

INSPECTION REPORT

TWISS GREEN COMMUNITY SCHOOL

Culcheth

LEA area: Warrington

Unique reference number: 111195

Headteacher: Mr Alan Rabjohn

Reporting inspector: Mr Derek G Watts
22092

Dates of inspection: 3rd – 4th December 2001

Inspection number: 195088

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
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Twiss Green Lane Culcheth Warrington Cheshire
Postcode:	WA3 4DQ
Telephone number:	01925 762346
Fax number:	01925 767885
Appropriate authority:	The Local Education Authority
Name of chair of governors:	Mrs Doreen Dixon
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
22092	Derek G Watts	Registered inspector
9883	Brian Silvester	Lay inspector
20230	Jenny Clayphan	Team inspector

The inspection contractor was:

Serco QAA Limited
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	11
WHAT COULD BE IMPROVED	14
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	16
PART C: SCHOOL DATA AND INDICATORS	17

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Twiss Green Community Primary is an average sized school situated on the northern edge of the village of Culcheth. At the time of the inspection, there were 212 on roll. The school serves an area with predominantly high quality owner occupied homes. No pupils are currently eligible for free school meals. About 15 per cent of pupils have been identified by the school as having special educational needs. This is below average. Pupils with English as an additional language are less than 2 per cent of the school population. The number of pupils from ethnic minority backgrounds is less than 2 per cent.

The school building was constructed 30 years ago and at the time of the inspection was undergoing alterations in order to improve the accommodation and facilities. Virtually all children have pre school experience before entering reception. Overall, attainment on entry is above average.

HOW GOOD THE SCHOOL IS

Twiss Green is an effective school. Standards are well above average in reading, writing and mathematics by the end of Year 2 and well above average in English and mathematics by the end of Year 6. The quality of teaching is very good and this leads to very good learning. The provision for moral and social development is also very good and as a result pupils display very good attitudes and behave extremely well. The school is well led and managed. Taking all these factors into account, the school provides good value for money.

What the school does well

- Standards are well above average in English and mathematics by the end of Year 2
- Standards are well above average in English and mathematics by the end of Year 6
- Provision for pupils' moral and social development is very good and this leads to very good attitudes and behaviour
- Teaching is very good and this contributes to high standards and very good learning.
- Provision for pupils with special educational needs is very good and this enables them to make very good progress.

What could be improved

- The role of subject coordinators in order to monitor and maintain standards and provision
- The time allocated to teaching.
- Raise the above average standards in science in Year 6 to the well above average levels attained in English and mathematics

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 June 1997. Key issues were identified in order to improve the school further. Assessment procedures have improved particularly in English and mathematics and assessments are used well to guide future teaching and learning. As a result, work is well matched to pupils' abilities and needs and all pupils are appropriately challenged. The governing body is better informed and more involved in the life of the school than at the time of the last inspection. There is a suitable range of committees and procedures are documented appropriately. The school still has to address an issue relating to pupils' welfare by providing training in child protection for all staff.

National Curriculum test results in reading, writing and mathematics were well above average in Year 2 during the last inspection. While results fluctuated between 1998 and 2000, the school produced its best results in 2001. The well above average test results English and mathematics by the end of Year 6 have been maintained but science results during the last 2 years have been above average rather than well above.

The school has improved the quality of teaching significantly since the last inspection. The current building alterations will improve facilities for reception children and the school has recently set up an impressive computer suite. Overall, the school has made good improvements since the last 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	A	A	A	A
mathematics	A*	A	A	A
science	A	B	B	C

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

The table indicates that the 2001 National Curriculum test results for Year 6 were well above the national average in English and mathematics. Results in these subjects are also well above average when compared with similar schools. Over the last 3 years, results have been consistently well above average in English and mathematics. The science results in 2001 were above average but only average when compared with similar schools. During the last 3 years the school has focused its attention on the development of literacy, numeracy and more recently ICT. As a consequence science has had a lower profile. The time devoted to the teaching of science particularly in Year 6 is insufficient. Science results are not as high as they could be. The 2001 National Curriculum tests for Year 2 pupils produced the school's best ever results. Results in reading, writing and mathematics were well above the national average. Writing and mathematics results were within the top 5 per cent of schools nationally. When compared with similar schools results were well above average in writing and mathematics and above average in reading.

The findings of the inspection are similar to the test results. By the end of Year 2, standards are well above average in speaking and listening, reading, writing and mathematics. By the end of Year 6, standards are well above average in English and mathematics. Very good teaching contributes to these high standards. Most pupils, including those with special educational needs achieve well in English and mathematics as they progress through the school. Standards in science are above average by the end of Year 6 and achievement is satisfactory.

In consultation with the Local Educational Authority, the school has set suitably challenging targets for Year 6 National Curriculum tests in English and mathematics. Targets are not only set for the expected Level 4 and above, but challenging targets are set for the attainment of the higher Level 5.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils like coming to school and they show interest and enthusiasm for learning
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons and around the school.
Personal development and relationships	Very good. Pupils' relationships between peers and adults in the school are constructive and conducive to effective learning.
Attendance	Very good. Attendance is well above the national average. There were no unauthorised absences during the last year.

TEACHING AND LEARNING

Teaching of Pupils in:	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.

During the inspection, 22 lessons or part lessons were observed from reception though to Year 6. Of these lessons, 12 were judged to be good and 10 were very good. As no lesson was less than good, and there is a high proportion of very good teaching, teaching is judged to be very good overall. This represents a considerable improvement in the quality of teaching since the last inspection. While teaching was good overall last time, few very good lessons were observed and there was a small proportion of unsatisfactory teaching. The consistently high quality teaching throughout the school contributes towards high standards particularly in English and mathematics, effective learning, positive attitudes and very good behaviour.

Teachers plan their lessons well and identify clear learning objectives. These objectives are effectively shared with the class and pupils know what they are expected to learn. Teachers' explanations are interesting and informative. Pupils are attentive, interested and they acquire new knowledge understanding and skills. Teachers use modelling effectively to demonstrate skills and techniques to the class. This enables pupils to practice and improve their own skills. Skilful questioning is used to challenge pupils' thinking and to check their understanding. In English and mathematics, tasks set are well matched to pupils' different abilities and needs. As a result, all pupils including the higher attainers and those with special educational needs are appropriately challenged and make very good gains in their learning. However, the study of pupils' work reveals that this careful matching of work to ability is less strong in other subjects.

Teachers manage their pupils very well. They hold pupils' attention and involve them in their work. Pupils show high levels of concentration and are keen to complete their work. Teachers have established a positive climate for learning and working habits are well established. Relationships are very good and in a number of lessons seen humour was used constructively. Pupils display extremely positive attitudes and behave very well. As a consequence, teachers rarely have to use valuable learning time reprimanding pupils.

The school has recently invested in a new computer suite, which is well equipped with 15 stations and an interactive screen for demonstrations. While this new facility is still in a state of development, during the inspection, there were examples of ICT being used well to support teaching and learning in different subjects.

Pupils with special educational needs receive very good specialist teaching by the special educational needs coordinators and are well provided for in lessons. This results in pupils making very good progress towards the targets set in their individual educational plans.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality of the curriculum in reception is satisfactory. It is good in Years 1 and 2 and Years 3 to 6. Statutory requirements are met but the time devoted to teaching is below recommendations.
Provision for pupils with special educational needs	Very good. This enables pupils to make very good progress.

Provision for pupils with English as an additional language	Good. Pupils with English as an additional language are given good support and this enables them full access to the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Spiritual development is satisfactory and cultural development is good. Moral and social development is very good. This leads to very positive pupil attitudes and very good behaviour
How well the school cares for its pupils	Good overall. Staff know the pupils well. A secure, safe and orderly environment has been created. Assessment procedures are good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and deputy provide effective leadership. They have appropriately focused their attention on teaching and learning. The roles of subject coordinators are under developed.
How well the governors fulfil their responsibilities	The governing body fulfil their responsibilities well. They are supportive, challenging and appropriately involved in decision and policy making. The governors have a good understanding of the strengths of the school and areas for further improvement.
The school's evaluation of its performance	Monitoring and evaluation procedures are good and carefully linked to school improvement. However, subject coordinators could be more involved in the process of self-evaluation.
The strategic use of resources	Good. The school is using specific grants for special educational needs, ICT and staff training well. The principle of best value is applied well.

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 • Behaviour in the school is good • The school helps pupils to become mature and responsible. Attitudes and values are promoted well • The school is approachable • The school expects children to work hard and do their best • Good enthusiastic teachers • Provision for pupils with special educational needs is good. 	<ul style="list-style-type: none"> • The range of activities outside of school, particularly sport. • The school working more closely with parents

The inspection team agrees with the strengths identified by parents but behaviour, teaching and the provision for special educational needs are very good rather than good. Due to the building work and the movement of contractors' vehicles, a number of after school clubs have been suspended during the autumn term in the interests of pupils' safety. While the school offers a sound range of activities outside of school with musical opportunities being a strength some parents and pupils have identified a lack of opportunities for inter school sport. The inspection team believes that such opportunities would benefit the pupils and the school. The leadership and management of the school are effective in promoting very good teaching and learning. Parents hold diverse views about homework. Homework arrangements at

Twiss Green are certainly satisfied with examples of homework being used well to extend and reinforce class work.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are well above average in English and mathematics by the end of Year 2

- 1 In the 2001 National Curriculum tests for Year 2, the school's results were well above the national average in reading writing and mathematics. Results in writing and mathematics were particularly impressive as these were within the top five per cent of schools across the country. When compared to similar schools these results are above average in reading and well above average in writing and mathematics. Reading test results were well above average in 1998, average in 1999 and above average in 2000. Writing results were well above average in 1998, average in 1999 and then fell to below average in 2000. The school has taken swift and effective action in order to redress the results in writing. In the implementation of the National Literacy Strategy, the school placed a great deal of emphasis on reading and the development of pupils' writing suffered. After analysis of the test results, the school staff agreed that writing was a priority for improvement. The development of writing was closely linked with teachers' performance management procedures and this has led to clear improvement. Mathematics results were average in 1998 and 1999 but rose to well above average in 2000. Test results were average in 1999 because this year group had a higher number of pupils with special educational needs. In the 2001 tests, the percentage of pupils who attained the higher Level 3 was well above average in reading, writing and mathematics. Mathematics results were impressive with 57 per cent of pupils attaining Level 3.

- 2 The findings of the inspection are that at the end of Year 2, standards are well above average in speaking and listening, reading, writing and mathematics. Pupils are achieving well. Very good teaching contributes to these high standards. Pupils in Year 2 display good listening skills. They listen attentively to their teacher or other pupils. The vast majority speak clearly and use a wide vocabulary. In writing in Year 2 the pupils can retell a story using a writing frame. Writing is in sentences with capital letters and full stops. Pupils form their letters correctly. All are joining their letters and writing is generally legible and fluent. In mathematics in Year 1, pupils count reliably to 20 and know all pairs of numbers to 10. Higher attaining pupils quickly identify the coins needed to add up to 15p. In mathematics most pupils in Year 2 use appropriate mental strategies to add 9 or 11 to a given number up to 100. In time, they use the standards units of hours and minutes correctly. They read the time on an analogue clock to the hour, half past, quarter past and quarter to. Higher and average attaining pupils convert analogue time to digital and vice versa.

Standards are well above average in English and mathematics by the end of Year 6

- 3 In the 2001 National Curriculum tests for Year 6, results were well above average in English and mathematics. These results were also well above average when compared with similar schools. Test results have been consistently well above average during the last 3 years. In the tests, the percentage of pupils who attain the higher than expected standard of Level 5, is also well above average.

- 4 The findings of the inspection are that standards are well above average by the end of Year 6 in English and mathematics and achievement is good. This is due to the consistent high quality of teaching.

- 5 Year 6, pupils show outstanding listening skills. They possess a wide and specialised vocabulary and use it well in discussion. In a Year 6 writing lesson, pupils were writing their autobiographies. Their writing was lively, thoughtful and contained a balance of short and complex sentences. Spelling and punctuation were accurate due to high expectations and effective feedback from the teacher. The study of pupils' previous work shows that they have opportunities to write for a range of audiences and for different purposes. For example in Year 6, there is script writing, newspaper reports, book and film reviews and obituaries. In a good Year 5 lesson, pupils were developing their instructional writing. After effective modelling and explanation by the teacher, complemented by challenging questioning, pupils produced directions on how to make an ice cream sundae. Their work was well structured in chronological order. Imperatives, 'bossy verbs' were chosen well for maximum effect. Pupils

were able to compare different texts and identify the features of instructional writing. Pupils from all abilities achieve well in English because of the very good teaching and that the work is well matched to the different abilities within the class.

- 6 Literacy skills are used and applied well in other areas of the curriculum. For example in RE, pupils produced thoughtful accounts of Buddha and in geography clear explanations of erosion, water cycle, meanders and ox bow lakes. In history, there are clear and interesting accounts of Life in Victorian Times. The quality and quantity of written work are generally very good.
- 7 In a very good Year 6 mathematics lesson, pupils used decomposition and complimentary addition to solve money problems. In solving problems they identified and gathered necessary information. They checked their results. Pupils were able to work independently and productively after successful explanations, demonstrations and questioning by the class teacher. Mental mathematics and the ability to use and apply mathematics are well developed. The study of pupils' previous work in Year 6 reveals that they employ efficient written methods for addition, subtraction, multiplication and division. They understand and use the formula to calculate the area of a rectangle. Pupils identify symmetries of 2 dimensional shapes. They construct bar, line and pie graphs. These are interpreted accurately and conclusions are drawn. The work shows that pupils have been productive. The quantity and quality of work in mathematics is high. Pupils use numeracy skills effectively in other subjects particularly science and geography.

Provision for pupils' moral and social development is very good and this leads to very good attitudes and behaviour

- 8 The school promotes moral and social development very well. Adults working in the school are good role models for the pupils. The headteacher and staff have been particularly successful in creating a calm, orderly and positive atmosphere in which pupils can learn. Pupils are valued as individuals and positive qualities and achievements are praised and recognised in assemblies and in class. Expectations of conduct and behaviour are firmly established. Pupils are encouraged to work hard, share and participate. The pupils respond well to these expectations.
- 9 Pupils like coming to school and they show interest and enthusiasm in lessons. Most show high levels of concentration and show considerable commitment to tasks. Pupils are given opportunities to work independently, in pairs and in groups. Pupils form constructive relationships with one another and with teachers and other adults. Relationships within the school are consistently very good. As pupils move through the school they are provided with increased responsibilities.

Teaching is very good and this contributes to high standards, very good attitudes and behaviour.

- 10 During the inspection, 22 lessons or part lessons were observed from reception through to Year 6. Of these lessons, 12 were judged to be good and 10 were very good. As no lesson was less than good, and there is a high proportion of very good teaching, teaching is judged to be very good overall. This represents a considerable improvement in the quality of teaching since the last inspection. While teaching was good overall last time, few very good lessons were observed and there was a small proportion of unsatisfactory teaching. The consistently high quality teaching throughout the school contributes considerably to high standards particularly in English and mathematics, effective learning, positive pupil attitudes and very good behaviour.
- 11 Teachers plan their lessons well and identify clear learning objectives. These objectives are effectively shared with the class and pupils know what they are expected to learn. Teachers' explanations are interesting and informative. Pupils are attentive and interested and they acquire new knowledge understanding and skills. Teachers used modelling effectively to demonstrate skills and techniques to the class. From these demonstrations pupils practise and improve their own skills. Skilful questioning is used to challenge pupils' thinking and to check their understanding. In English and mathematics, tasks set are generally well matched to pupils' different abilities and needs. As a result all pupils including the higher attainers and those with special educational needs are appropriately challenged and make good gains in their

learning. However, the study of pupils' work reveals that this careful matching of work to ability is less strong in other subjects.

- 12 Teachers manage their pupils extremely well. Teachers hold pupils attention and involve them in their work. Pupils show high levels of concentration and are keen to complete their work. Teachers have established a positive climate for learning and working habits are well established. Relationships are very good and in a number of lessons seen, humour was used constructively to enhance these. Pupils display extremely positive attitudes and behave very well. This means that teachers rarely have to use valuable learning time reprimanding pupils.
- 13 The school has recently invested in a new computer suite, which is well equipped with 15 stations and an interactive screen for demonstrations. While this new facility is still in a state of development, during the inspection, there were examples of ICT being used well to support teaching and learning in different subjects. In a Year 1 class, pupils were word processing and were producing Christmas and New Years wishes. In a Year 4 lesson, pupils were being taught how to edit a report. This included structuring the text into paragraphs and identifying verbs in order to change the tense. The teacher's use of the interactive screen to demonstrate paragraphing and the editing of the text were excellent. The whole presentation was remarkably clear and promoted learning very well. Pupils were motivated and watched and listened with interest. Effective instructing, explanation and questioning challenged the pupils and checked their understanding. The pupils' positive response indicated that most made very good gains in writing skills. In a Year 4 geography lesson, pupils were using ICT to record the results of a survey about boys and girls leisure activities. Pupils produced graphs of the results and positioned these side by side in order to make comparisons.
- 14 Teachers use the plenary well to review the lesson's learning. Clear questioning and effective feedback encourages pupils to reflect on their learning. As a consequence, pupils have a clear idea as to how well they are doing. They show initiative and take responsibility for their learning. The marking of pupils' work is inconsistent and it is not always used well to guide future learning. In the best practice teachers offer praise and constructive comments. They indicate why a piece of work is good and how it could be improved.
- 15 Pupils with special educational needs receive very good specialist teaching by the special educational needs coordinators and are well provided for in lessons. They make good progress in their learning.

Provision for pupils with special educational needs is very good and this enables them to make very good progress.

- 16 About fifteen per cent of pupils have been identified by the school as having special educational needs. This is below the national average. Procedures for the assessment and referral of pupils with special educational needs are effective. Using a range of standardised tests pupils learning needs are promptly identified.
- 17 Pupils' individual educational plans are detailed and specific. They are used well to guide pupils' learning and as a result pupils with special educational needs make good progress towards the targets set for them. The plans identify specific areas of concern and the aims of the special needs programme. Specific learning objectives are set for each pupil with clear success criteria to assess their progress. The plans also identify the contribution that the class teacher, special needs teacher, parents and other agencies will make to the pupil's learning programme. The contents of the plan are effectively shared with parents and the pupils and this helps to ensure that all are working together towards common goals. Pupils with special educational needs receive good support by class teachers and learning support assistants. The teaching provided by the special educational needs teachers to address specific areas is of high quality. The teachers have very good relationships with the pupils and are effective in building their confidence. A good range of learning resources are effectively used. The pupils are motivated and are keen to do well. They make very good gains in learning and develop greater confidence.
- 18 Special educational needs is well led and managed by two part time teachers. They are enthusiastic about pupils' learning and have developed very good partnerships with parents and outside agencies. Assessment and record keeping is very good. Individual educational plan are

regularly reviewed and parents are involved fully in this process. At the Parents' Meeting, prior to the inspection, several parents praised the school's work with pupils with special educational needs. The inspection findings confirm that this provision is very good.

WHAT COULD BE IMPROVED

The role of subject coordinators in order to monitor and maintain standards and provision

- 19 As with most primary schools, individual teachers are given the responsibility of leading and developing a subject area. Subject coordinators provide advice and guidance to colleagues, monitor the quality of curricular planning and audit and purchase learning resources.
- 20 However, the role and responsibilities of subject coordinators is underdeveloped in terms of monitoring and evaluating standards and provision. National Curriculum test results are carefully analysed by the headteacher and by some coordinators. In the main, coordinators do not have the opportunity to observe and support the teaching of their subjects in the classroom. This restricts opportunities to share the best practice and to gain a whole school overview of teaching and learning. Furthermore no coordinators view pupils' work across the school in order to monitor subject coverage, evaluate standards attained and consistency in marking and presentation. At present, most subject coordinators are not sufficiently involved in self review and improvement planning.

The time allocated to teaching

- 21 The time allocated to teaching is below that recommended by the Department for Education and Science (DES) Circular 7/90: Management of the School Day. The time recommended for Years 1 to 2 is 21 hours. At Twiss Green the teaching time is 20 hours and 20 minutes for Years 1 and 2. The recommended time for Years 3 to 6 is 23 hours and 30 minutes. The school's taught time at this key stage is 22 hours and 05 minutes. Teaching time does not include registration time or assemblies.
- 22 The school generally makes good use of the time available. Lessons begin and end on time and positive working routines are well established. Pupils settle quickly and demonstrate commitment and concentration in lessons. However, formal teaching time is 40 minutes a week short of recommendations in Years 1 and 2 and 1 hour and 25 minutes a week short in Years 3 to 6. Over a 38 week school year, the school is losing many hours of teaching and learning. Science results are not as high as they should be at the end of Year 6 and the insufficient time devoted to the teaching of science contributes to this.
- 23 The school should revise the management of the school day so that taught time is in line with national recommendations.

Raise the above average standards in science in Year 6 to the well above average levels attained in English and mathematics

- 24 In the 2001 National Curriculum tests for Year 6 in science, the school's results were above the national average. When compared with similar schools, these results were average. Results were well above average in 1998 and 1999 but fell to below average in 2000. In 2000 and 2001, fewer pupils attained Level 5 in science than in English and mathematics. This is against the national trend as national figures show that more pupils attain Level 5 in science than in English and mathematics.
- 25 The findings of the inspection are that standards in science are above average by the end of Year 6. Pupils' achievement is satisfactory. While above average, the standards in science are not as high as those in English and mathematics. There are a number of reasons for this. During the past 3 years the school's and the nation's priorities have focused on the development of literacy and numeracy. More recently there has been a drive to improve information and communication technology (ICT). As a consequence, science has had a lower profile. A further factor is that the time devoted to the teaching of science is below recommendations. Only about 7 per cent of teaching time is allocated to science in Year 6 and the recommended time is 10 to 12 percent. This shortfall and the fact that the school's taught time is below

recommendations, means that pupils are not receiving as much science as they should. As a result, the range and depth of science topics are restricted.

- 26 In a good Year 6 lesson, pupils were working in groups to design and test a 'magic diver' using a plastic lemonade bottle, water and plastic pipette. Pupils tested their ideas and made accurate observations. Pupils worked well in groups discussing what happened and why. Opportunities were given to hypothesise. Higher attaining pupils drew conclusions from their observations.
- 27 The study of pupils' previous work indicates that the range of work is limited and is not always sufficiently matched to pupils' different abilities. Not all pupils are therefore appropriately challenged. Some investigative work was seen during the inspection and it is in evidence in pupils' previous work. However, pupils could be given more opportunities to plan and carry out their own investigations. This would help to promote the development of advanced scientific skills. Pupils' written reports of scientific experiments and investigative work are satisfactory but often lack detail and structure. In particular, pupils do not always interpret their results or give a scientific explanation for them. Pupils would benefit from an agreed structure or writing frame to provide clear guidance on reporting science practical work.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve this effective school further, the headteacher, staff and governors should:

- (1) Provide training and opportunities for subject coordinators to monitor and evaluate their subjects through
 - observing and supporting teaching and learning in classes
 - viewing samples of pupils' work across the school
 - analysing National Curriculum test results and other assessment data(Paragraphs: 19, 20)

- (2) Revise the teaching time allocated during the week so that it is in line with national recommendations.
(Paragraphs: 21, 22, 23)

- (3) Raise the above average standards in science in Year 6 to well above average as in English and mathematics by
 - allocating more teaching time to science particularly in Year 6
 - providing more opportunities for investigative work
 - matching work more carefully to pupils' abilities and needs
 - agreeing a common framework for reporting scientific investigations.(Paragraphs: 24, 25, 26, 27)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
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	10	12	0	0	0	0
Percentage	0	45	55	0	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)	212
Number of full-time pupils known to be eligible for free school meals	0

FTE means full-time equivalent.

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	32

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	3
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	3.0
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.3

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	2001	14	16	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	15	14	16
	Total	29	28	30
Percentage of pupils at NC level 2 or above	School	97 (94)	93 (84)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	16	16	16
	Total	30	30	30
Percentage of pupils at NC level 2 or above	School	100 (97)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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
	2001	22	14	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	21	22
	Girls	13	13	13
	Total	31	34	35
Percentage of pupils at NC level 4 or above	School	86 (90)	94 (90)	97 (90)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	22	21
	Girls	12	12	12
	Total	33	34	33
Percentage of pupils at NC level 4 or above	School	94 (87)	97 (93)	94 (93)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	1
White	208
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, 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)	8.9
Number of pupils per qualified teacher	26
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	1.8
Total aggregate hours worked per week	59

--	--

Financial information

Financial year	2000
----------------	------

	£
Total income	403 881
Total expenditure	400 681
Expenditure per pupil	1 847
Balance brought forward from previous year	9 390
Balance carried forward to next year	12 590

Recruitment of teachers

Number of teachers who left the school during the last two years	2.3
Number of teachers appointed to the school during the last two years	2.3

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	208
Number of questionnaires returned	99

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	37	0	0	0
My child is making good progress in school.	43	44	6	1	3
Behaviour in the school is good.	44	49	0	0	3
My child gets the right amount of work to do at home.	28	49	13	2	2
The teaching is good.	47	40	1	1	11
I am kept well informed about how my child is getting on.	26	49	1	6	1
I would feel comfortable about approaching the school with questions or a problem.	51	40	2	1	2
The school expects my child to work hard and achieve his or her best.	45	43	0	0	6
The school works closely with parents.	25	48	17	2	3
The school is well led and managed.	24	52	11	5	5
The school is helping my child become mature and responsible.	38	54	1	0	4
The school provides an interesting range of activities outside lessons.	25	24	29	3	13