

INSPECTION REPORT

GREENLEAS PRIMARY SCHOOL

Wallasey, Wirral

LEA area: Wirral

Unique reference number: 105004

Headteacher: Mrs Morag Kophamel

Reporting inspector: Mr David Cann
20009

Dates of inspection: 9th-10th June 2003

Inspection number: 246427

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: Green Lane

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CH45 8LZ

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Appropriate authority: The governing body

Name of chair of governors: Mrs E. Brandwood

Date of previous inspection: 6th October 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Greenleas Primary School is a school for pupils aged 4 – 11 years with 315 pupils. Most pupils live in the immediate residential area although one third come from outside that. Pupils are drawn from a broad range of socio-economic backgrounds and on entry to the school, most have above average skills. Currently 10 per cent of pupils are eligible for free school meals which is below the national average. The total number of pupils with special educational needs is well below the national average at 10 per cent. However, the school accommodates pupils with physical and medical needs and the number of pupils with statements is in line with the national average at 1.5 per cent. Three per cent of pupils come from ethnic minority backgrounds and their command of English is good. The headteacher took up her post in April 2002 but there have been few other staff changes in the last two years.

HOW GOOD THE SCHOOL IS

Greenleas Primary School is a good school with many strong features. Under the very good leadership of the headteacher, staff create a supportive and stimulating environment in which pupils progress well. Children are keen to learn and achieve standards in English, mathematics and science which are above those expected nationally. The school provides good value for money.

What the school does well

- Pupils make good progress at all stages of learning and by Year 6, they achieve good standards in English and very good standards in mathematics and science.
- The headteacher provides very positive direction for the school. She has a clear vision of how she wants the school to develop and is keen to build on the school's reputation for achieving high standards. She consults effectively with staff, governors, parents and pupils in a way which enables all to contribute to the school's success.
- The quality of teaching is good. Teachers plan lessons well and encourage pupils' enthusiasm for learning. The teaching of literacy and numeracy is good and teachers promote pupils' skills further as they develop their interest in subjects such as science, music and art.
- Pupils have very positive attitudes to school and behave very well. They receive clear guidance on moral and social issues which underpin the very good relationships throughout the school.
- Pupils with special educational needs are very well supported. They are fully included in all activities and make good progress.
- The school maintains very good links with parents and the community which help to enrich their experiences in music, art, history, geography and religious education.

What could be improved

- Pupils' attainment in information and communication technology by the end of Year 6;
- A wider range of creative activities for children under five;
- The location and quantify of reference books in the library.

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 October 1997 when five areas were identified for improvement. It has fully addressed four of these and has made improvements to the fifth point, the accommodation. At the time of the inspection, there was a shortage of teaching space for older pupils and no secure play area for children under five. The school has begun a building programme and plans indicate that these aspects will be greatly improved in the near future. However, facilities for information and communication technology and the library are still in need of improvement. Pupils' attainment has risen in the main subjects and the quality of teaching has improved. Teachers have good systems for assessing pupils' progress and use the information effectively when they plan lessons. There are good procedures for monitoring teaching and learning although there are only limited opportunities for subject leaders to observe lessons. Communications with parents have improved and safety issues from the last report have been addressed. The school is good at evaluating its strengths and weakness and plans its future developments well.

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
	2000	2001	2002	2002
English	A	A	B	B
Mathematics	B	A	A	A
Science	A	B	B	A

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

In Year 6 tests in 2002, pupils attained results which were above the national average in English and science and well above average in mathematics. These results compare well with those attained in similar schools and pupils make good progress. Since the last inspection, pupils have continued to achieve good standards in English and their attainment has improved significantly in mathematics and science. The school met its targets in English and mathematics tests in 2002 and has challenging targets for the current year which it is likely to achieve in English and exceed in mathematics. A high number of current Year 6 pupils are achieving the nationally expected levels and nearly half of the pupils are doing better. More able pupils respond enthusiastically to extra work set for them in class and as homework and make good progress throughout the school. Support for pupils with special educational needs is very good and helps them to progress well. Pupils' attainment in information and communication technology is sound but not at the same high level as in other subjects. Pupils do not have enough opportunities in the classroom to use and apply the skills that they learn in computer lessons. Attainment in religious education is good and pupils' understanding of moral and social values is well developed. By Year 2, pupils achieve standards in reading, writing and mathematics which are above average and make good progress. In 2002, pupils' results were well above average in writing and mathematics and above average in reading. Current Year 2 pupils have a good command of spoken and written language and they apply these skills well across other subjects. Attainment in science is above average and satisfactory in information and communication technology. Children in reception attain good levels in language and number and their social development is good. Their creative development is sound but they have too few opportunities to fully extend their learning through exploration and play.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils take a pride in the school, participate enthusiastically in all activities and feel secure.
Behaviour, in and out of classrooms	Very good both in class and at play-times.
Personal development and relationships	Relationships between pupils and with staff are very good. Pupils have a mature approach to learning and are supportive of one another.
Attendance	Well above average

The school has a very good partnership with parents which encourages pupils' learning well.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	good	good	good

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

The quality of teaching is good throughout the school. Lessons are carefully planned and teachers set clear goals for pupils to achieve. Teachers manage classes well and pupils apply themselves willingly and purposefully. They introduce pupils to a wide vocabulary, checking on their understanding and requiring them to use technical terms correctly in mathematics and science. Teachers develop pupils' literacy skills successfully in subjects such as history, science and religious education where pupils write well in describing events, experiments and their own feelings. Pupils are helped to apply their numeracy skills well in science and geography where they measure, collect data and present their results in tables and graphs. Teachers give pupils regular and clear instruction in information and communication technology. However, there are not enough opportunities or resources to ensure that all pupils use computers in their learning and gain confidence in applying their skills. Teachers in Years 1 and 2 often lead class discussions well but occasionally they do not allow pupils enough time to reflect and answer. In all classes, teachers extend the learning of more able pupils with good questioning and extra tasks but do not give them enough activities in which they can make decisions and solve problems on their own. Teachers work very closely with learning support staff who are skilful in helping pupils with special educational needs. The close attention given to these pupils and the careful assessment of their achievements enable them to progress very well. The teaching of children under fives is good for language and number but does not sufficiently stimulate their creative and investigative skills.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory at the Foundation stage and is good for other pupils. Links between subjects are well established and are successful in stimulating pupils' interests in art and music.
Provision for pupils with special educational needs	Pupils with special educational needs are supported very effectively. They participate fully in school life, making good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall, with particularly good guidance on moral and social issues. Pupils' personal development is well promoted through the good range of sporting and cultural activities but opportunities for them to plan and organise their own learning are underdeveloped.
How well the school cares for its pupils	The school has good arrangements for monitoring pupils' welfare and their personal and academic development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good leadership from the headteacher ensures that the school maintains its commitment to improving standards. Management structures are good but co-ordinators do not all have enough time to monitor teaching and learning.
How well the governors fulfil their responsibilities	Governors keep themselves well informed about school developments and support the school well.
The school's evaluation of its performance	The school is good at analysing its performance and identifying areas for development.
The strategic use of resources	The school takes care to obtain the best value for money in its spending and makes good use of staffing and other resources.

Information and communication technology resources are insufficient for pupils to fully develop their skills. The library does not have enough reference books for older pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Fifteen parents attended a meeting prior to the inspection and there were 195 responses to the questionnaire (67 per cent of those distributed).

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school • The school is well led and managed • Teaching is good • Children make good progress and are expected to work hard • Behaviour is good and children are helped to become mature and responsible • Parents feel comfortable about approaching the school with questions or problems 	<ul style="list-style-type: none"> • The quantity of homework • More information about how their children are getting on • More activities outside lessons

Parents are generally well pleased with the school's provision for their child's education. Inspectors considered that communications with parents, homework and extra-curricular activities were well organised.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils make good progress at all stages of learning and by Year 6, they achieve good standards in English and very good standards in mathematics and science.

1. In Year 6 tests in 2002, pupils attained results which were above average in English and science and well above average in mathematics. Compared to the levels achieved in similar schools, pupils attained results which were above average in English and well above average in mathematics and science. Results in English tests are similar to those achieved at the last inspection but results have improved significantly in mathematics and science. Teachers now make regular checks on pupils' progress and give them detailed guidance to help them to improve their work. By setting higher expectations, especially for the more able pupils, teachers are raising attainment successfully in all subjects. The school met its targets in English and mathematics tests in 2002. It has set challenging targets for 2003 and is likely to meet them in English and exceed them in mathematics. There is no significant difference between the attainment of boys and girls.
2. By Year 2, pupils achieve standards in reading, writing and mathematics which are above average. In 2002, pupils' results were well above average in writing and mathematics and above average in reading. Science assessments indicated pupils attained above average levels. Current Year 2 pupils have a good command of spoken and written language and they apply these skills well across other subjects. In mathematics and science, the attainment of current Year 2 pupils is above average and in information and communication technology pupils achieve satisfactorily. There is no significant difference between the attainment of boys and girls.
3. Progress across the school is good in all the core subjects. Higher attaining pupils progress well and the number attaining the higher levels in tests at Year 2 and Year 6 is well above the national average. In mathematics and science, the school effectively sets pupils in teaching groups according to their ability. This enables teachers to pitch work at the right level and promote their pupils' progress successfully. Pupils with special educational needs make good gains in their knowledge. Those receiving individual support make particularly good progress and are well integrated into all activities.
4. Pupils' skills in speaking and listening are good by Year 6 and very good by Year 2. In discussing the different conditions necessary for plant growth, Year 6 pupils define their ideas well. In studying the work of Christian missionaries, pupils listen to each other's contributions well and some use terms such as 'rehabilitation' and 'juvenile offenders' with confidence. In Year 2, pupils understand a description of 'grotesque gargoyles' and more able pupils explain the phrase accurately. In the lessons observed, teachers provided more time for structured discussions in Years 1 and 2 than in older classes. They encouraged pupils to listen carefully, take turns in responding to comments and explain their thoughts with accurate use of language.
5. Reading skills are well above average by Year 6 and above average by Year 2. Pupils learn their letter sounds quickly in Year 1, building on their good learning in reception. By Year 2, pupils recognise a range of words well, read with enthusiasm and discuss their favourite authors and the stories they like. By Year 6, pupils enjoy a wide range of fiction and discuss characters and different styles of writing with insight. They read a variety of texts in their work and records show that they are reading accurately at levels well beyond their chronological age. While pupils acquire basic research skills, the range of reference books is too limited in the temporary library for them to apply their knowledge fully.

6. Pupils attain very good standards in their writing by Year 2 and Year 6. They write on a good range of interesting subjects both in literacy lessons and in other subjects. Year 6 pupils study traditional stories and write imaginatively in creating characters for their own such as, '*Zuzu was a lonely, wise old man*'. They have a very good understanding of how to plan stories, creating lively openings, setting the scene well, introducing a dilemma and then producing a resolution. Pupils have good control of direct and reported speech, write in complex sentences and use adjectives and adverbs well. Year 5 pupils write well on personal issues such as coping with a challenge to their beliefs on right and wrong. They wrote convincingly about how they might react to finding money in the street and clearly appreciate the temptations which they and others might feel. In Years 3 and 4, pupils write well scanned poems about minibests, understand alliteration and compose well-expressed recipes for happiness - '*take a pinch of sunshine and stir in laughter*'. The writing of Year 2 pupils ranges from very good descriptions of the noises, sights and smells of bonfire night to well-organised accounts of science investigations. They write well in sentences and have a very good command of punctuation.
7. By Year 6, pupils attain levels in mathematics which are well above expectations. Test results have risen well in three out of the last four years and have been consistently above both the national average and the results achieved in similar schools. Attainment by Year 2 is also well above expectations. Pupils make good progress throughout the school with nearly half the pupils achieving high results in tests at Years 2 and 6. Teachers expect pupils to achieve high standards and are particularly good at challenging their thinking in mental activities. They encourage pupils to make correct use of technical vocabulary to discuss and compare their methods of working. Pupils are good at understanding the patterns which they meet and explaining their thinking. In a Year 4 lesson on multiplication, pupils understood and applied their learning well. They discussed and explained their different methods clearly and showed a high level of accuracy and competence in carrying out written examples. In Year 6, more able pupils were asked to convert decimals into fractions which they did accurately and with a clear understanding of the processes involved. Pupils apply their number skills well in using information and communication technology. They are learning to use spreadsheets to work out the costs of a party and are competent at presenting data using computer-generated graphs and tables.
8. Standards of attainment have improved in science since the last inspection and are well above national expectations by the end of Year 6. Pupils attain levels which are above expectations by Year 2, with a high proportion of them achieving high standards. Last year's assessments indicated that fewer pupils acquired the expected knowledge of life and living things and there has been a greater focus on it this year. Year 2 pupils show a good knowledge of habitats and have been stimulated by visiting the beach and noting the animals which live there. Pupils in Year 6 carry out a range of well planned investigations to explore all areas of the subject. They have tested materials for their conductivity and write up their work in detail, using scientific expression like 'voltage' and 'resistance' accurately. The same was evident when pupils studied plants and demonstrated a good command of vocabulary in describing pollination, germination and fertilisation.
9. Pupils acquire a good knowledge of religious education by Years 2 and 6. Pupils have good opportunities to learn about Christianity and other major world faiths through a well chosen range of interesting experiences. They acquire a good knowledge of special symbols and books, places of worship and forms of prayer. Learning from books, stories and videos is enriched both by visitors to the school, visits to the local church and the multicultural centre in Birkenhead. These have included talks about Judaism and the Chinese New Year. By Year 2, pupils have learned about new life and the Christmas story. They learn about their own feelings and those of others and express these well in their writing.

10. Pupils in Years 5 and 6 write interesting accounts of tree symbolism for recording important stages of their lives. One pupil chose a tree to mark starting school, the second to record a wedding and for the third, 'I would carve 50 on it the day before I was fifty years old'. Another described the attributes of a best friend as, 'not selfish, shares with me, keeps secrets, not a boaster'.

The headteacher provides very positive direction for the school. She has a clear vision of how she wants the school to develop and is keen to build on the school's reputation for achieving high standards. She consults effectively with staff, governors, parents and pupils in a way which enables all to contribute to the school's success.

11. The school benefits from the energetic leadership of the headteacher who gives it a clear sense of direction. She has established close working relationships with staff and has been well supported by the deputy headteacher in settling into her role. She works closely with staff and is particularly successful in encouraging dialogue on ways to improve standards. She has been very active in evaluating teaching and learning in the school and agreeing precise areas for development. The school accurately analyses its strengths and weakness and has set up clear programmes in order to raise pupils' attainment further.
12. The school has clear aims and values which permeate its work. The staff's commitment to promoting high attainment is reflected in the progress which pupils make through the school. Under the headteacher's leadership, the school has undertaken a thorough programme of self-evaluation and has consulted staff, pupils and parents for their opinions on the school's performance. All staff have contributed to drawing up the school's plans for development and agreeing priorities. Targets and time-scales are well defined and, in individual action plans, the responsibilities of subject co-ordinators are clearly detailed. The school sets ambitious targets for itself but improvements in the past year indicate that the targets are workable and appropriate.
13. The management of the curriculum is well organised and teachers have undertaken responsibilities well to develop the quality of teaching and learning. The monitoring of teaching has been very effective although it has been carried out mainly by the headteacher. There has been only a limited time for co-ordinators to observe teaching but the school has used its resources well. **It has plans to extend observations in September and has already appointed a part-time teacher to provide non-contact time for co-ordinators and management.**
14. The school has set up good systems in which senior staff and teachers agree professional targets which provide the basis for performance management. Training needs are well identified and are linked to both individual and school priorities. Currently, staff are following a course in subject leadership which aims to strengthen curriculum co-ordination in the school and increase individual skills. This includes training in lesson observation and will extend the influence of subject leaders and the exchange of good practice.
15. The governors fulfil their responsibilities well and are active in monitoring both the curriculum and finances. Governors give energetic support to the school through a wide range of committees and are good at monitoring the curriculum, how well funds are spent and at questioning decisions. They are closely involved in agreeing the school development plan and link spending well to agreed priorities. Budgets are properly prepared and agreed and day-to-day administration is very efficiently managed. The school effectively applies the principles of best value in its use of resources, including the way support staff are deployed.

The quality of teaching is good. Teachers plan lessons well and encourage pupils' enthusiasm for learning. The teaching of literacy and numeracy is good and teachers promote pupils' skills further as they develop their interest in subjects such as science, music and art.

16. Teachers take a very professional attitude to their work and are good at evaluating the effectiveness of lessons. They follow the school's teaching and learning policy closely which helps to establish consistent good practice. Their management of pupils is sensitive and very effective. They create a business-like and purposeful atmosphere in their classes by sharing what they want pupils to do and how they should behave. Above all, teachers have excellent relationships with their pupils which encourage them to participate and feel valued.
17. Learning is well planned by staff who work together effectively to ensure that all pupils cover the same topics at a level which suits them best. The quality of literacy and numeracy teaching is good and teachers ensure that pupils apply their skills in other subjects. In all classes, there are good examples of pupils' extended writing in history and religious education where they maintain the rules of punctuation and grammar learned in English lessons. In science and geography, pupils make good use of their number skills to measure and record information. In design and technology, Year 3 and 4 pupils create devices to deliver the lighthouse keeper's lunch and write good evaluations of their designs as well as applying their mathematics in well-completed constructions.
18. Where teaching is very good, teachers have a quiet and unhurried manner and yet maintain a clear direction to their lessons and use time well. They make learning exciting for pupils through visits and visitors. They use the local beach as a source of discovery in science and observations in art. Teachers respond to pupils' contributions with an enthusiasm which raises pupils' self-esteem. In a science lesson in Year 2, pupils were asked to recall the animals they had seen on the beach and used their drawings to identify particular features. Pupils were congratulated on the detail of their observations and the correct terms they used to describe why shell fish and crabs were to be found on the beach and not in the school grounds.
19. The less successful teaching arises from a lack of sufficient pace and focus. Teachers do not always pitch learning at a sufficiently demanding level nor involve pupils fully in the lesson objective. In a few lessons, the lesson objective was not presented in terms which pupils could understand and therefore use effectively. While teachers generally led discussions well, there were occasions when teachers talked too much and did not allow pupils time to reflect and contribute sufficiently. In science, activities were well organised and promoted pupils' understanding of how to construct a fair test. However, pupils, especially the more able ones, do not have enough opportunities to organise their own investigations or to create and test a hypothesis they have developed on their own.
20. Teaching is particularly good at challenging the learning of more able pupils. Teachers develop pupils' thinking by the use of puzzles and extra research which they enjoy completing as homework. In mathematical lessons for more able pupils, teachers question them closely to help them see connections and patterns in their answers. Teachers use sophisticated terms in explaining work and expect pupils to use the terms accurately in their replies. The school makes good use of classes organised out of school to provide extra learning for gifted and talented pupils. They work with others from neighbouring schools to follow science activities, robot construction and information and communication technology sessions in which they learn to create newspaper articles. Pupils also take part in the local children's parliament and more able artists and gymnasts participate in competitions in the area while football players of both sexes are encouraged to join local teams.
21. The school has improved its procedures for assessing and recording pupils' progress since the last inspection and day-to-day assessment is normally precise. Teachers regularly review pupils' development and maintain detailed information which is passed on as pupils move from year to year. Teachers are generally good at using learning objectives as a

means of measuring how well pupils progress in lessons. The marking of books is of a high standard throughout the school and teachers are good at rewarding pupils' efforts and indicating areas for improvement. Pupils are well aware of their targets in literacy and numeracy and can refer to them in their books where they are regularly checked and updated.

22. Teaching is good for children in the Foundation Stage. Both teachers work very well with one class assistant and several committed parent volunteers to give children plenty of individual and small group attention. Carefully supervised, small groups of children use either the grassed or hard play areas for some of their learning. However, as at the time of the previous inspection, there are few opportunities for them to select and pursue activities either indoors or outdoors. Most of the children have had some pre-school experience. This earlier social interaction and their above average ability when they start school contribute to very good behaviour and good social skills. Very good relationships between staff, parents and children help to reinforce these standards. Children with special educational needs are well integrated and make good progress in their learning. Some children join the 'signing' class to learn to communicate more effectively with these children. Teachers' good management and organisation help children to learn to work independently with good concentration and interest.

Pupils have very positive attitudes to school and behave very well. They receive clear guidance on moral and social issues which underpin the very good relationships throughout the school.

23. The very good relationships in the school and the attitudes of pupils testify to the strong moral and social guidance that teachers give, which is much appreciated by parents. In nearly all lessons, pupils work hard and have high levels of concentration and commitment to their work. Teachers generally maintain quiet and well ordered routines in which pupils settle to work sensibly and quickly. In whole class sessions, pupils take turns to speak politely and are keen to contribute their ideas and ask questions. In plenary sessions, they are good at listening to what each has produced and celebrate other's achievements very supportively. Throughout the school, pupils are keen to talk about what they are doing and share their ideas with adults. They take a pride in the school and generally behave very well both in lessons and play-time. Lunch-time is well supervised and pupils settle easily and sociably to enjoy their food.
24. Staff are strongly committed to promoting pupils' awareness of their responsibilities to one another and they develop very good relationships. Pupils unselfconsciously assist others who have medical needs and older pupils help younger ones at break and meal times. Teachers value pupils' comments and contributions and there is a high level of mutual respect throughout the school. Religious education lessons and assemblies develop pupils' understanding of spirituality very effectively. Assemblies are accompanied by a good choice of music and musicians and the school choir performs well to add a varied cultural experience to the occasion. Good personal and social education is enriched through regular dramatic productions as well as class drama activities. The school offers a good range of well supported extra-curricular activities in sport, music, information and communication technology and journalism. Pupils take their responsibilities seriously when they serve on the school council and money is allocated to fund their ideas. Visitors contribute significantly to pupils' learning. For example, the school nurse is involved in health education and churches introduce pupils to their activities and beliefs when visiting assemblies and classes. The school has made improvements to cultural provision, extending the knowledge and understanding of other countries, cultures and traditions. Visitors with other beliefs enrich religious education lessons, showing pupils customs from around the world, illustrated by good displays of Hindu art and Jewish artefacts.

25. In history, pupils consider the moral qualities of people from the past, such as Mary Seacole and Florence Nightingale. They remember facts well and express their understanding in thoughtful sentences. Religious education offers good opportunities for pupils' spiritual, moral, social and cultural development through discussion and writing. Some perceptive writing about forgiveness indicates very sensitive input from the teachers. Pupils' work also shows that there are good links between art, science and geography where pupils discuss issues such as caring for the environment. Pupils in Years 3 and 4 work together well to construct a frieze from a variety of materials and in Years 1 and 2 pupils share their ideas to create sculptures made from items found on the beach. The annual 'Tray Garden' competition is very popular and an effective way of helping pupils develop their interests in gardening and understand the value and power of working together towards a shared goal.

Pupils with special educational needs are very well supported. They are fully included in all activities and make good progress.

26. Pupils make good progress towards the targets in their individual education plans. They are well supported by teachers and support assistants, who provide a good variety of approaches, activities and methods to help pupils' learning. Those pupils who receive individual support because of their physical or medical needs are very well supported. Their needs are well identified and regularly reviewed with the participation and advice of outside specialist help. Pupils in wheelchairs attend all school activities and they participate as far they can in sport and outside visits. These are carefully planned to ensure that all pupils are fully included in school life. In assemblies, support staff make sure that pupils are integrated into events and participate with others in singing and movements. All pupils respond well to these children and give them encouragement in a naturally thoughtful way.
27. Pupils with special educational needs show good attitudes to their learning. They are interested in their tasks and maintain good concentration. Pupils working in small groups show confidence in sharing their thoughts and ideas. There is a very good weekly session for more retiring pupils where they are given good encouragement to develop their speaking skills in role play and discussion. The individual educational plans for pupils are well written and effectively used by support staff and teachers to direct their learning. Parents are regularly consulted and have a high opinion of the help given to their children.

The school maintains very good links with parents and the community which helps to enrich their experiences in music, art, history, geography and religious education.

28. Parents consider that staff are very approachable and appreciate the information which they receive on what is taught in school. Although some would like more information on how their children are progressing, they know that they can make appointments to meet the headteacher or teachers to learn more. Many do so and the school's arrangements for parent teacher meetings are good and well attended by parents. Reports are clear and cover all subjects and indicate how pupils can improve their work so parents might assist them. Many parents volunteer to assist in school and accompany pupils on trips and the annual residential visit for older pupils. The school has consulted parents on their views in its self-evaluation review and plans to identify the concern which some parents have about homework. Workshops to explain new teaching approaches have been well organised and attended by many parents. In addition, parents and their children attended a locally organised 'robot-making' event which stimulated a great deal of interest as well as developing new skills for all. There is a very active Parents Association whose events are much appreciated as a valuable social event as well as raising about £7,000 per annum for school funds. Many governors are parents and they are actively involved in keeping in touch with parents' views and concerns.

29. The school makes good use of local contacts to extend pupils' learning and stimulate their interest in a variety of subjects. Pupils visit the 'Learning Lighthouse City Learning Centre', where they follow courses in information and communication technology, science and local history. Local theatre groups and musicians visit regularly and pupils attend concerts and plays outside the school. The school is fortunate to have a parent volunteer who makes a very significant contribution to pupils' learning in music. The choir attains high standards in singing in assemblies and in concerts as well as performing locally with other schools. The orchestra also performs well at school events and provides incidental music for musical plays. Pupils who want individual tuition receive it in five different instruments and attain good standards. A visiting parent artist also assists in a number of classes and has stimulated very good attainment in pupils' portrait painting.

WHAT COULD BE IMPROVED

Pupils' attainment in information and communication technology by the end of Year 6

30. Pupils' attainment is in line with expectations by both Years 2 and 6 but they do not achieve the same high standards that they do in other subjects. Year 2 pupils attain skills in line with their potential but not all pupils in Year 6 develop the in-depth knowledge and confidence which they should. Since the last inspection, the school has significantly improved resources by installing a computer suite and all teachers have successfully undergone training. The number of computers in the suite is good for the number of pupils in classes but space is too limited for all pupils to have satisfactory access to them. Due to the limited space in some classrooms, not all classes have computers in them and the amount of time available for pupils to practise their skills is necessarily restricted as a result.
31. By Year 2, pupils have acquired satisfactory skills in their use and operation of computers. They have a good understanding of word processing and create short accounts, using the skills they have learnt. They have a good understanding of graphics and create pictures, using a number of techniques to illustrate writing and in imitating the work of artists like Mondrian. They have a sound knowledge of control technology, using floor based robots. By Year 6, pupils have a good experience of using computers for research from the Internet and encyclopaedia. They create leaflets on the Peak District and make impressive presentations using Power Point. More able pupils have used sensors and control technology to program traffic lights but not all pupils are familiar with this. All pupils are introduced to data handling and learn how to present information using computer-generated graphs. While they use spreadsheets at a simple level, they do not have enough opportunities to experiment or choose when and why it is more effective to use computers than hand-written methods. Pupils' knowledge is at a sound level in all aspects of the subject but they have not acquired sufficient familiarity with applications to suggest how programs might be used on a day-to-day basis as a tool to aid their learning. The limitation on resources impedes their progress and prevents teachers from planning regular use of computers in class.

A wider range of creative activities for children under five

32. Children in reception attain good levels in language and number and their social development is good. Their creative development is sound but they have too few opportunities to fully extend their learning through exploration and play. Although teaching plans recognise all areas of Foundation Stage learning, activities are planned to link more closely with National Curriculum subjects. Children's above average ability means that teachers' use of national literacy and numeracy strategies develops their language and mathematical skills to good level. However, children do not have enough opportunities to develop their creative and investigative skills. This is because planning of children's learning is too prescriptive. Very explicitly defined activities, materials and tools limit children's opportunities for choice and exploration. Whereas this helps children to learn specific techniques, it does not encourage them to use their own imagination. In play activities, teachers provide suitable materials but do not always plan structured activities in a way that enables children to learn enough from the experience. Children develop good coordination of small and large movements with tools and equipment. Resources are adequate but there is a need for a wider variety of construction toys and outside play equipment.

The location and quantity of reference books in the library

33. The school's temporary library does not provide adequate space or sufficient reference books for pupils to carry out worthwhile research on subjects like history and geography. The school is aware of this and in its construction of new facilities has plans to create a larger and better stocked library which is essential to raise pupils' skills.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

34. In order to improve the good standards in the school, the governors, headteacher and staff should:

raise pupils' attainment in information and communication technology by:

- planning computer-based activities in all subjects so that pupils can apply their knowledge and skills;
- increasing the number of computers available in classes to ensure all pupils have regular access to them and improve their learning;
- improving arrangements in the computer suite to allow all pupils satisfactory access to resources.

extend the creative development of children under five by:

- providing more opportunities for them to explore materials and make choices in how they use them;
- planning a wider range of activities which give children freedom to initiate their own creations, as against setting prescribed tasks for them to complete.

improve the location and increase the number of reference books in the library.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

20

Number of discussions with staff, governors, other adults and pupils

18

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	4	9	7	0	0	0
0	20	45	35	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents five percentage points.

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)	315
Number of full-time pupils eligible for free school meals	32
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	30
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.4
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
	2002	27	22	49

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	27	25
	Girls	21	22	21
	Total	46	49	46
Percentage of pupils at NC level 2 or above	School	94 (91)	100 (98)	94 (96)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	25	24
	Girls	21	21	20
	Total	46	46	44
Percentage of pupils at NC level 2 or above	School	94 (98)	94 (98)	90 (98)
	National	85 (85)	89 (89)	89 (89)

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
	2002	18	22	40

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	16
	Girls	21	20	22
	Total	34	33	38
Percentage of pupils at NC level 4 or above	School	85 (90)	83 (86)	95 (98)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	16
	Girls	20	21	22
	Total	35	37	38
Percentage of pupils at NC level 4 or above	School	88 (98)	93 (93)	95 (95)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	272	0	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	4	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	35	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	12
Number of pupils per qualified teacher	26
Average class size	28.5

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	235

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

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

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
	£
Total income	587,833
Total expenditure	608,945
Expenditure per pupil	2,002
Balance brought forward from previous year	50,187
Balance carried forward to next year	29,075

Results of the survey of parents and carers

Questionnaire return rate 67%

Number of questionnaires sent out	307
Number of questionnaires returned	195

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	39	3	0	1
My child is making good progress in school.	52	45	1	1	1
Behaviour in the school is good.	47	48	2	1	2
My child gets the right amount of work to do at home.	31	49	16	4	0
The teaching is good.	50	46	1	0	3
I am kept well informed about how my child is getting on.	26	47	23	3	1
I would feel comfortable about approaching the school with questions or a problem.	58	35	5	1	1
The school expects my child to work hard and achieve his or her best.	61	37	1	0	1
The school works closely with parents.	28	53	14	3	2
The school is well led and managed.	52	41	3	1	3
The school is helping my child become mature and responsible.	52	44	3	1	0
The school provides an interesting range of activities outside lessons.	17	42	21	11	9