

# INSPECTION REPORT

## **PRESTBURY C of E PRIMARY SCHOOL**

Prestbury, Macclesfield

LEA area: Cheshire

Unique reference number: 111325

Acting Headteacher: Sue Parker

Reporting inspector: Bernice Magson  
18143

Dates of inspection: 13<sup>th</sup> and 14<sup>th</sup> January 2003

Inspection number: 247107

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary aided

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Bollin Grove  
Prestbury  
Macclesfield  
Cheshire

Postcode: SK10 4JJ

Telephone number: 01625 828043

Fax number: 01625 820005

Appropriate authority: Governing Body

Name of chair of governors: Professor Ken Entwistle

Date of previous inspection: 26<sup>th</sup> January 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

This church aided school is situated in the village of Prestbury on the outskirts of Macclesfield. It serves the parish of Prestbury and the surrounding area, consisting mainly of private housing. There are 303 pupils on roll, including 39 nursery children attending part time. Children are admitted into nursery in the term following their third birthday. Attainment on entry varies but is above average overall. The school has significantly more girls on roll than boys, similar to the last inspection. Seven per cent of pupils are identified as having special educational needs, mainly with learning difficulties. This is well below the national average. Four pupils have a statement of special educational need for their more complex learning difficulties. Almost all pupils are of white British origin. One pupil has Cantonese as the mother tongue. Very few pupils are eligible for free school meals. This term the school is led by an acting headteacher who, at the time of the inspection, had been in post only a few days.

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

This is a good school with many very good features. Pupils achieve high standards at the age of eleven and make good progress as they move through the school. Teaching and learning is good overall and pupils have a keen desire to learn. Well-established systems maintain the effective leadership and management following the resignation of the previous headteacher. The acting headteacher, staff and governors have a strong commitment to improve the school. Links with parents, the church and village are strong. The school provides good value for money.

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

- Standards are well above average in English, mathematics and science, and pupils perform well in national tests
- Teaching and learning are good and pupils achieve well
- The provision for the spiritual, moral, social and cultural development of pupils is very good
- Leadership and management of the school are strong and effective.

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

- The effectiveness of target setting and teachers' marking
- Standards of presentation and spelling.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Since the last inspection in 1998 the results achieved by Year 6 pupils in national tests have remained consistently well above the national average. The school has successfully addressed all the key issues identified by the last inspection. Teachers make good use of assessment information to ensure that learning activities provide an appropriate challenge matched to pupils' abilities. The curriculum has good breadth and balance. It includes tasks, which encourage pupils to appreciate the cultural heritage of the wider world. Resources have increased for younger children in the Foundation Stage of education and they have regular opportunities for outdoor play. At the time of the last inspection several new governors had been appointed. Governors' roles have developed effectively and committees are operating successfully. The roles and responsibilities of curriculum co-ordinators have developed well with procedures for subject monitoring providing clear identification of strengths and weaknesses. An established system of self-review determines the future priorities of the school and involves a regular analysis of national test results and wide consultation among teachers, governors and parents. Pupils are becoming participants in this process through the development of the School's Council. The school has the capacity to continue to improve.

## STANDARDS

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

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

**Key**

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

Over time the results achieved by Year 6 pupils in the national tests in English, mathematics and science are consistently well above the national average and in 2002 were in the top five per cent of schools nationally. The performance of pupils in science is a particular strength; their results were very high compared to all schools and compared to similar schools. In the last two years the school's targets for pupil achievement have been exceeded in all test results. Pupils have good thinking skills and enjoy problem-solving activities. Over time test results show that girls perform better than boys in English, which is similar to the national trend. The good quality assessment data shows that the present Year 6 pupils are making good progress, achieving well above nationally expected levels and achieving the school's challenging targets. However, the presence of a higher proportion of pupils with special educational needs in the current Year 6 makes unlikely that this year's results will be as high as last year. Pupils with special educational needs and those identified as gifted and talented are making good progress, achieving their individual learning targets.

The performance of Year 2 pupils in national tests is well above the national average in reading and writing, and very high in mathematics. All pupils achieve the nationally expected levels for their age in reading, writing and mathematics. Standards are well above those of pupils in similar schools. Trends over time show consistently high results for Year 2 pupils, although with a slight decline in reading in 2002. Boys and girls are achieving similar standards in all areas tested. Inspectors observed that standards are well above average in all subjects and progress is good over time. Most children in the Foundation Stage achieve standards above expected levels and make good progress in all areas of learning both in the nursery and reception year. Throughout the school, and especially in Years 5 and 6, the presentation of work is uneven, and there is an inconsistent use of spelling rules in other subjects.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and are well motivated and interested in their work.
Behaviour, in and out of classrooms	Very good. Pupils have a good understanding of school and class rules and behave well in lessons and in outdoor play.
Personal development and relationships	Very good. Pupils relate well to each other and to adults. There is a very good understanding of their social and moral responsibilities. Pupils show initiative and are eager to undertake roles of responsibility within school.

Attendance	Good. Attendance is well above the national average. Most pupils arrive punctually at school.
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Pupils apply positive attitudes to their learning. Their support of each other is a strength of the school.

## TEACHING AND LEARNING

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

Teaching is good overall and is consistently strong in English and mathematics. Teachers have good subject knowledge and skillfully consolidate learning through a wide range of activities. Good connections are made between learning experiences through well planned cross-curricular links. Teachers plan lessons that develop skills systematically, using assessment data effectively to ensure pupils' learning objectives are based on their prior attainment. Various ability and friendship groups cater well for the needs of all pupils in mixed aged classes. These are particularly well managed and pupils are taught by a range of teachers. Relationships between pupils and teachers are good; they share an enthusiasm for learning. Higher attaining pupils are grouped together for literacy, numeracy and science to provide more focused teaching and learning based on their specific needs. Pupils with special educational needs receive good support in all lessons. In the small number of lessons that fell below the good standards generally achieved, but were nonetheless satisfactory, the teaching was too instructional so that there was insufficient opportunity for more able pupils to develop their learning independently at a more rapid rate. In these lessons teachers relied heavily on the scheme of work rather than focusing their teaching more directly on the prior attainment of pupils. Learning targets are provided for pupils according to group or class priorities and are reviewed at regular intervals. However, few pupils can identify specific targets to improve their own performance.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and meets statutory requirements. Enrichment activities are extensive, especially in the creative arts and physical education.
Provision for pupils with special educational needs	Provision is very good and pupils achieve well.
Provision for pupils with English as an additional language	Good. The needs of pupils with English as an additional language are fully met.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is very good and a strength of the school. The school is helping all pupils to become mature and responsible. Strong Christian values are evident in the work of the school. Subjects such as English, music, drama, and art and design make valuable contributions to cultural understanding.
How well the school cares for its pupils	Good. The school cares well for its pupils in a welcoming Christian environment. Very good assessment procedures in English,



	mathematics and science ensure the school has a very good understanding of pupils' standards and progress. Teachers use target setting and marking inconsistently as a tool of improvement.
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A very good range of extra-curricular activities is available to pupils, for example, music, drama, sport, craft and chess activities. The school's partnership with parents is very good; many parents are involved in the life of the school and take an active role by helping in classrooms, social activities and fundraising.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The acting headteacher and her deputy provide strong leadership and management committed to providing an effective learning environment for pupils.
How well the governors fulfil their responsibilities	The governors are developing their roles well and provide good support to the school. They hold the school accountable for its work.
The school's evaluation of its performance	Very good. Well established systems of self-review ensure the school has a very good understanding of its strengths and weaknesses.
The strategic use of resources	Very good. The teaching and support staff are deployed effectively and the school makes very good use of its resources.

The acting headteacher, governors and key staff apply the principles of best value robustly in their leadership and management of the school.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Children enjoy coming to school</li> <li>The leadership and management of the school</li> <li>The approachability of the staff</li> <li>The quality of teaching</li> <li>The ways in which staff help children to develop positive attitudes to learning.</li> </ul>	<ul style="list-style-type: none"> <li>Parents would like more information about their children's progress</li> <li>Some parents are concerned about the equality of teaching and learning opportunities for pupils in mixed aged classes.</li> <li>Arrangements for the arrival and departure of children in the Foundation Stage lacks structure</li> </ul>

The inspection team endorse the positive views of parents. Inspection findings are that teachers plan effectively to ensure that pupils in mixed aged classes receive a broad and balanced curriculum. Appropriate arrangements are in place for the arrival and departure of children in the Foundation Stage, including good arrangements for their safety during the current building work. Inspectors judge the present arrangements for providing information on pupils' progress to be good and similar to many other schools. The school operates an effective open door policy. However, inspectors agree that currently there is a long period of time between each parents' meeting.

## **PART B: COMMENTARY**

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

#### **Standards are well above national averages in English, mathematics and science, and pupils perform well in national tests.**

1. Since the school was last inspected pupils have consistently achieved well above average standards in English, mathematics and science in Year 6. In national tests, the school has maintained an upward trend of improvement over time broadly in line with the national trend, though above the national trend in the last two years. In the last reporting year (2002) the attainment of pupils in Year 6 was in the top five per cent of schools nationally in English and mathematics. In science standards were even higher; the school was in the top five per cent of schools nationally and in the top five per cent of similar schools. This is because pupils have good thinking skills and enjoy the challenge of problem solving activities both practically and in tests. Over time, the trend of improvement in standards in Year 6 in science is particularly good. In 2002 all pupils achieved nationally expected levels in science and almost 80 per cent of pupils achieved the higher level 5. In all three core subjects the school has twice as many Year 6 pupils achieving the higher level than nationally. Although the standard achieved by girls in English is higher than boys it is in line with national gender differences. In mathematics and science the gender difference is not significant.
2. When children enter the nursery they have standards well above expected levels for their age in communication, language and literacy and mathematical development, and above expectations in creative and physical development, in their knowledge and understanding of the world and in their personal and social development. They make good progress in each of the stepping stones of the early learning goals in the nursery and reception classes and by the time they start the National Curriculum in Year 1 they have standards well above nationally expected levels in all areas of learning, particularly in their literacy and numeracy skills.
3. In the reading and writing tests at the end of Year 2 pupils attain well above average standards compared to all school nationally and compared to similar schools because good progress has been maintained in their learning in Years 1 and 2. They have very high mathematical skills when compared to all other schools. In science, according to teacher assessment, standards are very high overall in each strand of scientific discovery and at the higher level three well above other pupils nationally and in similar schools. Pupils in Year 2 have maintained standards well above average each year over a five-year period. In reading, writing and mathematics all pupils achieve nationally expected levels in tests and in mathematics 60 per cent of pupils are achieving the higher level 3, twice as many as nationally. In reading 50 per cent of pupils achieve higher levels and, although fewer pupils reach the higher level in writing, three times as many do so as nationally. Pupils have good attitudes to tests; they are confident and eager to succeed.
4. By the age of eleven pupils have very good skills of communication. In discussion they are confident, speak clearly and are articulate in expressing their ideas. Drama is popular and pupils perform with good skills of characterization and expression. In writing most pupils have a mature style reflecting their creative ideas and incorporating well-chosen vocabulary to match the needs of the audience. Pupils plan their writing meticulously so that techniques of authorship are used to best advantage. After learning about similes and metaphors, for example, their work became more descriptive and vivid. Standards in handwriting and presentation are satisfactory but often do not match the high quality of the content. Most pupils enjoy reading and many have a very good knowledge of children's classics. By the age of eleven pupils can compare the work of famous authors or name tragedies and comedies

of Shakespeare. Good skills of research are used to widen their knowledge both from books and the Internet. When creating an information and communication technology PowerPoint presentation the pupils in Year 6 used several sources for their documentary evidence, applying very good levels of comprehension to some difficult texts. By the age of eleven pupils have literacy and language skills well above expected levels for their age and they are enthusiastic readers.

5. Mathematical skills have developed well by the age of eleven and pupils use numbers confidently as they work on various aspects of the mathematics' curriculum. Pupils respond enthusiastically to the challenges posed in problem solving activities. They enjoy arithmetic and manipulate numbers effectively to speed the process of mental calculations for themselves. When asked to explain their calculations or contribute to answers they explain their ideas clearly and give systematic explanations of their favourite methods of using and working with numbers. They have a good appreciation of how others can contribute with ideas of their own which will further enhance their learning. They work effectively in groups and apply their mathematical knowledge to other subjects, such as calculating time scores in music.
6. In science pupils achieve very high standards in all areas by the age of eleven. Pupils learn to investigate, deduce, test answers, and record in a scientific manner. They are able to make realistic predictions when analyzing materials. They have a very good understanding of a fair test and the conditions necessary for this. Pupils find science exciting. They have positive attitudes to scientific investigations and are confident in their application of scientific principles in their discoveries. Through good levels of review and reflection they recognize weaknesses in their own work and suggest improvements to make their measurements scientifically more reliable. When testing their pulse rate after exercise for example, pupils participated enthusiastically in the jogging exercise and were then amazed to discover the differences in their pulse rate before and after exercise. Through a comparison of test results pupils recognized the necessity for more accurate measurement using a stopwatch to ensure that test conditions are equal and fair. In discussions, through experiment and review pupils help each other to clarify their scientific understanding.

### **Teaching and learning are good and pupils achieve well**

7. Throughout the school the quality of teaching is consistently of a good standard. Teachers have high expectations for their teaching and also for pupils' learning and as a result pupils achieve well in lessons and over time. Since the last inspection good standards in teaching have been maintained particularly in teachers' good subject knowledge and the high quality of lesson planning.
8. Teachers manage their lessons very well. There is good attention given to providing pupils with a relevant and balanced curriculum. Through careful planning the needs of all pupils are met. Good attention is given to teaching of pupils with special educational needs so that appropriate support is provided to make their learning meaningful. Additional learning activities are planned for pupils identified in literacy and numeracy as gifted and talented. Pupils from the reception year upwards move between teaching groups so that they receive expert tuition in all subjects. In literacy, numeracy and science pupils are taught in groups matched to their ability level. Friendship groups are also encouraged through the other subjects of the curriculum and especially in the vast number of additional curriculum activities available to pupils. There is a strong work ethic across the school and pupils are actively encouraged in their learning. High expectations of good behaviour ensure that no time is lost as pupils move between activities and lessons progress at a good pace. A strong team spirit is evident in the school and relationships are good. As a result co-ordinators give good support and guidance to each other. Through the use of good assessment systems pupils'

progress is monitored and shared with pupils and parents, and changes in learning groups are made as necessary.

9. Teachers use good questioning techniques to review and extend pupils learning. Learning objectives are always explained to pupils and in the best lessons good use is made of plenary sessions to review and extend previous learning. Teachers are skilful at drawing comparisons between learning across several subjects, and pupils consolidate previous knowledge effectively and focus their attention more precisely on new learning. For example, in one lesson on figurative language the teacher asked the Year 4 pupils; "What clues are there in these poems to show that they are old?" and received a well-identified response; "One clue is the archaic language used." Teachers share their enthusiasm for aspects of the curriculum with pupils and value their contributions. Because pupils are confident and articulate, they enjoy opportunities to share language together. Lessons are exciting and all opinions are valued and respected, and as a result pupils develop good levels of appreciation of the work of others. In one lesson a pupil stated; "I like the poem Full Fathom Five because of the imagery it contains." The teacher used this comment effectively to extend pupils' technical skills further and introduce and use new and more complex technical vocabulary.
10. Pupils are enthusiastic in their learning and acquire new skills and knowledge at a rapid rate. They apply good analytical skills in their learning. In a science lesson to discover the differences in pulse rate before and after exercise a Year 5 pupil asked; "How do we bring down our heart rate again?" and together the class discussed the best methods of relaxation informed by physical education lessons and healthy eating preferences previously researched in science. Pupils have very good attitudes and interest in their learning. Often they eagerly complete and extend work at home. Some pupils typed a play script for a drama activity, for example, and after careful consideration added dialect to make the characterization of a Victorian miner more precise.
11. Good quality help provided in lessons by adults contributes to high achievement. Classroom assistants, governors, parents and members of the community support all aspects of the curriculum. They bring to school a wide range of additional expertise so that pupils have opportunities to achieve well, for example in traditional crafts such as Chinese food tasting, or music and sporting experiences such as "Gum Boot" dancing from Africa. Through their support pupils achieve well in many practical activities.

**The provision for the spiritual, moral, social and cultural development of pupils is very good.**

12. The school makes very good arrangements for the spiritual, moral, social and cultural development of pupils through its firm Christian foundation. Very good attention is given to the provision of a happy and caring environment in which all individuals feel happy and valued, and as a result the secure, loving Christian ethos has a positive impact on pupils' learning. The school has maintained this aspect of pupils' development very effectively since the last inspection.
13. The spiritual dimension permeates the life and work of the school. Most families attend the local churches. Members of the school community share a good awareness of each other's spiritual needs. Teachers plan opportunities for spiritual development and share with the pupils some of the special moments in their lives. Pupils know from an early age that all adults who work in the school will value their ideas. Pupils develop a sense of awe and wonder as their natural curiosity is stimulated and they are encouraged to explore the world around them.

14. Christian values are nurtured effectively through a broad range of curriculum activities in which all pupils participate. Politeness and good manners are intrinsic in the school. When children start school they quickly learn what is acceptable and unacceptable behaviour. School and class rules are known and understood. Rewards and sanctions are applied fairly and explained clearly so that responsible behaviour is developed. Moral values are discussed in assemblies and in story times. As a result pupils work well together, collaborating happily in practical activities in small and larger groups.
15. The school is at the heart of its community. Teachers, parents and members of the church and community welcome the school's involvement in village activities. The annual Flower Festival uses the school as its venue and members of the community and the pupils are all encouraged to appreciate the artistry created from floral arrangements. A very good range of extra-curricular activities provides opportunities for parents and members of the local community to help in school and participate in the widening of pupils' personal experiences. As a result pupils participate in many local sporting and musical events. The school ensures that pupils visit the local church and it invites senior citizens to school and supports local charities. Consideration of the needs of older people is encouraged and pupils are shown the value of mutual support when they provide unique help to each other. For example, in a history lesson pupils were encouraged to see how Victorian miners relied on young children to operate the lift shaft safely as they moved between the tunnels and the work surface, yet these Victorian children relied on their parents for their home and food. Assemblies and golden times are opportunities for the school to praise pupils' consideration of others.
16. Pupils are encouraged to reflect on their own needs for support and encouragement from others and to learn tolerance as they work together. The School Council is empowered to make improvements in the lives of the school community, such as in its recent purchase of lunchtime games. The analysis of pupils' needs by the School Council is becoming part of the school's system of self-review. Older pupils have good opportunities to support younger school members. Buddy helpers give daily help in the playground and at lunchtime. The playground "Buddy Bench" is an important symbol among the school community that help and friendship is available in the playground. Pupils are happy that this support is provided, suggesting that it encourages friendships between older and younger pupils.
17. Pupils' cultural development is very well promoted and supports pupils' learning well. Good attention is given to the provision of a broad range of cultural experiences to support learning, often using a common theme as a method to engender interest and develop a range of skills. For example, in a study of Ancient Egypt pupils created ornate designs in batik work as copies of headdresses worn by Egyptian women. Through discussion and observation they realized the significance and symbolism of certain colours and metals, and learnt of the power exerted by the ancient gods on the lives of Egyptian families. When comparing ancient Egypt with modern civilisations in discussions they identified groups of people today that are similarly constrained by their customs and beliefs. Pupils are provided with very good opportunities to widen their cultural understanding in subjects such as history, art, music and English. In English, for example, they visit the theatre and perform in plays of their own. In art they have opportunities to draw inspiration from the work of great artists. In music pupils join in the school orchestra, choir or instrumental groups. In lessons they compose music, and listen and appreciate the music of famous composers. Good attention is given to providing a wide range of jazz, choral, song, steel band and classical music in order to widen pupils' musical appreciation. There are good opportunities for pupils to gain an awareness and understanding of other cultures. Displays around school celebrate different faiths and cultures. Pupils in Years 3 and 4 learning about India are introduced to different cultures and traditions. They try new cooking skills, copy Mendi patterns, learn about the geography of the country and support a charity working to set up a clinic at a school in India. Over many years

the school has provided financial support for a child in Kenya to learn about his home life and of conditions for him in school.

### **Leadership and management of the school are strong and effective**

18. Over the last three years the headteacher who left the school at the end of last term provided strong and dynamic leadership, successfully promoting high expectations among teachers and continuing to respond to the needs of the local community. Governors and parents appreciated her very clear educational direction for the work of the school. As the headteacher of a Christian school she gave good attention to fostering the spiritual awareness of pupils and has ensured that very good links continue to be maintained with the local parish church. Through her direction the curriculum ensures that a very wide range of learning experiences are provided for pupils to promote their academic progress, their care for others and their respect for the world in which they live. Together with the governors she has ensured that the mission statement and aims of the school are reflected in its daily life.
19. All members of the staff in leadership roles follow the leadership example provided by the headteacher and participate fully in management decisions. The newly appointed acting headteacher has received good support from staff and governors and is maintaining the school ethos very effectively. An effective system of self-review is already well established. Following on from a rigorous analysis of national and school-based test results by the headteacher and senior management team, and an extensive consultation exercise among teachers, governors and parents, the school development plan is audited and annual priorities are established. It ensures that the strengths and weaknesses of the school are identified and necessary actions are taken to overcome any difficulties that may arise.
20. Curriculum co-ordinators are empowered to lead and manage their subjects and all are successful. Meeting regularly with the headteacher and a link governor, the co-ordinators predict standards, track pupils' progress and identify curriculum issues. Action plans are prepared by co-ordinators to maintain and develop their subjects. They are of good quality. Targets for general improvements in each subject are linked effectively into the performance management objectives for each teacher. The senior management team undertakes careful monitoring of pupils' work by a scrutiny of books and teachers' planning and through the observation of pupils' progress in lessons. With the advice of the literacy and numeracy co-ordinators and with identified areas of development suggested by the headteacher, class and group targets for improvement in literacy and numeracy are suggested for each year group.
21. Through the strong interest and enthusiasm of the headteacher firm links have been promoted with parents. The open door policy of the school towards parents and friends of the school has created and encouraged firm partnerships to develop so that the enriched curriculum is often supported and widened through parental activity. Recent investments in information and communication technology gained good parental support both financially and in helping to build many banks of computers in classrooms. As a result pupils have regular access to machines to support their learning across the curriculum.
22. The governing body fulfills its statutory duties responsibly. They have a good understanding of their role and take a keen interest in the work of the school. Overall financial management is very good and the governors work very effectively to maintain a balanced budget providing the staff with a good level of resources to enable them to deliver an enriched curriculum and raise standards effectively. Through a series of committees governors have a clear vision of how the school is developing strategically. They have a good understanding of the procedures required for the preparation of the School Development Plan and make good contingency plans for the strategic development of resources to enable school priorities to be achieved. For example, the current building development in the upper junior department was

identified as a necessary school improvement because of increased pupil numbers. Plans were prepared and costed and with the efficient use of capital funding and specific grants, the work has proceeded. The governors have a good vision for the further direction of the school. The appointment of a new headteacher is anticipated as a new beginning and an opportunity to develop the school in new directions.

## **WHAT COULD BE IMPROVED**

### **Standards of presentation and spelling**

23. The quality of pupils' presentation of their work varies across the school. Although most pupils are eager to succeed and work hard in practical activities, their written work often does not reflect the quality of their discussion, their ideas or calculations. In some classes teachers' expectations are insufficient and pupils are confused about acceptable methods of recording. For example, work can be untidy, crossings out are evident and there is inconsistent use of rulers. Teachers do not provide enough examples of good presentation and do not make the criteria for good presentation clear enough to pupils. Some discrepancies in approach are due to recent changes of staff in the junior department. During the recent changes in leadership there has been too little monitoring of whole school issues such as the presentation of work, while curriculum co-ordinators have focused more directly in their action plans on the development of subject content.
24. By Year 6 there are a number of pupils with an uneven handwriting script lacking the maturity and fluency of style appropriate for their age. Many pupils adopt a mixture of printed and cursive script not matched to the handwriting style promoted by the school. From joining the school pupils in most classes are taught a good handwriting style, but many pupils do not maintain the same standards of handwriting when working in other subjects. Some teachers have insufficient understanding of the best methods to promote good handwriting. For example, correct handwriting posture is not explained to pupils, individual learning needs for right or left-handedness are not considered and some pupils are positioned with their backs to the whiteboard making it difficult to watch and copy the teacher's demonstrations.
25. All pupils are taught spelling rules from the reception year and good assessments take place to monitor pupils' progress as they learn to build sounds. In Years 1 and 2 pupils learn to identify spelling families of words and make good progress in using a wider vocabulary. However, as pupils become more independent in their writing in Years 3 to 6, there is inconsistency in their accuracy in spelling. By Year 6 most pupils have a good knowledge of methods of checking spellings but prefer to rely on adult help rather than using dictionaries or other spelling checks. In the present Year 6 cohort many pupils are spelling common regular and irregular words inaccurately with some pupils unaware of their mistakes. In presenting their best work they sometimes fail to check for spelling accuracy.

### **The effectiveness of target setting and teachers' marking**

26. The school has established good systems of assessment and pupils' performance is analysed rigorously. As a result some targets are identified in literacy and numeracy as the next steps for improvement. In Years 1 and 2 and for the reception children class targets are chosen and explained to pupils. These targets are displayed in classrooms as good reminders of methods of improvements. For older pupils in Years 3 to 6 group targets are chosen which reflect with good accuracy the more specific needs of pupils matched to their varying abilities in literacy and numeracy. Good attention is given to the link with National Curriculum expectations. These targets are reviewed appropriately as pupils make progress and regular communication links exist to provide parents with information on numeracy

targets. All pupils are aware that targets are chosen as a tool of improvement for themselves, but few pupils use targets to evaluate and check completed work for improvements in standards.

27. The effectiveness of target setting as a means of improvement lacks sufficient rigour. The value of this process is not fully understood, especially by older pupils. Although they have a general understanding of the relationship between targets and the National Curriculum descriptors, their use as a tool of improvement has limited significance for them. Few Year 6 pupils can describe their targets or would use them as a method of monitoring their own progress or checking for accuracy in completed work. Teachers give good attention to explaining individual learning needs to pupils but these are not recorded to remind pupils or for teachers to check a few weeks later. Some more precise targets for improvement are planned for pupils with special educational needs and the more able but these are still too wide and give insufficient small steps to make learning more meaningful for pupils and their parents. Individual learning needs are not identified in individual education plans for pupils with special educational needs or the more able, but are recorded as group targets in group education plans. With this system it is difficult to measure individual achievement. Similarly those pupils identified as gifted and talented find it difficult to identify specific points for improvement or personal achievement from group targets.
28. Teachers mark pupils' work regularly and give praise for good achievement. Some teachers give good indications of how to progress to improve performance but this is not consistent. There are few instances of teachers' marking matched to pupils' targets for improvement and checked in their performance. The marking policy is not used consistently with the result that there are significant variations in approach.



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

The governors and headteacher should

- (1) further improve the quality of pupils' work by
  - agreeing the criteria for the good presentation of work and consistently applying these standards
  - ensuring that pupils learn strategies to improve their spelling and apply spelling rules in all subjects;
- (2) further develop the present system of target setting and marking so that in literacy and numeracy the targets for individual pupils more rigorously match their learning needs and pupils of all abilities have a greater understanding of how to improve.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	11

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	16	7	0	0	0
Percentage	0	4	66	28	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

	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	283
Number of full-time pupils known to be eligible for free school meals	0	1

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR-Y6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		21

#### 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	20
Pupils who left the school other than at the usual time of leaving	12

### Attendance

#### Authorised absence

	%
School data	4.4

#### Unauthorised absence

	%
School data	0.0

National comparative data	5.4
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2002	19	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	19	19
	Girls	16	16	16
	Total	35	35	35
Percentage of pupils at NC level 2 or above	School	100 (98)	100 (98)	100 (98)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	19	19
	Girls	16	16	16
	Total	35	35	35
Percentage of pupils at NC level 2 or above	School	100 (98)	100 (98)	100 (98)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2002	15	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	14
	Girls	14	14	14
	Total	28	28	28
Percentage of pupils at NC level 4 or above	School	97 (97)	97 (97)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	15
	Girls	14	13	14
	Total	28	27	28
Percentage of pupils at NC level 4 or above	School	97 (100)	93 (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	272	2	
White – Irish			
White – any other White background	9		
Mixed – White and Black Caribbean			
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background			
Asian or Asian British - Indian	1		
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese	1		
Any other ethnic group			
No ethnic group recorded			

*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)	11.6
Number of pupils per qualified teacher	25
Average class size	28

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

Total number of education support staff	7
Total aggregate hours worked per week	130

#### **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	32.5
Number of pupils per FTE adult	13

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001-2002
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	£
Total income	547,786
Total expenditure	526,973
Expenditure per pupil	1,930
Balance brought forward from previous year	17,609
Balance carried forward to next year	38,422

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1.6
Number of teachers appointed to the school during the last two years	3.6

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
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	303
Number of questionnaires returned	90

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	32	1	0	0
My child is making good progress in school.	48	47	1	0	4
Behaviour in the school is good.	30	63	4	0	2
My child gets the right amount of work to do at home.	44	38	6	0	12
The teaching is good.	60	34	2	0	3
I am kept well informed about how my child is getting on.	30	48	17	2	3
I would feel comfortable about approaching the school with questions or a problem.	66	33	1	0	0
The school expects my child to work hard and achieve his or her best.	58	39	1	0	2
The school works closely with parents.	40	50	7	0	3
The school is well led and managed.	66	32	1	0	1
The school is helping my child become mature and responsible.	50	47	1	0	2
The school provides an interesting range of activities outside lessons.	39	43	7	1	10

