

INSPECTION REPORT

OLDFIELD BROW PRIMARY SCHOOL

Altrincham, Cheshire.

LEA area: Trafford

Unique reference number: 106284

Headteacher: Mr R Merrell

Reporting inspector: Mr D Speakman
20086

Dates of inspection: 1st & 2nd October 2002

Inspection number: 246581

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Taylor Road Altrincham Cheshire
Postcode:	WA14 4LE
Telephone number:	0161 912 5963
Fax number:	0161 912 5964
Appropriate authority:	Local Education Authority
Name of chair of governors:	Mr M Glarvey
Date of previous inspection:	16 th March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
20086	Mr D Speakman	Registered inspector
13395	Mrs J Illingworth	Lay inspector
23319	Mr V Leary	Team inspector

The inspection contractor was:

Serco QAA

Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page	
PART A: SUMMARY OF THE REPORT	6	
Information about the school		
How good the school is		
What the school does well		
What could be improved		
How the school has improved since its last inspection		
Standards		
Pupils' attitudes and values		
Teaching and learning		
Other aspects of the school		
How well the school is led and managed		
Parents' and carers' views of the school		
PART B: COMMENTARY		
WHAT THE SCHOOL DOES WELL	10	
WHAT COULD BE IMPROVED	17	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	17	
PART C: SCHOOL DATA AND INDICATORS	18	

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Oldfield Brow Primary School is a community school and educates boys and girls between the ages of three and eleven. Numbers are similar to at the time of the last inspection with 127 pupils currently on roll, including 8 part time and 22 full time in the nursery. The school is smaller than other primary schools. Pupils generally come from homes within the vicinity, although a number of pupils come from out of district. Although the socio-economic profile of Altrincham is above average, there is evidence to show that the area from which pupils come is below average. The attainment on entry to the school is below average. The majority of pupils are of a white UK origin, with a few from mixed white and Caribbean and mixed white and African origin. Very few pupils have English as an additional language. Thirty-seven pupils (29 per cent) are recognised as having special educational needs and three pupils in the main school (three per cent) have a statement of special need. This proportion is above average, as is the proportion with statements. Identified special needs include specific and moderate learning difficulties, behavioural problems, speech and physical difficulties and autism. The percentage of pupils entitled to claim free school meals at 25 per cent is above average. Both the headteacher and the deputy headteacher are new to their posts since the last inspection.

HOW GOOD THE SCHOOL IS

This is an excellent school. It provides an excellent quality education and enables pupils to attain well above average standards. The quality of leadership and management is excellent. Pupils make very good progress throughout the school. They develop very good attitudes to their learning and behaviour is very good. Pupils' personal development and relationships are also very good. When the above factors are set against the above average cost of educating each pupil, the school provides very good value for money.

What the school does well

- Pupils reach standards in English, mathematics and science that are well above average as a result of the very good teaching.
- Standards in information and communication technology and singing are good.
- Leadership and management are excellent.
- Provision for pupils' personal development is very good and results in pupils' very good attitudes, behaviour and relationships.
- The school takes very good care of its pupils. Assessment procedures are very good and support the very good progress, which all pupils make.

What could be improved

- There are no areas for improvement identified.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has shown a very good level of improvement since it was last inspected in March 1998. The very good progress that children in the Foundation Stage made has been maintained and children continue to achieve very well. The achievement of pupils in the rest of the school has improved and is now very good. Standards in English and mathematics in the infant and junior classes have improved and are now well above average. Attainment in information and communication technology is now better than at the time of the previous inspection and is above average. The quality of teaching has improved. At the time of the previous inspection it was judged to be good overall; now it is very good. Leadership and management of the school are now excellent. The governing body has made very good progress in addressing the key issues raised at the time of the previous inspection.

STANDARDS

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

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

Key

well above average A

above average B

average C

below average D

well below average E

A refers to the school's performance being in the highest 5% nationally for similar schools;*

In the 2001 National Curriculum assessment tests for pupils at the end of Year 2, results in reading and mathematics were average, but well below in writing when compared to all schools. When compared to similar schools, attainment was above average in reading, below average in writing but well above average in mathematics. Results at the end of Years 2 and 6 have improved at a pace better than the national trend of improvement and have remained above or well above average at the end of Year 6. The school has exceeded its realistic targets for the percentage of Year 6 pupils to reach Level 4 or above in both English and mathematics for the last two years.

The inspection findings show that children in the Foundation Stage achieve very well, and starting from a below average baseline, they attain nationally expected levels by the time they enter Year 1. By the end of Year 2 standards are above average and by the end of Year 6, standards in English and mathematics are well above those expected for pupils at this age. Pupils' achievement is very good throughout the school. Attainment in information and communication technology and music is above average. The quality of pupils' performance in singing is above average. Standards of Literacy and Numeracy in other subjects are high. The achievement of pupils with special educational needs is very good throughout the school because of the very good quality support they receive. Those with English as an additional language also achieve very well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes toward school and their work are very good. They enjoy school. In lessons they show high levels of interest and enjoyment in their tasks. Pupils make visitors very welcome and are proud to show their work.
Behaviour, in and out of classrooms	This is very good. The majority of pupils behave appropriately in lessons, in assemblies and around the school. Pupils organise themselves with a minimum of fuss and bother.
Personal development and relationships	Pupils' personal development is very good. They become very responsible and reliable. Relationships between pupils and between pupils and adults are very good, and excellent in the nursery. Pupils co-operate very well with teachers and other adults in the school. They apply themselves to their work very well.
Attendance	Attendance is very good; it is well above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very good

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

Teaching throughout the school is very good and in English and mathematics it is very good. Teachers have good knowledge and understanding of the subjects they teach and are able to question pupils effectively, moving them on in their learning at a very good pace and ensuring that all pupils are secure to move onto the next steps in learning. This makes pupils confident learners. They teach basic skills very well, giving pupils a very secure base on which to build learning and the skills to do so competently. Once pupils master the basic skills, they are then given good opportunities to consolidate and apply them. Lesson planning is very good. It takes account of four ability levels in English and mathematics; lower, average and higher attaining pupils and the highest (gifted and talented) are all very well planned for. Teachers have high expectations of their pupils, which are made clear. Occasionally, where teaching was still satisfactory, expectations of pupils were too high and average and lower attaining pupils had some difficulty in grasping the new ideas. They also have high personal standards and provide good role models. Pupils respond very well by having high expectations of themselves. Pupils are managed very well. This results in very good standards of behaviour and very positive attitudes, and supports the very good learning. Time is used very efficiently and both teaching and learning take place at a rapid pace. Support staff are used effectively and make a significant contribution to the very good progress that pupils make throughout the school. Resources, including those for information and communication technology, are used well to make teaching points more clear, so pupils understand quickly. Teachers use assessment data very well in setting targets and in ensuring that pupils at different levels of attainment are provided with appropriate and challenging tasks. Teachers make sure that pupils are aware of their own learning and the progress that they are making.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of opportunities for learning provided by the school are very good for children at the Foundation Stage and good for pupils in Years 1 to 6. The curriculum is well enriched and broad. It is appropriately balanced and achieves a high level of relevance through planned opportunities for pupils to use and apply their skills. Pupils are taught to learn effectively.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is very good. Clear procedures are in place to support the identification and assessment of pupils from an early stage. Individual education plans are carefully and thoughtfully prepared. The targets clearly identify the main priorities and teaching and assessment procedures are carefully arranged.
Provision for pupils with English as an additional language	This is very good and enables these pupils to be fully included in all aspects of school life.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is very good. This provision supports the very positive attitudes, very good behaviour, relationships and personal development of the pupils and prepares them well for life in a culturally diverse society.
How well the school cares	The school cares very well for its pupils. Arrangements for the welfare, health and safety of all its pupils are very good. Day to day personal

for its pupils	support and guidance for pupils is also very good. Very good assessment procedures are used very effectively to ensure all pupils are provided with work of an appropriate level.
----------------	---

Parents' views of the school are excellent. The school's efforts to ensure parents value their children's education have paid off and there is a genuine partnership between parents and the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	These are excellent. The work of the headteacher and deputy with the senior managers and curriculum co-ordinators is highly effective. Together they have established an extremely clear vision regarding the development of the school. This is very clearly communicated to, and shared by, all members of staff.
How well the governors fulfil their responsibilities	This is very good. Governors are fully involved in the school. They are conscientious, well organised and fulfil statutory responsibilities very well.
The school's evaluation of its performance	This is excellent. The headteacher, deputy, key staff and governors work very well together to identify the school's strengths and areas for development. The headteacher and deputy rigorously monitor teaching, learning and standards, and subject leaders make a highly valuable contribution to the school's drive for high standards through effective monitoring within their subjects.
The strategic use of resources	The financial management of the school is very good. The school takes great care to ensure that spending is targeted well and linked to priorities in the school improvement plan. Close monitoring of spending decisions reflects the careful consideration given to the impact of financial commitments on standards so that best value is achieved.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

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. • The teaching is good; pupils are expected to work hard and are making good progress. • The amount of homework pupils are getting to do. • The behaviour of pupils in school. • The information they receive about their children's progress • The school is helping pupils to become mature and responsible. • They feel comfortable about approaching the school with questions or a problem and they feel the school works closely with them. • Extra curricular activities. 	<ul style="list-style-type: none"> • There were no points about which the parents had strong feelings.

The inspection team agrees with the parents' views on the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils reach standards in English, mathematics and science that are well above average as a result of the very good teaching.

1. The quality of teaching is very good at all stages of the school. Out of 20 lessons seen during the inspection, the quality of teaching in six was very good, in 12 good and satisfactory in two. However, in view of the very good progress that pupils make whilst they are at this school, teaching is judged to be very good overall and reflects the school's commitment to enabling pupils to achieve and sustain high standards. Children enter the Nursery with attainment that is below the level expected for this age. Due to very good teaching they meet the recommended levels by the time they leave Reception. Standards are above average overall by the time pupils reach the end of Year 2 and are well above average by the end of Year 6. The teaching of mathematics English and science is very good. Basic skills, including literacy, numeracy and computer skills, are taught very well across the curriculum and support the overall well above average standards these pupils attain. Parents are correct in their highly positive view on the quality of teaching.
2. In response to well below average results at the end of Year 2 in 2001 for writing, the school recognised the need to support the development of pupils' writing in the early years. Through focused teaching, standards have been successfully improved. The quality of writing seen during the inspection, both in lessons and in an examination of pupils' books, is better than suggested by the National Curriculum assessment test results. By Year 6, the quality of pupils' writing is very good. It is neat and legible and pupils have developed their own style. Spelling is generally accurate and when mistakes occur, they are often corrected, with the support of teachers during the drafting and re-writing process. Teachers plan well for all pupils to write for a good range of different purposes. They also encourage pupils to very good effect, to make their writing vivid, imaginative and descriptive.
3. The results of National Curriculum assessment tests in science are well above average for pupils at the end of Year 6. For the last three years they have been consistently well above average when compared to schools nationally and to schools with a similar social profile. Inspection evidence confirms these standards in all areas of science. Teachers give pupils very good opportunities to consolidate and use their knowledge and understanding through using and applying previous learning. Through this pupils develop very good skills in devising fair tests and their conversation demonstrates highly developed observational skills. They are expertly guided to make relevant hypotheses and set about testing these effectively. When they are talking about their work in science or planning experiments, their explanations are clear, logically constructed and based on accurate scientific knowledge at a high level. Teachers only intervene when it is necessary, but make sure that they are aware of the independent progress that all pupils are making.
4. In the Foundation Stage, teachers' planning is very good and effectively links learning to the Early Learning Goals for children of this age. This good practice helps adults to identify what children will learn in these areas in terms of early skills and progress is very good in the development of these early skills. Teaching of basic skills in language, literacy and communication and numeracy is very good and effectively supports children's good achievement in these two areas of learning. Children in the Nursery are enabled to practise their literacy skills in practical and interesting ways. When making cheese straws for a party, they named the ingredients, such as flour, cheese and butter. They made an early start in writing down the ingredients, using simple marks to represent the ingredients. A strong feature of teaching in the Nursery and in Reception is the very good and sometimes excellent relationships that adults have with the children in their care. These enable children to feel secure and flourish in the highly effective learning environment and make very good progress in developing their personal and social skills. Through carefully constructed activities, pupils learn to take part confidently, to relate very well to each other and to adults and to behave in a manner that is considerate of other children in their group and class. In 'Circle Time' children discussed different ways in which they could be nice to each other. They talked about helping each

other find things, sharing, talking to children who are on their own and being friends with other children. This type of planned activity has a very significant impact on the quality of children's personal, social and emotional development.

5. Teachers' very good subject knowledge comes through in much of their work. It is particularly good in effectively teaching basic skills in literacy and numeracy lessons, where teachers show very good knowledge of these subjects. For example, teachers' very good knowledge and understanding of the development of reading enables them to provide pupils with the skills and strategies to be able to work out how to read unknown words for themselves. Teachers also have a good knowledge of literature and they use this very well to guide pupils' reading so that they develop enjoyment in reading. The vast majority of pupils read avidly for pleasure and put their reading skills to very good use when completing independent research. Teachers plan very good opportunities for pupils to develop very good speaking and listening skills. By the end of Year 2, pupils are very confident speakers. When working within group activities they are encouraged successfully to answer questions specifically, using good levels of vocabulary. Other pupils listen carefully as they give their answers. By Year 6 almost all pupils are confident and competent speakers and listeners, with the ability to express themselves clearly. Once pupils master the basic skills, they are then given very good opportunities to consolidate and apply them. This makes a highly significant contribution to pupils' ability to use and apply their mathematical skills, knowledge and understanding in problem solving, for example. The school puts much emphasis on this and pupils are very effectively moved on. For example, pupils use their knowledge of measurement of distance and time and their understanding of ratio very well when working with problems related to speed.
6. Teachers have a good understanding of pupils' learning needs. Lessons are planned well and pupils' tasks are based on regular assessment made on standards and progress. This is particularly effective because teachers clearly identify what pupils are to learn. Different tasks are provided in many lessons for lower attaining pupils, average attaining pupils, those of higher attainment and for the highest attaining pupils. This means that all groups of pupils, ranging from those with learning difficulties to those who are identified as gifted and talented, are provided with tasks that effectively extend their learning. Occasionally, teachers' expectations were too high for some average and lower attaining pupils who, in a science lesson, had some difficulty in grasping the new ideas. Although teaching was still satisfactory, these pupils found difficulty in understanding the higher-order ideas of how blood moves around the human body.
7. Other interesting activities are planned which effectively stimulate pupils' enthusiasm and support the very high levels of pupils' personal development. Pupils are trusted to work independently of the teacher, either individually or within groups and this effectively supports the development of pupils' ability to work with other pupils, sharing ideas and knowledge to good effect. For example, Year 6 pupils worked very well in a highly collaborative way to carry out exhaustive investigations into shapes and they developed strategies that enabled them, in an organised manner, to find all pentominoes (combinations of five squares). Through this type of exercise, pupils were very well supported in developing problem solving-skills that are higher than expected for their age. Pupils at all levels have good reasoning skills as a result of the teachers' drive to make pupils independent learners. As a consequence, pupils are confident in completing their tasks and learn at a good pace, often without the need for intervention or support. This enables the teacher to concentrate on particular groups of pupils. All of this ensures that pupils achieve well, through clear but high expectations, and shows that assessment is very well used to ensure that an appropriate level of work is provided for all pupils.
8. Pupils are managed very well. Through very good relationships with pupils, teachers achieve and maintain very good levels of behaviour in their lessons. Pupils' contributions in lessons are valued. Wrong answers are never dismissed, but are discussed, and pupils are encouraged to realise that they can learn from their mistakes. This is effective in informing pupils how well they are learning and in building their self-esteem. Teachers have high personal standards and provide good role models. They certainly live the school motto '*The difference between the ordinary and the extraordinary is that little extra*'. Pupils respond very well by having high expectations of themselves.

9. Teachers make good use of resources, particularly information and communication technology, which effectively support pupils' achievement. This was seen in a Year 4 and 5 science lesson, where the teacher used a computer program to illustrate how blood is pushed through blood vessels. Although some pupils found this concept difficult to understand, the practical illustration gave some pupils a good idea of this and others a basic idea of how blood moves around the body. Lessons run smoothly and time is used well, with lessons moving at a brisk pace, effectively encouraging good levels of productivity and pace of working. A strong feature of teaching is the use of time. Every minute available is maximised and used for effective teaching. Classroom support assistants are well directed know what they are intended to do and are very effective in supporting pupils' learning. They have good knowledge of the pupils and their work. Homework is used effectively to consolidate and extend work completed in lessons.
10. Throughout the school the quality of teaching of pupils with special educational needs is very good. Teachers and learning support assistants know the pupils' individual targets and attention to these is evident in planning, marking and the content of pupils' work. Early identification of pupils who may need extra support is vital in the success of the school's provision for these pupils. The special needs co-ordinator is also the Nursery teacher and identifies children as soon as she can through direct observation. Because of the high levels of co-operation between staff in the school she is able to follow these children through and ensure they make very good progress. Those pupils who learn English as an additional language are looked after very well. Regardless of their background, educational experience or age, the school makes sure that they soon acquire sufficient skill, knowledge and understanding of English to enable them to access the full curriculum and make as good progress as all other pupils in the school.

Standards in information and communication technology and singing are good.

11. A key issue at the time of the previous inspection was to improve attainment and progress in information and communication technology and to develop ways in which information technology can support learning in other subjects. The school has worked hard at improving provision. They have appointed a knowledgeable curriculum co-ordinator, used specific funding to provide an information and communication technology suite and there are also computers in all classrooms. All computers are of good specification and are no older than two years. All staff have had dedicated training that has increased their knowledge and understanding of computers. The school is now in a much better position to provide good teaching of information and communication technology and consequently standards have risen. They are now above average by the time pupils leave the school.
12. Better facilities give children the opportunity to use computers from an early age and in the Nursery and Reception they become familiar with the routine use of computers. They use a paint program well to create vivid and colourful pictures. In Years 1 and 2, pupils extend their skills combine their pictures with text, so that they can illustrate their writing and make it interesting and presentable. In mathematics, information and communication technology is used well to support work in shape. They build different shapes into polygons, moving them around the screen using the mouse and 'drag and drop' techniques. They usefully develop basic ideas of area using the computer by building patterns of tessellating shapes. Pupils in Years 3 and 4 experiment with different images, and once they are happy with their design, they create repeating patterns to design a cover for a gift box or a notebook or designing a bookmark. This activity supports and enhances pupils' projects in design and technology. Pupils in Year 6 use spreadsheets to plan a menu for a party and enter their plans in specific cells. They are able to use icons to activate the hidden commands to work out the total costs of each item and the total cost of the party.
13. Governors are pleased with the extra input into music. They have made provision to employ a specialist music teacher and she has the opportunity to teach all pupils. Consequently, the standard of singing in the school is good. There was no opportunity to listen to other aspects of the music curriculum. Pupils sing well together and are in tune. They are clear and their timing is good. The quality of the singing performance is above that expected for pupils of this age.

Leadership and management are excellent.

14. The leadership provided by and the headteacher and deputy headteacher is excellent. In the short time they have been in their posts, they have played a pivotal role in the continued development and improvement of the school and in ensuring that the school continues to achieve high standards in all aspects of its work. The school motto "*Only the very best will do.*" is evident in the work of the school. This is not a school that is satisfied with second best, but is determined to continue to introduce new initiatives and strategies to ensure a high quality education is provided for all pupils. The commitment to high standards is reflected in the fact that the school has received two achievement awards from the government, has been recognised as being one of a few most improved schools in the country and they have been awarded the prestigious 'Quality Mark' from the Basic Skills Agency. They are justifiably proud of this award, as it reflects high quality in a number of important areas of the school's operations, including leadership and management.
15. The headteacher has been highly successful in building together a team of staff that works impressively well together to enhance pupils' personal and academic achievement. This is supported by the staff handbook which is of an extraordinarily high quality and informs staff of school procedures in a very clear manner. This journal is supported with excellent use of IT and contains CD ROMS and disks with all the schools proforma. The headteacher has quickly gained the respect of staff, governors, parents and pupils. No parent disagreed with the statement '*The school is well led and managed.*' in the parents' questionnaire return. His work is very much based on the statement "*It is not fair to ask of others what you are not willing to do yourself.*" This statement is very evident in his work, he is very accessible and is can often be seen joining in and taking over school activities. The headteacher receives excellent support from his deputy. They make a highly effective leadership team and the extent to which they are in tune with each other's educational philosophy is quite remarkable. They say that often they don't have to communicate through words, as they know what the other is thinking. Independently they described their aspirations for the school as '*A beacon of excellence.*' and '*A bright shining light.*' Key post holders also share this vision and all lead by very good example. What makes the school so successful is the shared commitment and close teamwork of all staff, including non-teaching, and the governing body to ensure that their pupils are equipped with the skills, knowledge and understanding to enable them to make their way in the world in their own lives.
16. The headteacher and deputy headteacher form the base of the senior management team for most of the time. Other teachers with specific responsibilities are invited to join as the focus of development under consideration dictates. Staff with responsibility feel that they get a great deal of job satisfaction from working at Oldfield Brow, and they all feel that they are making a significant contribution to the management of the school. The close teamwork and the commitment of all staff make the management of the school also excellent. Leaders of the different phases of the school Foundation Stage, infant and junior phases, make significant contributions to the leadership and management of the school. Their highly effective work in leading their 'departments' and the very close working relationships that very successfully brings each stage together into a whole school unit, make a significant contribution to the effectiveness of the school.
17. Teachers with other responsibilities carry these out extremely effectively. The management of provision for pupils with special educational needs is carried out in a highly effective and successful manner by the special needs co-ordinator. The school is well on track in implementing the new Code of Practice. She ensures that all documentation is kept up to date and that adults in the school are aware of each individual pupil's needs. The special needs co-ordinator has been trained to ensure that all pupils are fully included in school activities and she has disseminated this training to other staff. Individual education plans are working documents and ensure that all pupils with special educational needs receive their maximum entitlement. These factors make an important and valued contribution to the very good progress that pupils with special educational needs make. The management of Literacy and Numeracy is very good. Both curriculum co-ordinators are knowledgeable and have successfully led the implementation of the National Literacy Strategy and the National Numeracy Strategy. They oversee the development of these two areas and ensure that development is kept going, introducing new initiatives and analysing school specific areas for development, such as the current priority in improving pupils skills in using and applying mathematics.

18. Under the guidance and leadership of the school managers, the school has made a very good level of improvement since the previous inspection. Taking account of the wider picture, high standards have been maintained and improved where there was a need. The quality of teaching and learning has improved and many of the school's strengths identified in the previous report have been maintained or built upon. The specific key issues identified at the time of the last inspection have been tackled in a rigorous and effective manner. There has been significant improvement in the provision for information and communication technology and the resulting standards. After the last inspection a new curriculum co-ordinator was appointed to lead this development. Under her guidance new computers have been purchased and there is now a very generous number available to both staff and pupils. Staff expertise has been greatly improved and this has led to higher expectations of pupils. The curriculum has been developed effectively. Information and communication technology now plays a very important part in the extremely high quality of school management and in teachers' planning. This helps to create uniform procedures and consistency across important aspects of the school. The quality also adds significantly to the school's evident high expectations and this rubs off on the pupils' expectations of themselves. Setting arrangements in English and mathematics have been successfully reviewed and improved. They now contain a narrower range of age and ability. Good practice seen in teaching has been shared and teaching approaches used in each lesson effectively raise pupils' levels of motivation, concentration and application. There are still a number of initiatives in the school development plan but these are manageable and the headteacher, deputy headteacher and the governing body in consultation with all responsible staff carefully monitor progress. Learning resources have been improved, especially those for information and communication technology.
19. The monitoring of the work of the school and taking action on the findings is excellent and is instrumental in the school's pursuit of excellence. The headteacher and deputy carefully monitor and evaluate the quality of teaching. All teachers are formally observed as part of their performance management and their mentor observes those new to the profession. Findings from observations are shared with staff and used as a focus on further observation so that improvement can be easily monitored. Additionally the focus for other observations is based on the targets in the school improvement plan, so whole school improvement is also monitored and evaluated. For all observations, discussion takes place informing the teacher of the judgement on quality.
20. The school benefits from a very supportive governing body, which has a high level of contact with the school and has a good grasp of the school's strengths and areas for development. They share the senior management team's vision and aspirations for the school. They are very effective in fulfilling their responsibilities and in shaping the direction and development of the school. Governors receive very good information relating to standards and the work of the school from the headteacher and from those on the governing body who work in the school. Many opportunities are provided for governors to discuss developments before they become embedded in school practice. The governors are actively involved in the forming of the school improvement plan. There is a very good match between the financial planning and the priorities outlined in the school improvement plan. Financial planning is of a high standard and the school evaluates the impact of major spending decisions on standards. A good example is the expenditure on staffing to maintain small class sizes. This makes a definite contribution to the high standards the school achieves and the level of security that pupils experience through being well known to their teachers. Governors take up opportunities to visit the school as much as possible. Some have observed lessons and they also help out in class, with reading for example. Relationships between the school and the governors are very good and there is a close, informal working relationship between the headteacher and the Chair of Governors. They are an important part of the sense of community that exists in the school.
21. Governors are very aware of the need to promote the school within the community, so that resources are available to maintain the high quality education currently provided in the future. To this end they have established a marketing committee, which is effective in building the school's reputation. They consider the very good partnership with parents to be of prime importance. The school has established this over a period of time through making parents aware of the importance of education to their children. They have made parents feel welcome in school, successfully tried to involve them in the education process and canvassed their opinions and acted upon their views. This

has been effective and the parents justifiably feel that the school is a valuable part of their community, which is serving their children very well.

Provision for pupils' personal development is very good and results in pupils' very good attitudes, behaviour and relationships.

22. There is very good provision for pupils' personal development. This is because the school is a welcoming and friendly community with a wide range of opportunities for pupils to form excellent relationships. As a result, pupils achieve very high standards in their work and in their behaviour and attitudes towards each other. The school is regarded and treated by staff, pupils and parents, as a family unit where young pupils mix with older ones and are looked after and helped by them. Pupils' spontaneous respect and care for each other is impressive, both in school and on the playground. High moral and social standards are evident in the life of the school.
23. Provision for pupils' moral and social development is very good. This quality has been maintained since the time of the previous inspection. When in class, pupils are encouraged to consider the effect of their actions on others and to moderate their behaviour accordingly. Although behaviour is very good and no inappropriate behaviour was seen during the inspection period, all pupils are taught to consider the learning needs of others: for example, how talking too loudly might affect the concentration of others. This results in a growing self-control as pupils pass through the school and pupils' behaviour is often exemplary.
24. Opportunities for pupils to develop their very good social skills and to develop very positive attitudes towards other pupils begin in the Nursery. This ensures a smooth and secure start to children's schooling and helps them develop responsibility and positive attitudes towards others at an early stage. High standards in the school are reflected on the playgrounds where pupils play with others of different ages and care for each other well. Pupils' high social and moral attitudes are supported by the ethos that is created by the staff. Staff have very high personal standards, in the way they dress, address each other and the hard work they do for others. They provide very impressive role models. Care and concern for others and achievement are paramount in the life of the school. Through charity work and citizenship in school pupils put something back into the school society. Pupils understand this well and their response is a credit to themselves and to the school. There is a school council that meets regularly to discuss pupils' views of how the school can improve for the benefit of the pupils. At the last council meeting delegates from each class discussed ways of making the transfer from Key Stage 1 to Key Stage 2 easier, reviewing the week in class on Friday afternoons, the breakfast club and the possible refurbishment of the school corridor.
25. The spiritual provision in the school is of high quality and pupils are constantly reminded of the importance of achievement. Catchphrases are in displays around the school and pupils are exposed to such ideas as *"Why have the moon when you can reach the stars?"* *"The difference between the ordinary and the extraordinary is that **little extra.**"* *"The mind is like a parachute. It only works when it is open."* *"They don't make diamonds big you know."* This encourages pupils to value their school and their achievements, of which they are justifiably proud. In consequence, pupils have very positive attitudes to their school and to other pupils. They are keen and enthusiastic about coming to school and delight in the learning opportunities given to them. As a result, they achieve high standards. They feel secure in the school and know that they are valued. This effectively supports their self-esteem and confidence. They are at ease with adults and other pupils alike. Pupils are very welcoming and are concerned that visitors and new pupils are equally at ease. They enter into friendly conversation, spontaneously, and are keen to talk about themselves and their school. This was evident when walking around the classrooms and when speaking to the members of the school council.
26. The school has successfully endeavoured to present a multicultural education for its pupils. This is provided through the curriculum where pupils experience a good range of music and art from other cultures. Empathy and understanding related to the cultural and religious practices that influence the lives of other people are explored in religious education effectively. The school's policy on race equality is evident in practice. The library has been scrutinised as part of the policy's implementation and the school's Anti-Racism action plan and a range of appropriate texts have been

bought. There are few pupils in the school from different ethnic backgrounds, but all pupils are treated as equals and there is no evidence of any tensions between pupils of different gender, ability or from different races. Pupils are very well prepared to live in a multicultural society.

27. Behaviour in classrooms is very good and some excellent behaviour was seen during the inspection. Parents strongly agreed that the standard of behaviour in and around school is good. Most children in the Foundation Stage achieve high standards in their personal and social development. Throughout the school their behaviour is at least good, often very good and some excellence was seen in the Nursery, a credit to the staff at such an early stage in the year. Pupils show high levels in their ability to regulate their own behaviour and this skill steadily develops as they move through the school. Where there is very good behaviour, pupils listen attentively and concentrate hard, when working individually or as a member of a group. They work well without the direct supervision of the teacher, and concentrate well on their work. This leaves the teacher to work with specific groups of pupils or where needed, without interruption. Pupils show high levels of attention and interest and their very good behaviour in lessons has a direct impact on the high standards they achieve. Pupils' behaviour in the playground is very good. They enjoy taking advantage of the contact with others of all ages at playtimes. They move around the school in an orderly and polite way.
28. Pupils' personal development is very good and the quality of relationships is excellent. This aspect is one of the strengths of the school and arises from the trust that teachers and other adults place in the pupils. Throughout their time at the school, pupils develop a growing maturity in how they work, their skills in articulate and polite communication, and their ability to take responsibility. By Year 6, they blend a high level of independence with excellent relationships with other pupils and adults. Their spontaneous co-operation and very good communication skills strongly support their learning. Parents state that they recall no incidents of inappropriate behaviour or oppressive attitudes within the school. This was confirmed during the period of inspection.

The school takes very good care of its pupils. Assessment procedures are very good and support the very good progress, which all pupils make.

29. Oldfield Brow is a caring and supportive school. Because classes are small, all pupils are well known to the staff. The school is not only committed to the academic achievement of its pupils, but also to ensuring pupils health, welfare and safety. Very effective procedures are in place for child protection. First aid and security procedures are well established. Health and safety checks are carried out regularly. Because of the good relationships with teachers and other staff, pupils feel confident in being able to ask for help when in need. The high level of care and concern evident in the school helps pupils feel confident and in turn supports their learning.
30. The school places a great deal of importance on the assessment of pupils' attainment and the tracking of the progress that they are making as they move through the school. Children are assessed soon after they start school. These assessments are carried out in a very thorough manner and provide a very good guide as to what children can and cannot do. The information gained is also used for the early identification of pupils who may have special educational needs and in planning the curriculum appropriate to the needs for these children. Within the classroom staff carry out continuous ongoing assessments of the children's progress towards the nationally recommended early learning goals for children in the Foundation Stage. The teachers and other Foundation Stage staff link ongoing assessments very well into curriculum planning. Assessment data enables staff to accurately track individuals' strengths and weaknesses and to set appropriate targets for improvement.
31. The very good assessment procedures and tracking that start in the Foundation Stage continue throughout infant and junior classes. The school carries out a good range of tests and assessments as well as statutory tests. Then headteacher and deputy, supported by the Literacy and Numeracy curriculum co-ordinators carry out a detailed analysis of the results and identifies any area of the curriculum or group of pupils that are not achieving as well as expected. The detailed records mean that teachers can see where progress is not as expected. Equally effective procedures are in place for assessing and tracking the progress of pupils with special educational needs and those pupils

with English as an additional language. This ensures that these groups of pupils make as good progress as their classmates.

32. This is a school that has consistently achieved high standards in recent years. Rigorous analysis of assessment data and the setting of challenging targets for all pupils make a significant contribution to this. The school promotes the achievement of higher levels in National Curriculum assessment tests and this also contributes to the school's success in raising standards. There is clear evidence that procedures for assessing, targeting and tracking pupils' progress are strengths of the school and have played an important role in the school's achievement of high standards.

WHAT COULD BE IMPROVED

There are no areas for improvement

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

There are no key issue for this school to address

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	4

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	12	2	0	0	0
Percentage	0	30	60	10	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	101
Number of full-time pupils known to be eligible for free school meals		19

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register	2	35

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Total
	2001	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	10	10	11
	School	83 (80)	83 (73)	92 (100)
Percentage of pupils at NC level 2 or above	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	10	11	11
	School	83 (80)	92 (100)	92 (87)
Percentage of pupils at NC level 2 or above	National	85 (84)	89 (88)	89 (88)

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

Note: the gender breakdown is omitted where there are less than 11 boys or girls in the year group

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	12	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	12
	Girls	9	11	11
	Total	21	23	23
Percentage of pupils at NC level 4 or above	School	88 (93)	96 (100)	96 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	12
	Girls	10	11	11
	Total	22	23	23
Percentage of pupils at NC level 4 or above	School	92 (100)	96 (100)	96 (100)
	National	72 (70)	74 (72)	82 (79)

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	91	0	0
White – Irish		0	0
White – any other White background		0	0
Mixed – White and Black Caribbean	4	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian		0	0
Mixed – any other mixed background		0	0
Asian or Asian British - Indian		0	0
Asian or Asian British - Pakistani		0	0
Asian or Asian British – Bangladeshi		0	0
Asian or Asian British – any other Asian background		0	0
Black or Black British – Caribbean		0	0
Black or Black British – African		0	0
Black or Black British – any other Black background		0	0
Chinese		0	0
Any other ethnic group	1	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

Financial information

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	16.3
Average class size	19.6

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	60

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	30
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Financial year	01/02
----------------	-------

	£
Total income	336938
Total expenditure	334676
Expenditure per pupil	2892
Balance brought forward from previous year	9258
Balance carried forward to next year	11518

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.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	101
Number of questionnaires returned	48

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	21	0	0	4
My child is making good progress in school.	67	23	2	2	6
Behaviour in the school is good.	77	15	4	0	4
My child gets the right amount of work to do at home.	50	30	8	0	12
The teaching is good.	81	15	2	0	2
I am kept well informed about how my child is getting on.	75	21	0	0	4
I would feel comfortable about approaching the school with questions or a problem.	88	10	0	0	2
The school expects my child to work hard and achieve his or her best.	90	10	0	0	0
The school works closely with parents.	77	19	0	2	2
The school is well led and managed.	88	10	0	0	2
The school is helping my child become mature and responsible.	81	15	2	0	2
The school provides an interesting range of activities outside lessons.	44	42	8	0	6