

INSPECTION REPORT

MYRTLE PARK PRIMARY SCHOOL

Bingley

LEA area: Bradford

Unique reference number: 107437

Headteacher: Mr D Fox

Reporting inspector: Mr P Edwards
21069

Dates of inspection: 7th – 8th May 2002

Inspection number: 196822

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: Foundation

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Ash Terrace
Bingley
West Yorkshire

Postcode: BD16 1HB

Telephone number: 01274 564681

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs S Heaton

Date of previous inspection: 7th October 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Myrtle Park is an averaged sized primary school catering for pupils aged three to eleven. There are 248 full-time pupils (114 girls and 109 boys) on roll which is a considerable increase since the previous inspection. There is also a Nursery which accommodates 23 children in the morning and 26 in the afternoon. The school, which is situated in Bingley, is popular and frequently over-subscribed. At the time of the last inspection the school was a First School but it now caters for children through to the age of eleven. Around nine per cent of the pupils are eligible for free school meals which is well below the national average. Most pupils are from white ethnic background and there are none at an early stage of learning English as an additional language. The proportion of pupils on the school's register of special educational needs (14.4%) is below the national average but the proportion with a statement of special educational need is average. Additional classrooms have recently been added and further building work is planned to cater for the increased number of pupils. The school has recently been awarded Investors in People status. The children's attainment on entry to the school is broadly average.

HOW GOOD THE SCHOOL IS

Myrtle Park is an effective school that gives good value for money. Funding for the school is average, but with strong, effective leadership and good teaching, the pupils make good progress and achieve above average standards in English, mathematics and science by the end of Key Stage 2.

What the school does well

- The pupils achieve standards that are well above the national average in English, mathematics and science by the end of Key Stage 2.
- There is some very good teaching in the core subjects of English, mathematics and science in some classes.
- The children receive a very good start to their education in the Nursery.
- The behaviour of the pupils is very good as are their attitudes towards schoolwork. Relationships between pupils and between staff and pupils are very good.
- Parents' views of the school are very good and parents work hard to support their children's learning.
- The headteacher gives a clear direction for the school and provides very good leadership.

What could be improved

- The time and emphasis placed on history, geography and religious education and the standards achieved by the pupils in these subjects.
- The role of the subject co-ordinator
- Standards in mathematics at the end of Key Stage 1.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When it was inspected in October 1996, Myrtle Park First School was enabling pupils to achieve good educational standards in English, mathematics and science. Since that time, the school has gone through a period of disruption with the absence of a permanent headteacher and standards at the end of Key Stage 1 declined. Standards have begun to rise again at Key Stage 1 and at the end of Key Stage 2 they are well above average. The issue highlighted in the last report regarding cultural development has been addressed successfully but insufficient progress has been made in improving the provision for religious education. Progress overall has been satisfactory.

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				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	N/A	N/A	A	A	well above average A above average B average C below average D well below average E
mathematics	N/A	N/A	A	A	
science	N/A	N/A	A	A	

The table shows that in the 2001 National Curriculum tests, the pupils achieved standards that were well above the national average in English, mathematics and science. The proportion of pupils attaining the average level (Level 4) is well above average in all three subjects, as is the proportion attaining the higher level (level 5). No trends can be ascertained because 2001 was the first year that Year 6 pupils took the National Curriculum tests. However, based on their performance when they took the National Curriculum tests in Year 2, the data indicate that the pupils made satisfactory progress in English and mathematics. The results show that attainment by the boys was better than that of the girls, which was due to a particularly able group of boys. The results of the 2001 national tests at the end of Key Stage 1 show attainment in reading and writing to be well above the national average and average in mathematics. From 1997 there was a downward trend in performance but the situation has now improved. The results in reading and writing are better than the previous year and standards have been maintained in mathematics.

Inspection evidence shows that attainment at the end of both key stages is similar to that indicated by the tests. Attainment on entry to the school is broadly average and, overall, the pupils make good progress throughout the school. In Key Stage 1, in mathematics, there is an overuse of mundane worksheets that do not challenge the pupils sufficiently and the pupils do not always achieve as well as they should. Progress is particularly good towards the end of Key Stage 2 because of the good teaching which targets key literacy and numeracy skills. The teaching enables all pupils to achieve well, particularly the more able, who achieve their potential. Pupils with special educational needs are very well supported and these pupils

make good progress in all year groups. The school has been set challenging targets in literacy and numeracy and is on course to achieve them.

Standards in history, geography and religious education are not as high as they should be in both key stages. Too little time is devoted to some aspects and pupils do not make enough progress, with teachers not planning work based on what the pupils know and can do. Regular and good teaching of information and communication technology skills is enabling the pupils to achieve standards in line with national expectations.

By the time they enter Year 1, most children are achieving the Early Learning Goals in all areas of learning. They make particularly good progress in the Nursery because of the high standards of teaching, the well-planned curriculum and the good level of resources available to them. Progress in the Reception class is satisfactory overall but the restricted access to outdoor play equipment inhibits the children's progress in this aspect of the curriculum. This shortfall is being rectified with a major building project, which is to commence shortly.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils' attitudes towards school are very good. They like school, are very well motivated and keen to do their best. They show very good levels of concentration and high levels of interest.
Behaviour, in and out of classrooms	Very good. Behaviour in lessons and around the school is very good.
Personal development and relationships	Very good. Relationships throughout the school are of a high standard. Pupils co-operate enthusiastically with their peers and respond very well to the staff. Pupils are encouraged to take on more responsibility for their own learning as they move through the school.
Attendance	Good. Attendance is good and is higher than the national average.

The quality of relationships between staff and pupils 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 in the Foundation Stage is good overall. In the Nursery, children are settled well into the school routines and the very good teaching of basic skills and all other areas of the Early Years curriculum is strong, ensuring the children get a very good start to their education. In

the Reception class, the teaching is satisfactory overall but the children's learning is inhibited because of the more limited range of resources and experiences available to them. Throughout the rest of the school, the teaching is generally good although it varies from very good to satisfactory. All of the pupils, including those with special educational needs, generally make good progress because the work is matched to their ability. The more able pupils are well catered for, particularly towards the end of Key Stage 2 where the activities are challenging and demanding, ensuring that the pupils achieve very well. English and mathematics are generally well taught and there is a rigour to the teaching, which means that learning moves forward at a good pace and no time is wasted. Teachers are quick to get the lessons off to a brisk start. They question the pupils effectively to find out how much the pupils have remembered from previous lessons, and they continually check what pupils are learning. Basic skills of literacy and numeracy are properly taught so that the pupils' learning progresses well. There are occasions when the teachers underestimate what the pupils are capable of doing and mundane worksheets do not demand sufficient of the pupils. The teaching of some subjects, other than English, mathematics and science is not as strong and pupils do not achieve as well in these subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The children in the Nursery are provided with a rich and varied curriculum. The Reception class does not have access to the same curriculum but it is satisfactory overall. In Key Stage 1 and 2 all of the required subjects are taught but too little time is devoted to some subjects and pupils do not make enough progress in these. The school has produced a comprehensive whole school curriculum plan but it has yet to impact on the work of teachers in all classes. There is a good range of out of school activities that enhance the curriculum.
Provision for pupils with special educational needs	Very good. Pupils are well supported and they make good progress towards achieving their targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. There is very good provision for the pupils' moral and social development. They clearly know right from wrong. The provision for the pupils' spiritual development is satisfactory. Their understanding of their own culture, as well as other cultures, is satisfactory.
How well the school cares for its pupils	Satisfactory. There are appropriate procedures in place for child protection and for ensuring the pupils' welfare. Procedures for monitoring the pupils' progress in English, mathematics and science are good but they are less well-developed for other subjects.

Parents are fully involved in all aspects of school life and they appreciate this.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership. The headteacher has a clear vision for the school and provides, through his partnership with the staff, a clear educational direction for the school. Some co-ordinators are new to their roles and as a result there are weakness in the management of the curriculum.
How well the governors fulfil their responsibilities	Good. The governors work effectively through a good partnership with the headteacher and staff and fulfil their responsibilities well.
The school's evaluation of its performance	Good. National Curriculum test results are analysed and optional tests are applied to ensure that pupils are making appropriate progress.
The strategic use of resources	Very good. Financial and human resources are very well deployed to ensure that the school provides the best opportunities for the pupils. The school achieves good value for money.

The headteacher manages the school very well. Through the school improvement plan, priorities are identified and action plans appropriately carried out. The roles of senior staff have been re-defined and new co-ordinator posts established. The move from a first to a primary school has resulted in some co-ordinators not being fully effective. The Chair of Governors has a very good professional partnership with the school. Governors are well informed and apply the principles of best value as they consult with staff, compare performance and strive to improve the learning environment for the pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The good standards their children achieve through the good teaching. • The very good ethos. • How well the school cares for their children. • That their children are encouraged to become responsible. • The good quality of leadership and management of the school. 	<ul style="list-style-type: none"> • The information about how their children are progressing. • How closely the school works with parents. • The number and range of out of school activities.

The inspection team agree with the parents' positive comments. The reports to parents outlining pupils' progress are satisfactory but the school has adopted a new format for future reports. There are good opportunities for the parents to help within school and offers of parental help are welcomed. There are a number of clubs that take place at lunchtimes and after school and the range of out of school activities is good overall.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The pupils achieve standards that are well above the national average in English, mathematics and science by the end of Key Stage 2.

1. The National Curriculum test results for 2001 at the end of Key Stage 2 show the pupils achieve standards that are well above the national average in English, mathematics and science. The change in status from a first to a primary school makes it impossible to determine trends over time, but comparisons of the results of the Key Stage 1 tests taken by the Year 6 pupils show they have made at least satisfactory progress in English and mathematics. The proportion of pupils achieving the higher level (Level 5) in the tests is well above average in all three subjects and shows that the work is well matched to the pupils' level of ability.
2. By the end of Year 6, most pupils read fluently and show good levels of comprehension. They remember in detail what they have read and effectively use higher order reading skills of prediction, inference and deduction. Pupils enjoy reading and show preferences for their favourite books and authors and are able to justify their views. Their reading, although influenced by current popular fiction, is extended across a good range of genres, both fiction and non-fiction. They have a good understanding of library classification systems, which is developed through their use of the school and the local library, and they locate information efficiently for personal research. The reading skills of less able pupils are enhanced through a reading partnership whereby trained staff from a local building society help them on a regular basis before and during school time. Pupils study the techniques and styles of authors and poets to extend their own writing. For example, 'Mercy' by Kit Wright was used to improve the pupils' understanding of personification. As a result of the opportunities to practise different styles of writing, the pupils' fiction writing is interesting and lively. They have a very good grasp of punctuation and grammar, using appropriate nouns, verbs and adjectives to make their work more exciting. Most pupils spell simple words accurately and have a good range of strategies for checking more complex words. Handwriting is of a good standard, with many pupils beginning to develop an individual style.
3. Mathematical skills are developed well in Key Stage 2 and, by the age of eleven, pupils have a very good understanding of number, including decimals, fractions and percentages. Most have good mental arithmetic skills, which they use effectively when solving numerical problems. The pupils show good skills in solving complex problems and calculations involving all four rules of number. Most pupils demonstrate a good range of strategies to help with addition and subtraction, such as halving and doubling and this enables them to calculate speedily and accurately. They have a good understanding of shape and space and calculate perimeters and areas accurately, using formulae for the simple shapes. They measure and calculate the sizes of angles, estimating with reasonable accuracy and using protractors for precision. Data handling skills are secure. Pupils collect and tabulate their own data and display patterns and relationships through graphs and charts. For example, pupils in Year 5 produced a line graph based on the temperatures they had charted. Pupils have begun to use computers well to support their work in mathematics and are confident in handling databases.
4. By the end of Year 6, most pupils attain standards that are above average in science. By the time they are eleven, the pupils carry out their own investigations independently and write their own conclusions, for example, on the separation of mixtures in liquids,

learning about dissolving and suspension of different materials. Almost all have built up a good body of knowledge and understanding on the aspects they have studied.

There is some very good teaching in the core subjects of English, mathematics and science in some classes.

5. The quality of teaching is good throughout the school. It is occasionally very good and is never less than satisfactory. The strength of the teaching is in the core subjects of English, mathematics and science in Key Stage 2. The school has rightly focused on these subjects over the last two years, during which time the school has changed from being a first school to a primary school. The teaching is particularly successful in the latter stages of Key Stage 2 and the pupils are very well prepared for National Curriculum tests. The teachers are conscientious and expect the pupils to do their best. An industrious atmosphere is evident throughout the school and this encourages the pupils' enthusiasm for learning. Of those returning the parent questionnaires, the overwhelming majority felt the teaching was good and that their children were expected to work hard and do their best.
6. Teachers have a very good understanding of the most effective ways to teach literacy and numeracy and are very successful in supporting pupils to develop skills in these areas. Most lessons are well planned and there is a good pace to learning and high expectations of what the pupils will achieve. Those pupils with special educational needs are given good support to enable them to take a full part in all areas of the curriculum. The teachers work very effectively with learning support assistants and the special educational needs co-ordinator, planning work that is well matched to the needs of these pupils. The additional support they receive, both in class and during withdrawal sessions, enable them to make the progress of which they are capable. The teachers have learned effectively to manage and plan for the range of learning disabilities, including autism and dyslexia and ensure that there is minimum disruption for all pupils.
7. Throughout the school, teachers make it clear to the pupils what is to be learned. This sharing of lesson objectives gives a clear focus to the lessons and the end of lesson discussion enables the teachers to clear up any misunderstanding or misconceptions, and also to celebrate the pupils' achievements. Teachers note any difficulties that arise and some make very effective use of learning support assistants in assessing how well the pupils understand what is being taught. Lesson preparation is mostly good with carefully chosen resources well organised and readily to hand. Classroom routines are firmly established. This ensures that the best use is made of the lesson time and makes a significant contribution to the standards achieved.
8. A particular strength of the teaching in Key Stage 2 is the challenging work given to the more able pupils, particularly towards the end of Key Stage 2. For example, in a good Year 6 lesson, the mental arithmetic activity was a quick fire mental addition of decimal fractions and required the pupils to think and respond swiftly. The main activity required the pupils to plot co-ordinates in all four quadrants and was the result of the teacher's assessment that the pupils were not secure in the activity. As a result of clear explanations, the pupils made good progress in all aspects of the lesson. The pupils make equally good progress in developing language skills because of the teacher's good questioning and his encouragement of pupils to question their own understanding.
9. The teaching in the Nursery is very good overall. The strength of the teaching is due to the excellent teamwork between the teacher and the nursery nurse, which results in the pupils making very good progress in all areas of learning.

The children receive a very good start to their education in the Nursery.

10. The quality of teaching in the Nursery is very good and this results in the pupils receiving a very good start to their education. The children attend the Nursery part-time, with 23 children in the morning and 26 in the afternoon. The staff provide a very calm and relaxed atmosphere where the children feel confident to talk to adults, including visitors. The staff provide a very good range of interesting activities and resources that gain the children's interest and motivate them to learn. For example, their mathematical vocabulary is developed effectively through the use of model snakes and they begin to understand 'long', 'longer', 'longest', 'short', 'shorter' and 'shortest'. The staff explain the tasks very carefully to the children so that they know what to do and no time is wasted.
11. There is a good range of teacher directed activities and the staff also provide the children with good opportunities to initiate activities for themselves, thereby enhancing their personal development. The staff know when to stand back and let the children explore for themselves and when to interact and give support so that the children's learning moves on at a good pace. The children concentrate well and show very good independence when choosing and they share tools and equipment and talk amicably to each other and to adults. The staff concentrate on the teaching of basic skills and the children begin to learn about capital letters and initial letter sounds through 'bingo' games that make the learning more interesting.
12. Early writing skills are developed well and many children recognise their own name and can write it. Many children have excellent imaginations and draw on their feelings when talking about events and their work. Mathematics is enjoyed and most pupils are achieving the expected standards for their age. All of the children are curious about the world around them and are aware that there are different stages in the life cycle of a frog and have the opportunity to observe plants growing in the classroom. Most are competent in using the computer and links with a local building site have provided the children with excellent opportunities to observe a large crane in operation and to use two-way radios to communicate with the crane driver.
13. The staff assess the achievements of the pupils very effectively. These ongoing assessments are used to plan following sessions and activities are therefore very well matched to the children's level of ability. All staff and parent helpers contribute to the assessments and this ensures all staff know the children well. All adults work very well together and are very well briefed by the teacher. They use the good range of resources very effectively, particularly the outside play equipment, and this enables the children to make very good gains in their learning.

The behaviour of the pupils is very good as are their attitudes towards school work. Relationships between pupils and between staff and pupils are very good.

14. Children and pupils enjoy coming to school. The quality of their behaviour is very good. In classes and around school, the large majority of pupils are well behaved. In lessons, most pupils have positive attitudes towards learning. From the Nursery class, through to Year 6, the pupils work willingly and with enthusiasm and perseverance. They are proud of their achievements and like to talk about them with visitors. Relationships between pupils and between pupils and staff are very good. The high standards of behaviour and good quality of relationships help to provide a good learning environment.

Instances of disagreements or bullying are rare and such incidents are dealt with very effectively and this supports the high standards being achieved. There have been no exclusions from school in recent times. The attendance of most pupils is good, as is their punctuality. This regular and good attendance supports the pupils' learning effectively. Pupils show respect in the manner in which they receive visitors, congratulate the success of others, care for their environment and accept differing values and beliefs.

15. The provision for the pupils' moral and social development is good. During the inspection, good opportunities were taken by the staff to support the moral and social development of the pupils. The pupils clearly understand the difference between right and wrong. In many lessons the pupils are encouraged to take responsibility for their work and behaviour. The planned group and pair work provides good opportunities to develop social skills and the pupils enjoy these opportunities. Opportunities for pupils to work together in lessons are very well controlled and the pupils listen well to each other. They share ideas and resources well. Pupils respond well to opportunities to exercise responsibility. They take advantage of the extra-curricular activities, which provide them with opportunities to mix socially and work together across the age range. These opportunities, which enrich the curriculum, include residential and day visits, visitors, school productions, cycling proficiency, sporting and musical activities.

Parental views of the school are very good and parents work hard to support their children's learning.

16. The school has a very effective partnership with parents, who are very supportive of the school. A number of parents help in the school and there is a very active Parent Teacher Association, which organises many social and fund-raising events. Parents, quite rightly, recognise that the school is promoting and achieving high standards of work and behaviour. Parents receive information about the school and their children's progress. However, they would like to be better informed about the topics being covered by their children in class in order that they can support them at home. They also indicated that they would appreciate more information about how their children are progressing. Parents are supportive with homework and are very supportive of the school's events. They feel that the school is very approachable and makes them feel welcome. The partnership with parents is a strength of the school and makes a considerable contribution to the pupils' progress.

The headteacher gives a clear direction for the school and provides very good leadership.

17. The school has been through a difficult period during which the lack of a permanent headteacher resulted in a very unsettling time, when National Curriculum test results declined and teachers' morale diminished. Since the arrival of the permanent headteacher, morale has improved significantly and the ethos of the school is very warm, with a sense that all staff are working together very effectively.
18. The headteacher has identified clearly what the school is doing well and what needs to be improved. The change in status from a first to a primary school, at a time when there was no permanent headteacher in post, placed a considerable burden on the staff who found it difficult to adapt to a primary curriculum without appropriate guidance. The current leadership is providing this guidance, although it is recognised that there is some work to do to make sure the curriculum is fully in place. The headteacher has a

very clear vision for the development of the school and these long-term goals are set out in the school improvement plan which is a very detailed, but clear document.

19. Effective systems are in place to monitor the pupils' progress in English, mathematics and science through the school and to enable challenging targets to be set for them on a year-by-year basis. This process provides challenge for the teachers as well as for the pupils. The deputy headteacher is directly responsible for this target-setting and any potential difficulties in achieving targets are recognised and additional support is provided where necessary. She works with each class teacher to set targets and to analyse pupil data. In this context, additional literacy and numeracy support is provided for pupils in certain year groups.
20. The problems associated with increased pupil numbers were apparent to the headteacher on his arrival at the school. His determination to improve the quality of the accommodation, with the support of staff and governors, has resulted in plans which are well on their way to fruition. He has been successful in securing additional grants which have helped to improve resources, particularly for improved information and communication technology.
21. The headteacher has taken good steps to improve the teachers' expertise. Effective links have been established with secondary schools. Collaboration with a Sports College, initiated by the Local Education Authority, has resulted in specialist provision for the pupils and improved staff expertise in physical education. Science and technology teaching has been developed through the involvement of upper school specialists and improved provision for the most able pupils is being provided through pupils attending extension sessions at a nearby secondary school.
22. The parents appreciate the leadership that is now being provided. In the questionnaire, no parent indicated any dissatisfaction with the leadership and management of the school. It is evident from discussions with governors, parents, staff and pupils that the headteacher is respected and that he is moving the school forward.

WHAT COULD BE IMPROVED

The time and emphasis placed on history, geography and religious education and the standards achieved by the pupils in these subjects.

23. During its change from a first to a primary school, much emphasis was placed on maintaining and improving standards in the core subjects of English, mathematics and science. The school has been successful in this goal. A good curriculum map has been produced by the deputy headteacher following extensive consultation, indicating how and when other subjects should be taught throughout the year. Some teachers have placed less emphasis on some aspects of the curriculum and it has been difficult for teachers to plan work that builds on the skills the pupils have previously learned. Discussions with pupils show that their knowledge of history, geography and religious education facts are below what one might expect for their age. With respect to religious education, there has been good progress over the last year, but more remains to be done for the older pupils. Some teachers are making effective use of literacy time to teach key skills in these subjects but this process is not used effectively by all teachers.

The role of the subject co-ordinator.

24. Some co-ordinators are new to their role and are not yet fully effective in managing their curriculum areas. The school has commenced training programmes for co-ordinators, particularly for those with less experience of the primary curriculum. However, there has been insufficient time for the training to have a significant impact on the way the co-ordinators manage their subjects. As a result, standards in some subjects are not as high as they might be and the pupils do not make the progress of which they are capable.

Standards in mathematics at the end of Key Stage 1

25. In comparison with similar schools, attainment in reading and writing at the end of Key Stage 1 is well above average and also well above the national average. However, attainment in mathematics is only average when compared with the national average and also similar schools and the pupils could achieve higher standards. There is an over-reliance on mundane worksheets which occasionally lack challenge. The use of these worksheets also make it difficult for the teachers and co-ordinator to monitor the progress made by the pupils over time as they are frequently not dated. The school recognises the need to monitor the use of worksheets more effectively.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

26. The headteacher, staff and governors should now:

(1) raise standards in history, geography and religious education by;

- ensuring an appropriate amount of time is devoted to these subjects;
- ensuring the teachers follow the guidance and directions contained within the school's curriculum map;
- enabling subject leaders to monitor the quality of teaching and learning in these subjects;

(2) develop the role of the co-ordinator by;

- continuing with the co-ordinator training programme.

(3) raise standards in mathematics at the end of Key Stage 1 by;

- reducing the use of mundane and unchallenging worksheets.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	7	3	0	0	0
Percentage	0	33	47	20	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 six 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)	25	248
Number of full-time pupils known to be eligible for free school meals	0	15

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	4
Number of pupils on the school's special educational needs register	2	43

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	7
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.6

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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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
		2001	20	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	17	18
	Girls	18	18	18
	Total	35	35	36
Percentage of pupils at NC level 2 or above	School	92 (79)	92 (93)	95 (93)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	18	19
	Girls	18	18	18
	Total	35	36	37
Percentage of pupils at NC level 2 or above	School	92 (72)	95 (72)	97 (90)
	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	17	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	17
	Girls	15	14	16
	Total	30	30	33
Percentage of pupils at NC level 4 or above	School	88 (n/a)	88 (n/a)	97 (n/a)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	16	15
	Girls	15	14	15
	Total	28	30	30
Percentage of pupils at NC level 4 or above	School	82 (n/a)	88 (n/a)	88 (n/a)
	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	2
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	220
Any other minority ethnic group	0

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)	9
Number of pupils per qualified teacher	23
Average class size	31

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	242

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	1.5
Total aggregate hours worked per week	45
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	532,690
Total expenditure	533,354
Expenditure per pupil	2,154
Balance brought forward from previous year	56,778
Balance carried forward to next year	56,114

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	6
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
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	297
Number of questionnaires returned	82

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	32	6	1	0
My child is making good progress in school.	52	43	0	0	5
Behaviour in the school is good.	50	45	4	0	1
My child gets the right amount of work to do at home.	35	51	8	0	6
The teaching is good.	66	30	4	0	0
I am kept well informed about how my child is getting on.	40	41	16	1	2
I would feel comfortable about approaching the school with questions or a problem.	58	35	2	4	1
The school expects my child to work hard and achieve his or her best.	61	37	2	0	0
The school works closely with parents.	41	39	11	5	4
The school is well led and managed.	58	32	0	0	10
The school is helping my child become mature and responsible.	55	41	1	0	3
The school provides an interesting range of activities outside lessons.	26	26	22	13	13