

INSPECTION REPORT

EGERTON PRIMARY SCHOOL

Knutsford

LEA area: Cheshire

Unique reference number: 111098

Headteacher: Mr. John Manning

Reporting inspector: Jo Cheadle
23233

Dates of inspection: 10th - 12th February 2003

Inspection number: 247079

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	County
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Bexton Road Knutsford Cheshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. B.H. England
Date of previous inspection:	February 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Egerton Primary is a popular school serving the town of Knutsford, but also receiving pupils from outside the immediate locality. The school number has risen since the last inspection, and there are currently 213 pupils on roll. Nearly all pupils are from white United Kingdom heritage. While pupils come from varied home backgrounds, their social and economic circumstances are generally favourable. There are three pupils who speak English as an additional language, but all speak English fluently. At five per cent, the proportion of pupils with special educational needs, including those with supporting statements, is lower than the national average. The proportion of pupils who receive free school meals is also below the national average. Attainment on entry to the school covers the full range of ability, but children's skills and knowledge when they start in the Reception class are generally above average.

HOW GOOD THE SCHOOL IS

Egerton is a **good** school. Results in national tests are very good, standards of work are above average overall, and there are examples of well above average work in many year groups. All pupils achieve at least as well as they should do, and most pupils achieve well. The school is well led and managed, and the quality of teaching is now good. Parents have positive views about the school, and are fully involved in their children's education. The school provides good value for money.

What the school does well

- Results in national tests are very good, standards of work are above average and the majority of pupils achieve well in comparison with their starting levels.
- Throughout the school, pupils make good progress in reading. By the end of Year 6 they read very well and are very articulate speakers.
- Pupils have excellent attitudes to their work and behave very well.
- The overall quality of teaching and learning is good, and in the Reception class, Year 2 and Year 6, teaching is of a consistently high quality.
- The headteacher, deputy head, subject managers and governors have a clear understanding of the school's strengths and weaknesses and have effective plans to improve.
- The school provides very good care and support for pupils.

What could be improved

- Progress made by the highest-attaining pupils in some lessons.

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 February 1998. Since this time there has been **good** improvement overall.

In relation to the key issues of the previous inspection report:

- Methods used to check how well pupils are doing are now **good**. Good use is made of the information gained from looking at pupils' work to guide planning for future learning.
- The curriculum has been carefully monitored and improved since the last inspection. The range and quality of learning opportunities are now **good**. In mathematics in particular, the highest-attaining pupils are provided with work that provides a good level of challenge. However, in other subjects, the work planned for these pupils is sometimes not sufficiently challenging.
- Teaching and learning have improved since the last inspection as a result of regular lesson observations and useful feedback to teachers. The headteacher, deputy head and subject managers have been involved in this process. The overall quality of teaching and learning is now **good**.
- The role of subject managers has been **developed well**. The curriculum and teaching have improved as result of more effective subject management.
- Pupil's spiritual development is now **good**.

- Pupils now have **good opportunities** to develop their awareness of other cultures through religious education, geography, history and English. However, not enough use is made of the first hand experience and knowledge of pupils within the school who are from different cultural backgrounds.

Other improvements:

- Results in national tests have improved significantly at the end of both Year 2 and Year 6.
- Pupils' attitudes to school and their work are now **excellent** and they behave **very well**.
- Support for pupils' academic and personal needs is now **very good** and pupils are very well cared for.
- There has been **good** improvement to the accommodation, which has benefited teaching and learning.
- Resources have improved and are now **good**. The school has more learning support assistants to help pupils with their learning.

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				<i>Key</i>
	all schools			similar schools	
	2000	2001	2002	2002	
English	A	A	A*	A*	well above average A above average B average C below average D well below average E
mathematics	A	A*	A	A	
science	A	A	A*	A*	

For the past three years, results in national tests at the end of Year 2 and Year 6 have been maintained at very high levels. Results for English and science in 2002 were in the top five per cent of all schools in the country (shown by A*). The school prepares pupils well to take tests. They have the necessary knowledge and skills, and understanding of testing procedures, to approach the tests with confidence. In addition, pupils have high expectations of themselves. Pupils in Year 6 aim to attain Level 5, which is higher than the nationally expected level. The proportion of pupils who attain at levels higher than expected, Levels 5 and 6, has been better than the national average in all three subjects since the year 2000. The school achieved the targets set for performance in most recent tests and has set appropriately challenging targets for the current Year 6 pupils.

Generally, children start at the school with above average skills and knowledge. Overall, pupils achieve well. Pupils with special educational needs are given skilful help so that they attain the standards expected of them. The achievement of lower-attaining pupils is good considering their starting levels and most of them attain average standards by the end of Year 2 and Year 6. Pupils with average starting levels, and most pupils with above average levels, also achieve well and attain appropriate standards. Some higher-attaining pupils do not always make the good progress of which they are capable. This is because they have the ability to tackle more difficult work than they are given at times. Although they attain high standards, their achievement is sometimes only satisfactorily when related to their very good starting levels.

In English, standards of work are above average overall. The main strengths within the subject are pupils' reading and speaking skills, which are very good. Pupils achieve very well in these aspects of English. Very good reading skills, and the ability to talk about their work and explain their ideas, helps pupils to attain above average standards in other subjects of the curriculum. Some pupils are slow to learn good handwriting skills and do not always use the skills they have learned, which spoils the presentation of their work.

The majority of pupils generally achieve well in mathematics and science, particularly in their speed and accuracy with numbers and in learning investigational skills. Overall, standards of work in both subjects are above average. The school's highest-attaining pupils generally attain well above average standards in mathematics, although their work in science is usually at the same level as that of above average pupils. Lower attaining pupils achieve well in both subjects.

Examples of work seen during the inspection indicate that standards in information and communication technology, art and design, design and technology, history, geography and religious education are all above average. Most pupils achieve well in each of these subjects, although standards of work in books are often similar for average and above average pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils have extremely mature and positive attitudes to their work and fully recognise the value of learning. They are very enthusiastic in lessons.
Behaviour, in and out of classrooms	Very good. Pupils behave very sensibly during lessons and around the school because they clearly understand that this is what is expected of them.
Personal development and relationships	Very good. Pupils develop a strong sense of personal responsibility by Years 5 and 6. Relationships throughout the school are very positive. Older pupils use their initiative very well to help with the smooth running of the school.
Attendance	Good. Attendance at the school is above the national average.

TEACHING AND LEARNING

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

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

Strengths:

- Teaching in the Reception class, Year 2 and Year 6 is of a consistently high quality. Children make a good start to their schooling and make good progress prior to national tests.
- Teachers most often plan work very thoroughly and make good use of their assessments of pupils' work to plan for future lessons. The majority of pupils make good progress in their learning because work is well matched to their needs.
- Teachers carefully explain to pupils what they are intended to learn and reinforce this effectively during lessons. Pupils have a clear understanding of what they are learning and why. They understand how new learning builds on work from previous lessons.
- English and mathematics are taught well, particularly basic numeracy and literacy skills. Pupils learn to read very confidently and use numbers with speed and accuracy.
- Teachers have high expectations of behaviour and work. Pupils clearly understand the need to listen very carefully in lessons and concentrate hard on their work.
- Teachers make good use of homework, and pupils understand that what they learn at home is as important as what they learn in lessons.

Areas for development:

- In some lessons, work that is set for the most able pupils is not always appropriate to their needs, and they do not always make the same progress as other pupils.
- Expectations about how pupils should present their work are not always consistent, and teachers are not always sufficiently insistent that pupils use joined handwriting, even when they have learned how to.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is now of a consistently good quality throughout the school. It is well planned to meet the needs of most ability groups. Effective links are made between subjects so that learning is interesting and relevant. A good range of after-school and extra-curricular activities enriches pupils' learning.
Provision for pupils with special educational needs	Good. Pupils are well supported. Their individual education programmes are appropriate to their needs and ensure good progress towards the targets set. Adult support and specialist teaching is well allocated to help individuals. The school works well with parents who have children with identified special needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. In all planning, teachers indicate opportunities for developing pupils' spirituality and keep records of their progress. Pupils now make good progress in this aspect. Moral and social development are strengths of the school. Pupils' awareness of their own and others cultures is developed well, although the school does not always draw on the experiences of the few pupils who belong to different cultures, to extend the understanding of their classmates.
How well the school cares for its pupils	Very good. The school is a very caring community where pupils' welfare and their academic and personal needs are well monitored and recorded. Teachers do not always make good enough use of assessment information to plan work for the most able pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher leads and manages the school well with a clear focus on continuous improvement, but also maintenance of the school's very positive ethos. The deputy head shares the headteacher's very clear educational vision and supports general management of the school very well. Governors are fully involved in the work of the school. Subject managers are competent in their roles.
How well the governors fulfil their responsibilities	Good. The governors fulfil their statutory responsibilities well. They have a clear understanding of the school's strengths and are aware of the areas that need to improve.
The school's evaluation of its performance	Good. The school looks very carefully at how well it is working. Monitoring of test data, pupils' work and teaching and learning are all very thorough. Good use is now being made of this information to plan future developments.
The strategic use of resources	Good. All available finances and resources are allocated wisely to benefit pupils' learning. The school is good at ensuring that best value is achieved from decisions made relating to funds, staffing and other opportunities.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Parents believe that the school is well led and managed.• They think that teaching is good and that their children make good progress.• Parents are confident that the school encourages their children to behave well and develop mature and responsible attitudes.• Most parents would happily approach the school with suggestions and complaints.	<ul style="list-style-type: none">• Some parents would like better information about how well their children are doing.• A few parents are not happy with the amount of homework that their children receive.• Some would like to see a greater range of extra-curricular activities at the school.

Inspectors agree with parents in relation to all of their positive comments. Inspection judgements are that teachers provide useful homework for pupils and that there is a good range of extra-curricular activities at the school. Homework, lunch-time and after-school clubs, visits and visitors all extend pupils' learning. There are some very good examples of annual reports to parents, where very clear information is given to parents about how well their children are doing. However, this is not consistent in all reports.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Results in national tests are very good, standards of work are above average and the majority of pupils achieve well in comparison with their starting levels.

1. Results in national tests have improved significantly since the last inspection. Over the past three reporting years, results have been at least well above average and often in the top five per cent of all schools nationally. Results are equally good at the end of Year 2 and Year 6. In each test year since 2000, almost all pupils have attained at least the expected level in tests at the end of Year 2 and Year 6. A well above-average proportion of pupils attain higher than the expected levels, Level 3 and Level 5. Some pupils attain Level 4 at the end of Year 2 and Level 6 at the end of Year 6. The school's rate of improvement in tests is better than the national trend for both testing year groups.
2. The school prepares pupils well to take tests. The programme for social and personal development throughout the school is very effective in building pupils' confidence, and developing their sense of personal responsibility. These qualities are of great value in ensuring excellent attitudes towards work and learning. Pupils' very good reading skills enable them to read test materials confidently and accurately. Their speed and competence with numbers enable them to test out answers and check results efficiently. The school's good curriculum thoroughly covers all aspects to be tested, and gives pupils a good base of knowledge and skills. Teaching is good throughout the school, so that the majority of pupils make good, steady progress through each year group. For this reason, pupils do not have to catch up on work in order to take tests in Years 2 and 6. Additionally, the headteacher and deputy head analyse past test results very carefully, highlighting aspects of work where pupils are less successful. This information is used to guide curriculum and lesson planning, ensuring that areas of weakness are improved. In tests, therefore, all pupils attain appropriate levels and achieve well.
3. Children start at the school with a range of skills and knowledge, but in general their attainment levels are above those expected for their age. The school is very quick to identify children who need extra support to help them make good progress, and also those pupils who have well above-average or exceptional ability. The school's records of pupils' progress clearly show that the majority of pupils with lower levels at the start of their education attain at least expected levels in their work and tests. Pupils with exceptional talents are also well supported. In the current Year 6 group for example, one high-attaining pupil is currently following an individual programme of work in mathematics. As a result, in tests, the school's highest-attaining pupils attain well above average results and achieve well. Standards of work throughout the school are above average overall. All pupils achieve at least satisfactorily on their starting levels and the majority achieve well. Bilingual pupils are fluent in English and achieve as well as their classmates.

Throughout the school, pupils make good progress in reading. By the end of Year 6 they read very well and are very articulate speakers.

4. Reading skills are taught very well throughout the school. Skills are progressively and systematically introduced and learned. Children in the Reception class learn sounds and words through very well organised teacher strategies, and they soon become confident to read books they have never read before. In a reading session observed with Reception children, the match of work to each ability group very effectively supported individual progress. The teacher worked with a group of higher-attaining children who demonstrated their clear ability to predict the story from picture clues, their very good knowledge of initial and final sounds and their very confident understanding of how to read a book. The nursery nurse worked with average and lower-attaining pupils, looking at different genres of books, such as poems and nursery rhymes,

picture books and books made by the children themselves. Children already had a very good knowledge of a range of books, looked at and read books with very good levels of concentration and thoroughly enjoyed the chance to read. The learning support assistant worked with an individual child creating descriptive sentences using personal photographs. At the end of the session, pupils were very enthusiastic to talk about the books they had read, and confidently retold stories to the whole class. Their understanding of what they had read was very good. Pupils were well aware that reading and books were important. Their enthusiasm for learning was very evident.

5. There has been priority given to reading over the past years. The subject manager is determined that standards and provision will continue to improve, and is confident to introduce new strategies and teaching methods to encourage this. The use of guided reading has been emphasised over the recent past. Group work has been observed by the subject manager and very useful feedback offered to staff. The result is that guided reading sessions are of very good quality. Teachers are very well organised, plan work that is very well matched to groups, ask exactly the right questions, provide good reading demonstrations, and motivate and enthuse pupils. Flexible and appropriate use has been made of the national strategy for literacy to support the progressive development of reading and literacy skills. Pupils develop very good strategies for reading unfamiliar words. They learn to reread sentences or paragraphs to make sure that they understand accurately. Many older pupils read aloud with very good expression and know how to hold the attention of the listener. Pupils have very positive attitudes to reading and their very good skills enable them to access all areas of the curriculum with confidence and success.
6. Pupils' speaking and listening skills are also well above average. Teachers use specific vocabulary very effectively in lessons, and expectations are clear that pupils should use new words in responding to questions, or explaining their work. Pupils talk about their work very accurately and at great length. They enjoy explaining and include very good detail. Very importantly, they also know when to listen carefully and concentrate on what another speaker is saying. Pupils listen very attentively and therefore, for the most part, follow instructions carefully and carry out tasks without problems. This helps them to make good progress in lessons. In an ICT lesson in Year 6, pupils listened carefully to complicated instructions for using data control procedures, asked and answered questions prior to starting their own work, and independently produced a set of procedures for a burglar deterrent. Standards were above average overall during this lesson. The quality of discussion between partners, leading to a finished product, was well above average.

Pupils have excellent attitudes to their work and behave very well.

7. Pupils' attitudes to their learning are outstanding. From the Reception class to Year 6, pupils demonstrate exceptional levels of concentration, application to task and an understanding of the importance of learning. They have high expectations of themselves and Year 6 pupils talked confidently about the results they were aiming for in national tests and ambitions for the future. In lessons, pupils are highly motivated and really enjoy their work. In a Year 3 science lesson, pupils worked very sensibly and collaboratively to organise a test to measure force and distance. In a Year 2 music lesson, groups of pupils once again worked collaboratively to compose music to depict a form of transport. All pupils had an instrument, but not one pupil played their instrument when not required to, because they were all totally focussed on completing their work for presentation. In a whole school assembly, when reading the words to a song from the overhead projector, Year 6 helpers used their initiative to point to the words so that the youngest children could follow. In an ICT lesson in Year 1, pupils checked through their work without being prompted by the teacher, correcting spellings and putting in missing full-stops. In the light of such superb attitudes, it is an anomaly that some pupils do not always present their work as neatly as possible, or use joined handwriting when they know how to.

8. Behaviour throughout the school is very good. Teachers have very high expectations of how pupils will behave and pupils respond very well. In lessons, in the lunch hall and in the playground pupils are very sensible and play happily together. Older pupils feel a real sense of responsibility for younger pupils, and explained to the inspectors that it was their duty to make sure that little ones played safely. Pupils are consistently polite and have very good manners. When teachers give individual support, pupils never neglect to say thank you. Parents are very supportive of the school's high expectation about behaviour. In parents' questionnaires there was unanimous agreement that the school encourages their children to behave well.

The overall quality of teaching and learning is good, and in the Reception class, Year 2 and Year 6, teaching is of a consistently high quality.

9. The overall quality of teaching has improved since the last inspection. Teaching observed in the current inspection was consistently satisfactory or better. In almost half of the lessons, teaching was good. Teaching was very good or excellent in eleven out of twenty-three lessons. Teaching observed in the Reception class, Year 2 and Year 6 was consistently very good or excellent. In all lessons observed in these year groups, very good attention was given to planning work for all levels of ability within the class, and pupils were able to start at a level that was most appropriate for them. In a Year 2 mathematics lesson, pupils all created symmetrical patterns, but the level of difficulty increased from following a pre-drawn pattern, to creating a pattern on a diagonal line of symmetry for a partner to complete in the three remaining sections of a pegboard. Pupils all made very good progress. In a Year 6 English lesson, pupils made excellent progress in their use and understanding of note taking. Work was very precisely matched to the ability groups within the class. The teacher supported lower-attaining pupils in understanding and using acronyms and abbreviations. This reinforced the introductory discussion and gave him an opportunity to check their progress. The work sheet provided for them extended new learning, as they were asked to think about reasons why the writer had chosen to use bullet points, for example. Higher-attaining pupils were required to use their previous knowledge and understanding of events and facts from World War II, and to use the notes provided to create a piece of writing for a specific audience. They were asked to think about the tone of the writing, the effect they hoped their writing would have on the reader, how the text would be organised, and they were reminded about presentation. The lesson was extremely successful because it gave pupils a real purpose for writing, developed their literacy skills extremely well, and also extended their historical knowledge and understanding.
10. Teachers' good subject knowledge helps make lessons interesting and motivating. In a Year 3 science lesson, explanations were very clear because the teacher was confident in her own understanding. As a result, pupils listened carefully and were very interested. She used a variety of questions that encouraged pupils' learning, because they had to really think about answers. There was good quality discussion prior to practical work, and this helped pupils to approach the group task confidently. Effective links were made between science and mathematics, and pupils were given good opportunities to use their scientific skills in designing a fair test, predicting and measuring results. In a Year 5 religious education lesson, pupils listened with great interest to the story of Moses and the Israelites, and the events that led to God delivering the Ten Commandments. The teacher knew the story very well and therefore her exposition was very effective. With the teacher's help, pupils were able to identify the relevance of the commandments on life and rules today.
11. Teachers use a variety of teaching styles and strategies to motivate pupils and make learning interesting and fun. In a Year 4 science lesson, the teacher immediately captivated pupils' attention by starting the lesson with a letter from the "Laboratory of Bright Sparks", requesting the help of Egerton researchers. The letter focussed pupils' attention on the science to be used and the purpose for using it. Pupils created electrical circuits and experimented with a variety of materials to find conductors and insulators. In a science lesson in the Reception class, ice,

frozen in the shape of hands, was an exciting stimulus for discussion about changes. Pupils' language and scientific skills were extended extremely well as they discussed the melting process, using magnifying glasses for close observation. In all year groups teachers have excellent relationships with pupils and this helps pupils to learn in a supportive and respectful environment. Inspectors fully agree with parents views that teaching at the school is good.

The headteacher, deputy head, subject managers and governors have a clear understanding of the school's strengths and areas for development and competently plan action for further school improvement.

12. The headteacher, governors and staff have given close attention to the key issues raised during the last inspection. Appropriate, although sometimes overly long, development plans have been put in place, and there has been good overall improvement as a result. All action has been carefully financed, monitored and evaluated to ensure that the work done has resulted in better standards overall. There has been good improvement in the work of subject managers, who now fully recognise their role in developing the curriculum and teaching, and improving pupils' progress and attainment. After appropriate training, they have worked with the headteacher and deputy to monitor teaching and learning. Teachers have been provided with effective feedback on their lessons, which has clearly detailed strengths and areas for development. This good work has improved teaching and learning throughout the school. From this foundation of well-organised systems, a clear educational direction, shared commitment to improve and a competent and capable staff, the school is well placed to develop further in the future.
13. The school runs smoothly on a day-to-day basis. An able administrative assistant supports the headteacher. Governors fulfil their statutory responsibilities effectively and have a good understanding of what the school does well and where it could improve. There is a profound sense of team spirit in which adults and pupils are supported and respected. The headteacher knows pupils, parents and staff very well and is respected by them. There is no hint of complacency at the school, and everybody works very hard to maintain and improve standards. Parents showed their confidence in the leadership and management of the school in their responses to the parent questionnaire.

The school provides very good care and support for pupils.

14. Procedures for assessing how well pupils are doing have improved since the last inspection and are now good. The school has monitored pupils' performance in statutory and non-statutory tests each year, and drawn considered and useful conclusions about how well they are doing, and necessary changes that may need to be made to the curriculum to ensure that pupils achieve well. Assessment information showing how much progress individual pupils have made, clearly indicates that some of the highest-attaining pupils are sometimes not making the same consistently good progress as their classmates. The school is now making good use of the information gathered to ensure that pupils' academic progress is well supported. Parents receive regular information about how well their children are doing. Annual reports written for English, mathematics and science in Year 3, are excellent examples of useful information provided for parents about their children's progress and what they need to do to improve further. Inspectors agree with those parents who felt that reports were not always as useful as this, and judged the quality of reports to be satisfactory, but inconsistent.
15. Pupils learn in a caring environment, where their safety and well-being are taken very seriously. Academic achievement is given appropriate priority, but the school also helps pupils to develop very good social and personal skills that are necessary for life in general. Pupils appreciate the beauty and wonder of life and recognise their responsibility in maintaining it. These are very valuable attributes fostered by the school.

WHAT COULD BE IMPROVED?

Progress made by the highest attaining pupils in some lessons.

16. In some lessons, the highest attaining pupils do not always make the same rates of progress as all others. This group of pupils are not always provided with work that challenges them to make the same good progress as their classmates and to attain well above average standards. In lessons where the overall quality of teaching and learning was judged to be good, it was often the case that the majority of pupils made good progress, but the very highest-attaining pupils made only satisfactory progress. They demonstrated their very good skills, knowledge and understanding during introductory and plenary discussions. However, they were required to carry out tasks or complete work that was too easy, and so did not help them to build sufficiently well on their previous learning. For example, in the science lessons observed in Years 3 and 4, the highest attaining pupils carried out the same experiments as all others, even though they knew exactly what the results would be prior to testing. One boy in Year 4 accurately sorted the set of provided materials into conductors and insulators before testing them in the electrical circuit. In Year 3, some pupils could competently explain what the results of a force and distance test would be before using the resources. They were ready to think about the effect that extra weight would have on force and distance, but were not provided with this opportunity soon enough. In a Year 5 religious education lesson, pupils were not required to read aloud from the bible, to extend their reading skills. All pupils in the group completed the same work, which was of good quality, but not challenging enough for the highest-attaining pupils.
17. Samples of work and work in lessons show that there are sometimes differences in pupils' progress and levels of achievement. While standards of work are above-average overall, examples of well above-average work completed by pupils with well above-average starting levels are not as evident. In subjects such as religious education, where work is of a good standard overall, pupils of all abilities produce the same work. This is also the case in science, history and geography. In mathematics and English there are more examples of finished work at varying levels, and evidence of well above-average attainment. Some pupils attain above average standards, but achieve satisfactorily on their starting levels.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (1) Ensure that the most able pupils make consistently good progress in lessons by:
 - a. Making sure that teachers plan work at an appropriate level for the highest-attaining pupils in every lesson;
 - b. Monitoring teachers' plans to check that they contain clear explanations of appropriate challenges for the highest-attaining group of pupils;
 - c. Making the priority focus for future lesson observations the evaluation of teaching and learning in relation to the progress made by individual groups of pupils;
 - d. Enabling teachers to observe lessons where there is effective planning for all ability groups and all pupils make equal rates of progress;
 - e. Looking at pupils' work together, to evaluate how well pupils achieve on their previous learning, and to make sure that pupils produce work that is appropriate to their ability and consistently well presented.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	8	10	2	0	0	0
Percentage	13	35	44	8	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 four percentage points.

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	213
Number of full-time pupils known to be eligible for free school meals	20

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	11

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.7
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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	20	10	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	19	19
	Girls	10	10	10
	Total	29	29	29
Percentage of pupils at NC level 2 or above	School	97 (93)	97 (93)	97 (96)
	National	84 (84)	84 (84)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	19	19
	Girls	10	10	10
	Total	29	29	29
Percentage of pupils at NC level 2 or above	School	97 (96)	97 (96)	97 (100)
	National	85 (85)	85 (85)	89 (89)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	17	15	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	16
	Girls	15	15	15
	Total	30	30	31
Percentage of pupils at NC level 4 or above	School	94 (97)	97 (100)	97 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	17
	Girls	15	15	15
	Total	30	31	32
Percentage of pupils at NC level 4 or above	School	94 (93)	97 (97)	100 (100)
	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	197	1	0
White – Irish	0	0	0
White – any other White background	5	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	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	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	2	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	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)	9.3
Number of pupils per qualified teacher	22.9
Average class size	30.4

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	66

FTE means full-time equivalent.

Financial information

Financial year	2001/2
	£
Total income	386804
Total expenditure	373860
Expenditure per pupil	1755
Balance brought forward from previous year	12740
Balance carried forward to next year	12944

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1

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

161

Number of questionnaires returned

92

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	28	1	0	0
My child is making good progress in school.	63	33	1	0	3
Behaviour in the school is good.	65	34	0	0	0
My child gets the right amount of work to do at home.	35	48	12	3	1
The teaching is good.	64	34	1	0	1
I am kept well informed about how my child is getting on.	40	40	17	2	0
I would feel comfortable about approaching the school with questions or a problem.	75	22	2	0	0
The school expects my child to work hard and achieve his or her best.	66	26	5	1	1
The school works closely with parents.	50	41	8	1	0
The school is well led and managed.	68	32	0	0	0
The school is helping my child become mature and responsible.	65	30	3	0	1
The school provides an interesting range of activities outside lessons.	33	42	14	7	3