

## INSPECTION REPORT

### **THINGWALL PRIMARY SCHOOL**

Thingwall, Wirral

LEA area: Wirral

Unique reference number: 105051

Headteacher: Mr J A J McCartney

Reporting inspector: Mr G D Timms  
21038

Dates of inspection: 14 – 15 July 2003

Inspection number: 246435

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
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Appropriate authority:	The governing body
Name of chair of governors:	Dr I Wallace
Date of previous inspection:	9 March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

The school has 230 pupils on roll aged between four and 11, when they transfer to local secondary schools. There are 18 pupils on the register of special educational needs, two with statements giving them specific extra support. The majority of the pupils are from a white British ethnic background, but a small proportion of pupils have a mother tongue other than English, including Arabic, Tamil and Malay. Thirteen per cent of the pupils are entitled to free school meals, which is slightly less than the national average. There is little turbulence caused by pupils leaving or joining the school at times other than normal. The early assessment of children who enter the reception class shows that the majority have levels of attainment that are broadly in line with those expected; a significant proportion are mature and are well prepared for starting school, while only a small proportion have a level of attainment below that expected.

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

The school is very effective and provides a very good education for its pupils. The standards are often very high due to the often very good quality teaching and the very effective learning ethos created in the school. The leadership and management are very good overall and the headteacher and senior members of staff provide the school with a clear educational direction ensuring very good progress in learning basic skills but also enriching the curriculum offered through the arts, physical development, the use of information and communication technology and very good personal development. Considering all factors, the school provides very good value for money.

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

- The leadership demonstrated by the headteacher is excellent and has had a direct impact on the high standards in English, mathematics and science.
- Standards in art and design, music, dance and design and technology are high; this has a good impact on the pupils' cultural development.
- The use of computers and other information and communication technology is having a positive impact across the curriculum.
- The pupils' attitudes towards work, and their personal development, are very good and this has a positive impact on their learning.
- The school has a very effective system for working closely with the neighbouring special school and this has a beneficial impact on the learning and personal development of the pupils.
- The provision of extra-curricular activities, especially in sport and music, is very good; the school benefits from taking part in a school sports co-ordinator project.

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

- There are insufficient opportunities for subject leaders to observe their colleagues teaching, to teach exemplar lessons and spread good practice.

*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 March 1998. The findings of that inspection were very positive and the only key issue regarded the resurfacing of the playground, which has been completed. The school has made very good progress in the high standards it achieves, and has been awarded achievement awards in recognition of this. The school has taken part in a number of local and national initiatives. In addition, further plans for the development of the playground are planned under the new school 'sporting playgrounds' initiative. The information and communication technology resources, curriculum and teaching have improved. The school is well placed to maintain its high standards and continue to improve in the future.

## STANDARDS

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

Performance in:	compared with			
	all schools			Similar schools
	2000	2001	2002	2002
English	A	A	A	A
Mathematics	A	B	A*	A*
Science	A	A	A	A*

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

Since the last inspection in 1998, standards have improved at a rate at least in line with that found nationally, and the high levels of attainment found then have been maintained. The test results for Year 6 in 2002 show that standards were well above average in English and science, and very high, in the top 5 per cent of schools nationally, in mathematics. The early indications are that in 2003 these results have improved further as more pupils have attained a level higher than that expected. When compared with schools that take pupils from similar backgrounds, the test results show standards that are well above average in English and very high, in the top 5 per cent of such schools, in mathematics and science. When their attainment is compared to how well the same pupils did when they took the Year 2 tests in 1998, standards in English were above average while in mathematics and science they were well above average, showing that most pupils made very good progress through the junior years.

Standards by the end of the reception year are good and most children are on course to achieve the expected early learning goals. The 2002 test results for Year 2 showed that standards in reading and writing were well above average, while in mathematics they were above average. When compared with schools that take pupils from similar backgrounds, results were well above average in reading, writing and mathematics. Teacher assessment shows that in science they also achieved well above average levels.

The current standards in the school are similar to those reflected in the test scores. Standards in English, mathematics and science are well above average. Standards in art and design, information and communication technology, design and technology, music and dance are also above those expected. The targets set by the school are appropriately challenging and based on detailed tracking information. This supports the picture of very good achievement as pupils move through the school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils clearly enjoy school, have very good attitudes towards their learning and this has a positive impact on their learning. Their interest and involvement in activities is excellent.
Behaviour, in and out of classrooms	Good. The school is a calm and orderly learning environment and most pupils are well behaved, polite and caring.
Personal development and relationships	Very good. The older pupils are mature and caring, and show a growing understanding of the needs of others.
Attendance	Good. The attendance rate is above average and pupils are punctual.

The pupils are very enthusiastic. There is an absence of bullying and pupils from different backgrounds are learning to play and work together very effectively. Discussion with pupils shows them to be confident, articulate and proud of their school.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	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 throughout the school is always at least satisfactory and a great deal is good. In the junior classes, a significant proportion of very good and excellent teaching was observed during the inspection. The teaching in English and mathematics is good and the basic skills of literacy and numeracy are very well taught. The strongest teaching is the result of very good subject knowledge and expertise, well planned and resourced lessons and the very good relationships created between teachers and pupils. Where the teaching is less effective, the time given to whole class teaching is too long and the pace of lessons is slow. Teachers are very skilled at creating a positive learning environment through imaginative displays that celebrate pupils' work.

Pupils' learning in most lessons is at least good and sometimes very good. They acquire very good learning habits that prepare them well for secondary school. The skills of literacy and numeracy are used effectively in other subjects. The learning support assistants provide a very good level of support to teachers and their work is effective in supporting pupils' learning. The teaching of pupils with special educational needs is good. The school has a developing focus on the teaching of gifted and talented pupils and this is effective where, for example, these pupils are taught with older age groups. The teaching of pupils with English as their second language is effective and they make very good progress. Teachers are very aware of pupils' individual needs.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school provides a very good quality curriculum that is broad and balanced, and with good opportunities for enrichment activities, especially in art, music and sport.
Provision for pupils with special educational needs	Good. Pupils have appropriate individual education plans with detailed targets and they are well supported, particularly when working with learning support assistants.
Provision for pupils with English as an additional language	Good. Pupils with English as their second language are supported well and quickly make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good, overall. The provision for pupils' spiritual development is good, while for their social, moral and cultural development it is very good and has a very positive impact on their personal development.
How well the school cares for its pupils	Very good. The procedures for monitoring and tracking pupils, and the assessment systems now in place, are effective in enabling teachers to evaluate individual progress. Systems for ensuring pupils' protection, health and safety are very good.

The school has developed very good links with the neighbouring special school, enabling pupils to work and play together in a variety of settings. This has clear benefits for both schools and is very effective in developing pupils' personal development and awareness of others. There is a good partnership with the parents, the majority of whom are very supportive of the school. The provision of a wide range of extra-curricular activities is very good. Effective links are made with partner institutions through the school sports co-ordinator programme.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall. The headteacher provides excellent leadership and this has a very positive impact on the pupils' learning, the standards achieved and on the ethos of the school.
How well the governors fulfil their responsibilities	Good. The governors are supportive and aware of the school's strengths. They are familiar with the school's achievements through test results but are less so with day-to-day classroom life.
The school's evaluation of its performance	Very good. The staff and governors use the data now available to track pupils' progress through the school to a growing extent.
The strategic use of resources	Good. Grants for specific developments are used efficiently and the resources accessed through the sports co-ordinator project are used effectively for the pupils' benefit.

The role of subject co-ordinators has developed since the last inspection, and now involves them in monitoring pupils' work and teachers' planning. They do not have sufficient opportunities to observe teaching or to support colleagues in other ways. The accommodation is very good and has been effectively modernised and altered over the years to provide a very good learning environment. The school is effective in applying the principles of best value to its work.

## 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>The parents are very happy that the school provides an effective education for their pupils.</li> <li>Their pupils like school.</li> <li>They are very positive about the teaching and the leadership and management.</li> <li>They feel comfortable approaching the school with a comment or complaint.</li> </ul>	<ul style="list-style-type: none"> <li>There are no areas of the school's work that a significant number of parents feel need improvement.</li> </ul>

The findings of the inspection support the parents' positive views of the school. The school does provide a very effective education for their children and most pupils clearly enjoy coming to school. The teaching is largely good and often very good, and the leadership and management are very good. The school is warm and welcoming and staff are approachable and willing to listen.

## **PART B: COMMENTARY**

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

#### **The leadership demonstrated by the headteacher is excellent and has had a direct impact on the high standards in English, mathematics and science**

1. The headteacher has developed an excellent leadership style over the years; he puts a high priority on the care and welfare of pupils, while ensuring a continual striving for high standards. This ethos permeates the school and is well supported and reinforced by teachers and other staff who use lessons and other times continually to praise good effort and achievement. One very good example of this is the recent work setting up more formal provision for gifted and talented pupils. Very clear records are kept of such pupils' skills and talents and members of staff discuss their progress regularly. Where appropriate, pupils have an individual education plan detailing the provision expected to develop their skills, such as by moving to work with an older age group in a subject.
2. The leadership and high expectations demonstrated by the headteacher has resulted in high standards over a number of years. When children enter the school, they have broadly average standards of attainment. By the time they end Year 2, standards in reading, writing and mathematics are often above average. By the end of Year 6 standards in English, mathematics and science are consistently well above average and occasionally very high and in the top five per cent of schools nationally. The test results support the inspection evidence, showing high standards throughout the school, and very good achievement shown as pupils move through the school. When the test results for 2002 are compared with those of schools that take pupils from similar backgrounds, standards in English were well above average, while in mathematics and science they were very high, and in the top five per cent of such schools.
3. These high standards are the result of at least good and often very good teaching, a curriculum that is well planned, focused on teaching the basic skills but also offering a wide range of enrichment activities and opportunities to practise the basic skills through the non-core subjects. Subject leaders have worked hard and successfully in the core subjects to maintain high standards through the various curriculum changes there have been in recent years. The National Literacy and Numeracy Strategies have been very successfully introduced and these have had a positive impact on standards.
4. English standards are well above average. The school makes very effective use of opportunities for pupils to use their well-developed literacy skills in other subjects. The teaching ensures a very good variety of work, good use of information and communication technology and the very effective development of basic skills of punctuation and spelling. In Year 1, pupils use good descriptive vocabulary when writing poems with a witches theme. In Year 2, writing about snails conveys the meaning well and is largely well presented and correctly spelt. Year 4 pupils base some of their writing on a fiction text and a feature of this is the very effective use of an advanced vocabulary to engage the reader. Some excellent poetry was written following the story of 'The Iron Man' and after listening to 'Mars' from the Planets Suite. By Year 5, pupils' handwriting is clear and well presented and the grammar and punctuation is accurate. Pupils write maturely about the Second World War, using the class story as inspiration. Year 6 pupils create very high quality letters from Macbeth to Lady Macbeth, and these demonstrate good use of paragraphs and punctuation. The content is lively and interesting and shows a mature understanding of the audience.
5. In mathematics, standards are well above the national average. Infant pupils build on the sound standards in their mathematical development attained at the end of the reception year and the majority attain above average standards by the end of Year 2. The majority make good progress although there is little evidence from the scrutiny of the work that pupils of different abilities are provided with work that is sufficiently matched to their prior attainment.
6. Pupils clearly make very good progress throughout the junior classes and most are attaining the higher level by the end of Year 6. For example, they clearly learn to recognise square numbers as the year progresses and their ability to manipulate and calculate with large numbers develops well. Pupils of all abilities make very good progress. Teachers mark books well, giving pupils positive and developmental comments about their work. The insistence on well-presented work and the teachers' attention to detail when marking helps

encourage the high standards. In lessons, the Year 6 pupils demonstrate very good standards in devising and using a range of function machines for calculating the answers to problems.

7. In science, pupils have a lot of opportunities for practical and investigative work, enabling them to use their skills and develop their understanding to a very high level. In Year 4, for example, they investigated how different substances dissolve and extended this work to the study of the different particles found in soil. In Year 3, pupils experimented with plants and how they responded to different growing conditions. Their understanding of this work, and the reasons for differences, is very good.

**Standards in art and design, music, dance and design and technology are high; this has a good impact on the pupils' cultural development.**

8. The school places a high importance on providing opportunities for pupils to excel in the creative arts, as well as developing a high level of basic skills. Standards in art and design, design and technology, music and dance are above those normally found in primary schools. The school is planning to gain more recognition for this work through achieving an 'Artsmark' award in the near future. Good schemes and policies are in place for these subjects but it is the imaginative and very effective teaching, alongside the headteacher's leadership and pupils' very enthusiastic attitudes, which results in the high standards achieved.
9. Good use is made of outside expertise. An advisory teacher helped Year 5 and 6 create a very good rain forest display using plaster and other materials to create imaginative leaves. A visiting artist helped pupils design and paint a very good, large mural in the school hall, representing various aspects of school life. Visits are made to local art galleries, and often linked to other subjects. For example, one Year 4 visit to a gallery in Liverpool focused on the Ancient Egyptians and resulted in some very good clay models of burial artefacts.
10. Good use is made of reproductions of works of art. In one good Year 4 lesson, the teacher used a portrait by Holbein to discuss the style and use of colour. She made good comparisons with the work of the Ancient Egyptians with a good emphasis on the line, shape and form of the Egyptian work. Literature is used to inspire artwork in a range of ways. In Year 3, the story of Beowulf was the starting point for some imaginative pictures of Grendel. Music also inspires, as in Year 4 where very good paintings in the style of Kandinsky were created after listening to Holst.
11. Younger pupils also produce some very high quality artwork. In Reception, paintings based on Hockney reproductions are very effective and very carefully finished. In Year 1, a range of materials is used to produce very colourful sunflowers and Mexican woven 'God's Eyes'. In Year 2, pupils' painting skills are mature and the detail in their observational flower paintings is exceptional.
12. In design and technology, Year 1 pupils make model teddies with moving parts. In Year 2, models of a range of forms of transport are of very high quality. Not only are they well designed and made using a range of materials, but they are finished to a high quality level and equivalent to the work of much older pupils. In Year 6, pupils have developed their skills to making moving toys using mechanisms with two cams. Throughout the school, the pupils' designs are very good and show practical detail. Models are well made, finished and presented, and then evaluated to a high level by the pupils. The work demonstrates that pupils have real pride in their work and that there is an effective attention to detail in the work.
13. The school provide a range of dance opportunities for pupils, through lessons and through extra-curricular activities for modern and country dancing. In one Year 3 lesson, pupils used a painting by Matisse to inspire some vocabulary regarding the shapes and then they devised a range of movements to illustrate this to very appropriate music.
14. In one excellent music lesson, Year 3 pupils made very good progress towards constructing their own percussion composition in the time available. The work was very effectively linked to art and dance, using the work of Matisse to inspire the ideas. The teacher skilfully questioned the pupils to get them to describe how the shapes could be represented by certain sounds. These were then built up using tuned and untuned percussion instruments into an ensemble performance of high quality. Class assemblies, although happening less often than in many schools, are used for more major productions than is usually the case,

and this enables all pupils in the school to take part in either drama, singing, dancing or playing an instrument to a large audience.

15. Music extra-curricular clubs offer very good opportunities for pupils to broaden and extend their skills further. Two private organisations offer keyboard lessons and a music workshop for the younger pupils. The keyboard lessons use very good resources to give those with an interest or special ability to develop their playing to a higher level. The music workshop enables pupils to experience a wider range of tuned and untuned percussion than would otherwise be the case. In one session observed, pupils learned how words can fit a rhythm and how instrumental sounds can express feelings.
16. The music co-ordinator runs clubs for recorders, guitars and orchestra and these are very effective in developing pupils' skills to a high level. Excellent use is made of older pupils to help with lessons for beginners, through using recorders to provide a melody for the guitar club as they learn the basic chords, and through having some more able guitarists helping the beginners with their finger positions. This also provides very good opportunities to develop the older pupils' skills and their personal development; they clearly enjoy the responsibility given to them.
17. In assemblies, many opportunities to sing are provided. In the weekly choral assembly, the orchestra provides good quality backing for the singing of a range of hymns. The speed with which pupils learn new songs is impressive and they sing with enthusiasm and enjoyment. A very good opportunity for integration is provided when children from the special school join the orchestra each week to play percussion. In one song observed, a pupil in Year 5 had written an extra verse to a hymn following the same format and style of the original well. The pleasure pupils have in music is reinforced by the high number who took a starring role in a recent parents' association 'Stars in their Eyes' evening. Year 3 pupils have sung in a large multi-school choir in Manchester and others have visited the Royal Liverpool Philharmonic Orchestra, to learn about the orchestra and to listen to a performance.

**The use of computers and other information and communication technology is having a positive impact across the curriculum.**

18. Since the last inspection, the school has worked hard to develop the use of computers and other information and communication technology across the curriculum. The development of the computer suite has been very successful and had a positive impact on the opportunities available to the pupils, as well as being a major improvement to the accommodation and resources. The subject is very well led and managed. The school set up a team to manage the subject, with the co-ordinator, the assessment co-ordinator, the secretary and a learning support assistant. Each has a different role and uses the technology in different ways and for different purposes but together they provide the school with coherent leadership for work in the subject. The co-ordinator scrutinises examples of pupils' work and teachers' planning, but has little opportunity to observe teaching or to offer practical advice and suggestions on good practice.
19. The school has provided a range of training for teachers and other staff over recent years. Lap-top computers are available for teachers to use for educational or management purposes. The school is using a new system for managing the assessment records of pupils and this provides the staff with a good system for tracking individual pupils' progress in the core subjects. The linked governor ensures that the governing body is aware of the budget needs of the subject. Junior and Year 2 classes are able to have up to three lessons timetabled in the suite, normally one for the teaching of information and communication technology skills, one for a basic skills program and one that teachers can use for other purposes. Reception and Year 1 pupils have two opportunities to use the suite each week. The assessment of pupils' skills in information and communication technology is done at the end of each unit of work and this provides a good record of their progress. Teachers are also able to assess what skills some pupils need to have reinforced or more opportunities to practise. The school is at an early stage of developing a website, and of using e-mail, although a link has now been developed with a Canadian school.
20. Samples of pupils' work show very good progress and that most pupils have an above average level of skills by the time they leave the school. In Year 6, pupils have developed a multimedia presentation based on their residential visit with the intended audience of younger pupils. This involves slides, photographs, clipart, text effects and sound, including a commentary by pupils. This work is very well produced and of high quality. In another piece of work, pupils use a spreadsheet to work out the costs of a school trip, linking information

and communication technology and numeracy. Other pupils link information and communication technology and literacy using a word-processor to produce well-presented poetry. In a very good design and technology project using new computer-aided design software, pupils created printed coffee mugs from their original drawings to the finished product printed onto mugs.

21. Year 5 pupils use art software very effectively to produce good pictures in the style of Matisse. In Year 4, pupils use a database to manipulate information accurately. They then develop their own database for pupils in the class, and they are able to interrogate this regarding pupils' characteristics, creating charts and graphs. Other work included poetry decorated with clip art and based on the visit the school made to a local professional orchestra, and in response to hearing the 'Planets Suite'. Other use of computers in music is evident through some very complex compositions made by Year 4 pupils. One pupil with special educational needs used the software to produce a very effective composition based on war. Year 3 pupils compose some complex musical effects using the computer, and, in history, produce accurate illustrations of Viking villages using clip art and stamps, while other demonstrate a good ability to link text and pictures.
22. Year 2 pupils are attaining standards at least in line with those expected for their ages by the end of the year. They use art software to create and save good pictures they have drawn using a range of tools and effects. In one lesson, pupils typed in text, chose a font, and its size and colour, before inserting a picture and saving their work.

**The pupils' attitudes towards work, and their personal development, are very good and this has a positive impact on their learning.**

23. Pupils are interested in the tasks provided for them. When the activities are well planned, they respond with enthusiasm. This is demonstrated by the very good take-up for the extra-curricular activities and the numbers of pupils learning instruments or taking part in sports activities. There are many opportunities for pupils' views to be listened to and considered. The school has a regular whole school assembly based on the Viking 'thing' or parliament, where pupils are able to express views about aspects of school life. Class 'circle time' or discussion opportunities and the citizenship curriculum support this work, giving all pupils plenty of opportunities to make their views and ideas public. Further development of this work is done through elected representatives on the school council, and through the health promoting school project. Discussion with pupils shows them to be confident, articulate and proud of their school.
24. The parents are very positive about the way their children mature and they feel the relationships within the school are very good. The pupils demonstrate respect for others' cultures. The relationships between pupils, and between pupils and adults, are very good. Pupils are clear about what behaviour is expected and these standards are insisted upon consistently throughout the school, stemming from the high expectations of the headteacher. Very good reward systems, such as the 'golden playtime' when pupils can have games equipment for their use at playtime, encourage and add support to the ethos of good behaviour. Pupils themselves say there is no bullying in the school, and if there was good systems are in place to deal with it.
25. The school encourages pupils to show and take initiative. For example, the idea for making water available came from the pupils, who then wrote to local supermarkets who donated containers. Alongside this, the school council has debated the rights and wrongs of collecting vouchers from commercial organisations, even if they benefit the school in some way. Pupils also suggested the idea of healthy snacks such as fruit, an idea that has now been in place for one year. Their recycling activities resulted in an interview with the BBC at a local recycling centre. At playtimes, older pupils act as playground managers, keeping an eye on younger pupils and supporting games and apparatus use. Pupils appreciate the way the school has supported this work, financially and through encouraging their ideas.
26. There are many examples over the years of the way the pupils have shown concern for others and have raised a great deal of money for a range of charities. The well above average attendance is a further indicator of the involvement pupils have in their school and the enthusiasm with which they approach their work and play. Good use is made of times such as registration to reinforce the school ethos and provide opportunities for pupils to talk to the class about outside school activities. For example, in reception one child proudly shared a picture drawn at home. The rest of the class showed interest and enjoyment in this and the teacher praised their efforts appropriately.

**The school has a very effective system for working closely with the neighbouring special school and this has a beneficial impact on the learning and personal development of the pupils.**

27. The liaison between the two schools provides a very good example of the promotion of pupils' social and moral development. The benefits to pupils in both schools are great and the parents are largely fully supportive of the integration. Among the benefits for the teachers is the opportunity to work alongside others with real expertise in the field of special educational needs and this supports the work with pupils who have special educational needs at Thingwall.
28. The provision for links between the two schools includes opportunities for pupils to join the other children in a lunchtime cub scout session. This enables the Thingwall pupils to help the others, through a 'buddy' system in activities such as biscuit making, on visits to a local zoo or making music. This provides an excellent opportunity for the pupils to integrate with the pupils at the special school, while undertaking a range of worthwhile activities that add to the quality of all pupils' experiences.
29. The sharing of lessons and play opportunities is very carefully managed, to ensure it is mutually supportive for both schools and all pupils. This work has had benefit for the personal development of the pupils as they have learned more about others' difficulties. For example, pupils observe the children from the special school playing percussion in the orchestra and they share in their feelings of success.
30. A group of pupils from the special school have lunch with the other children each day, and then spend some of the playtime together. At times, specific timetabled provision enables pupils from both schools to work together. For example, in one excellent dance lesson the Year 3 pupils built up a range of movements alongside a small group from the special school, based on a Matisse painting, and together they created some imaginative movements appropriate for the music. Other children join the school for information and communication technology and physical education sessions.
31. The governors have prioritised the need to improve access to the school in a variety of ways and this would add to their ability to work more closely with pupils with physical difficulties. Although finances make it difficult, both schools would like to see this integration continue to develop in the future, and the evidence of the present arrangements shows that this would continue to be of clear benefit to all involved.

**The provision of extra-curricular activities, especially in sport and music, is very good; the school benefits from taking part in a school sports co-ordinator project.**

32. The school is part of a school sports co-ordinator scheme, centred on a local secondary school. This has been very effective in widening the range of sporting and extra-curricular opportunities available for the pupils. For example, there has been an increase in the coaching available and in the competitive team activities between schools in the project. After-school clubs and teams are run for a variety of activities such as hockey, football, rugby and netball. Many of these are run by staff at the school but very good use is also made of specialist coaching and teaching provided by local clubs and sports associations. A parent helps run the orienteering activities. A very good number of pupils take part in these activities.
33. One of the benefits of this work has been to raise teachers' expectations of the level of skill of which pupils are capable, although this has yet to have a strong impact on the day-to-day teaching in the school. Another has been the improved links between the primary pupils and the secondary school to help make the transition at the end of Year 6 smoother. For example, one sports event for Year 5 and 6 pupils was partly run by those in Year 10, while the Year 5 and 6 pupils then ran a similar event for Year 2. This made a good contribution to their personal development and independence.
34. The subject co-ordinator has had some opportunities to work with other year groups, making efficient use of his expertise. For example, a set of gymnastic lessons taught to a Year 2 class enabled the teacher to make good use of his expertise. Further use of the co-ordinator's knowledge and expertise has been made through training for teachers in teaching gymnastics. However, insufficient time is available for the co-ordinator to observe other teachers and to advise and spread good practice.
35. A further benefit of the scheme is the planned development of the playground to make it a more appropriate area for sporting activities. By the start of next term, there will be sports walls around the playground and a

new set of markings for a variety of games, and this will offer further opportunities for improving pupils' skills. In addition, the school has plans to develop the small front playground for the reception and infant pupils, to improve their physical development.

36. In addition to the sporting activities, there are extra-curricular activities for music and dance. Pupils can learn a range of instruments including violin, guitar and recorder. They also have opportunities to play in an orchestra or small ensemble. There are opportunities to learn French and to join a computer club. All of the clubs are well attended and the school keeps good records of attendance.

## WHAT COULD BE IMPROVED

**There are insufficient opportunities for subject leaders to observe their colleagues teaching, to teach exemplar lessons and spread good practice.**

37. The subject co-ordinators work hard to support other staff. They audit and plan the purchase of appropriate resources, and monitor teachers' curriculum planning. They attend a range of training opportunities and occasionally lead training meetings for other staff. At times, they monitor the pupils' work, both informally by looking at displays, and more formally after collecting samples of work to scrutinise in some depth.
38. Co-ordinators have little or no time to observe other teachers at work or to teach lessons as examples to other staff. This has happened for the benefit of a newly qualified teacher and it proved very positive and useful. Enabling co-ordinators to extend their role in this way would help spread the good practice that exists and enable them to offer more support to the teachers. This would also improve the consistency of the teaching where it is more inconsistent, often due to individual teachers' subject knowledge and understanding. The school has recognised this as an area for further development in the future.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

39. The school is well placed to maintain its high standards and improve the quality of the provision still further, through the very detailed self-review and school improvement planning. In addition, to increase the proportion of teaching that is good or better, the governing body, headteacher and staff should:

- provide more opportunities for subject co-ordinators to monitor and evaluate the teaching and learning in their subjects, to provide examples of good practice and share the very good practice that exists. \*  
(Discussed in paragraphs 37 and 38)

\* *The school has recognised this as an area for improvement.*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	17

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	6	5	6	0	0	0
Percentage	11	32	26	32	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 more than five percentage points.

### Information about the school's pupils

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	230
Number of full-time pupils known to be eligible for free school meals	30
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	18
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	3
<b>Pupil mobility in the last school year</b>	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	6

### Attendance

#### Authorised absence

	%
School data	3.5
National comparative data	5.4

#### Unauthorised absence

	%
School data	0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	9	18	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	18	18	18
	Total	27	27	27
Percentage of pupils at NC level 2 or above	School	100 (98)	100 (100)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	18	18	18
	Total	27	27	27
Percentage of pupils at NC level 2 or above	School	100 (98)	100 (96)	100 (100)
	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 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	19	17	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	17	18
	Girls	14	15	15
	Total	31	32	33
Percentage of pupils at NC level 4 or above	School	86 (90)	89 (87)	92 (97)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	16	18
	Girls	16	16	16
	Total	34	32	34
Percentage of pupils at NC level 4 or above	School	94 (94)	89 (81)	94 (94)
	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	219	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British - Indian	1	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	3	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	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	3	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)	9
Number of pupils per qualified teacher	26
Average class size	29

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

Total number of education support staff	6
Total aggregate hours worked per week	150

*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	2002/2003
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	£
Total income	445,560
Total expenditure	453,600
Expenditure per pupil	1,964
Balance brought forward from previous year	17,123
Balance carried forward to next year	9 083

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	230
Number of questionnaires returned	122

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	36	4	0	0
My child is making good progress in school.	57	40	3	0	1
Behaviour in the school is good.	50	45	3	2	0
My child gets the right amount of work to do at home.	39	48	9	1	3
The teaching is good.	64	36	0	0	0
I am kept well informed about how my child is getting on.	48	43	7	1	1
I would feel comfortable about approaching the school with questions or a problem.	62	30	7	1	1
The school expects my child to work hard and achieve his or her best.	54	42	3	1	0
The school works closely with parents.	43	46	9	1	1
The school is well led and managed.	71	25	2	0	2
The school is helping my child become mature and responsible.	58	31	3	0	8
The school provides an interesting range of activities outside lessons.	45	47	4	0	4