award of a 'Park child' badge at the end of the week is made to individuals who have demonstrated those sought after characteristics of caring, cheerfulness, friendliness, honesty, politeness and showing pleasure at others' success. The 'worker of the week' award recognises individuals' efforts to improve and is successful in motivating pupils to try and improve further. The 'good news' approach recognises that there are many faces of success and tries to recognise all of these and to report them to parents through the weekly certificates.

22 Discussions with pupils indicate how they respond to this positive ethos. Their response in discussion indicates how confident they are in talking to adults and how proud they are in their school. Enthusiasms abound, with individuals keen to talk about theirs, but most pupils enjoy the range of things they do in school as one commented, *'everything here is fun.'*

23 The most important influence on pupils' positive attitudes to learning is the high quality of teaching they receive. In some lessons pupils are inspired by their teachers. Teachers work hard to raise pupils' levels of confidence and their success in doing so has a positive effect on the quality of their learning. Where this is particularly effective, as it was in a mathematics lesson, where older pupils were reducing fractions to their lowest terms, the teacher very skilfully used questions and suggestions to draw all pupils into the lesson, into thinking and thus

most successfully extended their learning. Asking the class *'who have I not asked yet?'* or *'shall I ask Jack?'* results in teaching and learning becoming a genuine shared experience. Teachers value pupils' oral contributions so they become confident and secure in attempting to answer. This was very well managed during a numeracy lesson in which less able pupils were extending their skills of subtraction by counting on, with effective reinforcement of learning by good use of praise.

### **There are good procedures for assessing pupils' attainment and monitoring progress**

24 The school now has good procedures for assessing pupils' attainment and tracking their progress. The school has made good progress in implementing the action plan addressing the development of assessment across the school identified as a key issue for action in the previous inspection report.

25 A major strategy has been the establishment of an assessment team, led by two enthusiastic and capable assessment co-ordinators keen to develop assessment procedures across the school. They communicate effectively with colleagues and in the 'Assessment Advice Update' they provide a clear indication of how all the school's assessment procedures fit together. A range of assessment information is now used effectively to track pupils' progress and this is recorded in very useful assessment files. The outcomes of assessment are analysed and this is enabling the co-ordinators to provide information to support teachers' planning. This analysis also enables the co-ordinators to identify other aspects for development and these provide an additional focus for the school development plan.

26 There is a very useful assessment calendar for the whole school. Assessment files indicate that information is gathered systematically and regularly and this enables the co-ordinators to monitor pupils' progress over time. Good progress is being made towards the establishment of target setting for individual pupils. The open evening files indicate that where this works particularly well the targets are shared with parents.

### **Relationships are excellent; all teaching, non-teaching, welfare and administrative staff and caretaker all make important contributions**

27 This school is a real community. The excellence of relationships among all the adults and pupils, the commitment to care and support for all members of the school community, all contribute to its strength. Events in school, like the good news assemblies also help sustain the school as a community. In one such assembly, for example, there was a delightful atmosphere created reinforcing the feeling of the school as a family.

28 Relationships among pupils are excellent. The school achieves its aims of encouraging pupils to be pleased when others succeed. In discussions pupils recognised the successes of others and made sure inspectors noted them. Mutual respect is evident, for example in the way other children treat pupils with special educational needs with understanding, care and sensitivity. Most pupils relate very well to each other, able to collaborate and co-operate effectively in lessons, conducting investigations in small groups or pairs for example. These activities are successful in promoting their communication and collaboration skills, although teachers do not always make the most of opportunities for promoting pupils' independent learning.

29 Relationships among teachers and pupils are also excellent. This contributes to the very effective way in which teachers manage their classes. In one lesson, the teacher did this with humour and responded warmly to the good-natured and humorous exchanges between herself and her class. Pupils are encouraged to take responsibilities and they carry out a range of tasks responsibly and sensibly, which helps with the day to day organisation and smooth running of the school.

30 Teachers provide pupils with exemplary role models for living and working within a community. All staff work very well together in their determination to continue to raise standards of attainment while maintaining the high levels of care and support for individual pupils. They have several key strategies to achieve this. Shared planning, for example, ensures a consistent approach across the classes with pupils of the same age. Teachers co-ordinate and manage the work of nursery nurses, support and welfare staff very well, which enables them to make a most effective contribution to the team. The investment the school makes in the further training and development of all its staff is also a major strategy contributing to its success as a real learning community. Along with the time and care taken in the selection of teachers when vacancies arise, this does contribute most effectively to the effectiveness of the staff team.

31 A specific aspect of the way in which the school operates so effectively as a community is illustrated in the way in which new members of staff are integrated into the team. The induction of a recently recruited newly qualified teacher was managed most successfully. The assigned mentor was a first class role model and her monitoring and support ensured that her new colleague was speedily and successfully integrated into the life and work of the school.

32 The school has a full time caretaker, who contributes most effectively to the smooth running of the school. He is frequently around the school during break times, he interacts effectively with pupils and is on hand to deal with any problems that arise. His contribution to the care of individual pupils was observed during the inspection in the very gentle and caring way he dealt with one young child who had tumbled over in the playground during break time. He was very quickly there to help and ensure that the child was not hurt or in need of further attention.

### **Parents have very positive views of the school; they fully endorse the values the school promotes**

33 Parents and carers are overwhelmingly positive about their school and extremely supportive of the work of the headteacher and his staff. Through the questionnaires and at the meeting for parents prior to the inspection they confirm their very high levels of satisfaction with the progress their children make and the standards they achieve. They recognise the high quality of teaching across the school and the impact this has on their children's progress and very good behaviour; they are pleased that their children are expected to work hard and achieve their best.

34 Parents are pleased that the school is so friendly, that the teachers are so approachable and that communications between home and school are so easy. Parents feel very comfortable about approaching the school with questions or a problem. They feel that the school promotes the right values and approve of the way in which this is done. Parents rightly believe that pupils are taught to be polite, to show kindness to others and that they learn to understand right from wrong. Parents understand and approve of the school's approach to valuing pupils as individuals, the encouragement they receive and the rewards for effort and achievement. This, they have noted, is motivating and ensuring that pupils are eager to learn, proud of their work and enjoy what they do.

35 Parents also consider that behaviour is very good both inside and on the way to and from the school. They approve of the strong sense of discipline and order in the school and they are pleased with the steps taken to encourage, promote and reward good behaviour. They agree that their children are helped to behave well, take responsibility and develop mature attitudes. They are pleased that their children like school.

### **WHAT COULD BE IMPROVED**

### **The range of opportunities for pupils to work with the computers in all subjects**

36 The development of the school's computer suite has provided an excellent resource with which to ensure that pupils develop their skills in information and communications technology in the juniors. The suite provides an effective environment for intensive learning. Instructive displays help pupils, for example illustrating some specific operations, are clear and useful. This is a new facility in the school, with which teachers and pupils are now becoming familiar. It is stimulating, motivating and interesting.

37 The use of this suite is particularly effective in enabling teachers to extend pupils' skills. While there is some use of the computers to extend pupils' learning in other subjects, in using a CD-Rom to search for information for example, or exploring web sites, the current collection of all the juniors' computers in the suite restricts pupils' access to them at other times of the day. As a result there are too few opportunities for pupils to use the computers incidentally in their classrooms, for word processing for example, and little chance for teachers to plan to use information technology across the curriculum.

### **Provision for outdoor play for the youngest children in the school**

38 Young children's physical development is promoted through the variety of activities provided in the classroom and through regular physical education lessons, for example, but there is no outdoor area to provide regular access to more energetic play or to promote all areas of learning in a different context. The school has identified this as a shortcoming in the provision for the age group and is considering ways to make a suitable area available.

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

39 Considerable work has already been done to develop the school and very good progress has been made. This report indicates how very effective this school has become. Consequently there are no major areas of weakness.

However, the headteacher, staff and governors should consider the following less significant aspects for inclusion in the action plan.

- Extending the range of opportunities for pupils to work with the computers in all subjects.
- Providing facilities and equipment for outdoor play for the youngest children in the school.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	29
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
7	38	48	7	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	376
Number of full-time pupils eligible for free school meals	115

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	73

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	29
Pupils who left the school other than at the usual time of leaving	29

### Attendance

#### Authorised absence

	%
School data	5.0
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
		1999	28	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	22	25
	Girls	18	20	22
	Total	41	42	47
Percentage of pupils at NC level 2 or above	School	80 ( 85 )	82 ( 96 )	92 ( 90 )
	National	82 ( 80 )	83 ( 81 )	87 ( 84 )

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	25	24
	Girls	18	22	19
	Total	41	47	43
Percentage of pupils at NC level 2 or above	School	80 ( 80 )	92 ( 89 )	84 ( 87 )
	National	82 ( 81 )	86 ( 85 )	87 ( 86 )

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
		1999	23	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	19	22
	Girls	26	26	27
	Total	39	45	49
Percentage of pupils at NC level 4 or above	School	71 ( 70 )	82 ( 84 )	89 ( 90 )
	National	70 ( 65 )	69 ( 59 )	78 ( 69 )

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	19	22
	Girls	26	26	26
	Total	41	45	48
Percentage of pupils at NC level 4 or above	School	75 ( 74 )	82 ( 82 )	87 ( 88 )
	National	68 ( 65 )	69 ( 65 )	75 ( 72 )

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	4
Bangladeshi	
Chinese	
White	372
Any other minority ethnic group	

*This table refers to pupils of compulsory school age only.*

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

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	18
Number of pupils per qualified teacher	21
Average class size	27

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

Total number of education support staff	7
Total aggregate hours worked per week	101

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999 - 2000
	£
Total income	617 562
Total expenditure	623 120
Expenditure per pupil	1 645
Balance brought forward from previous year	29 383
Balance carried forward to next year	23 825

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	376
Number of questionnaires returned	248

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	31	4	1	0.4
My child is making good progress in school.	55	39	3	1	2
Behaviour in the school is good.	48	43	4	0.4	4
My child gets the right amount of work to do at home.	44	44	9	1	2
The teaching is good.	67	29	1	0.4	2
I am kept well informed about how my child is getting on.	47	39	11	2	1
I would feel comfortable about approaching the school with questions or a problem.	73	22	2	2	1
The school expects my child to work hard and achieve his or her best.	72	27	0.4	0	0.4
The school works closely with parents.	46	40	8	3	3
The school is well led and managed.	68	27	1	2	1
The school is helping my child become mature and responsible.	55	39	2	1	3
The school provides an interesting range of activities outside lessons.	24	38	16	3	18