

INSPECTION REPORT

OVERCHURCH JUNIOR SCHOOL

Overchurch, Upton

LEA area: Wirral

Unique reference number: 105056

Headteacher: Mr G Sumner

Reporting inspector: Mrs Marina Gough
22361

Dates of inspection: 20th - 22nd November 2000

Inspection number: 224583

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Moreton Road Upton Wirral Merseyside
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Appropriate authority:	The Governing Body
Name of chair of governors:	Dr P Elliott
Date of previous inspection:	January 1996

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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	16
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	17
PART C: SCHOOL DATA AND INDICATORS	18

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in Upton, near Birkenhead, on the Wirral. It caters for pupils between the ages of seven and eleven, and there are currently three hundred and ninety six pupils on roll. Most pupils transfer from the infant school that occupies the same site. Pupils' attainment on entry to the school is broadly average. Pupils are drawn from the local area which is very mixed in terms of its socio-economic circumstances. The school has ninety one pupils on the special educational needs register, eight of whom have statements. The percentage of pupils who have special educational needs represents 23% of the school population and is about average. The school is one of eleven schools that has been designated by the LEA as being able to provide for pupils with physical impairment. The vast majority of pupils are of white ethnicity and only three pupils have English as an additional language. Eighty three pupils are known to be eligible for free school meals, and this figure represents 21% of the school population and is close to the national average.

HOW GOOD THE SCHOOL IS

This is a very good school that is extremely effective in many aspects of its life and work. Pupils make very good progress, and by the time they leave school, they attain standards that are above average in English, mathematics and science. Standards in English are particularly high. The quality of teaching is outstanding, and is of a consistently high standard throughout the school. Pupils have very positive attitudes to learning which have a significant impact on their progress and attainment. The leadership and management of the school are excellent, and there is a shared commitment to school improvement which leads to consistency of approach and a tremendous team spirit amongst the staff. There is no sense of complacency in the school, and the headteacher constantly seeks out ways of improving the quality of education the school provides. The school gives very good value for money.

What the school does well

- By the end of Key Stage 2, pupils attain standards in English, mathematics and science that are above average. Standards in English are particularly high.
- The quality of teaching is very good throughout the school.
- Pupils have very good attitudes to work and to school which have a positive impact on their learning.
- The leadership and management of the school are excellent, and the headteacher provides very clear educational direction.

What could be improved

- There are no significant weaknesses in any aspect of the school's work, and therefore no areas for improvement.

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 January 1996. The report was very positive and only two areas of development were proposed. The first required the school to maintain the high standards it was achieving across many aspects of its work, and the second related to the need to improve the external appearance of the school. The school has implemented an intensive and rigorous programme of evaluation and monitoring of all aspects of its work, and

carries out detailed and thorough analysis of all assessment information to highlight strengths and weaknesses in teaching and learning across the school. These initiatives have brought about further improvement in the quality of teaching and learning, and have ensured that the high standards achieved by pupils in English, mathematics and science have been maintained. The external appearance of the school, which has deteriorated further since the last inspection, continues to be a great source of concern to the headteacher and Governing Body. Despite the school's best efforts, it has not been possible to secure the funding for the necessary renovation. The condensation inside the school, caused by the vast expanse of single glazed windows, is an ongoing problem, and creates a damp atmosphere in some teaching areas, especially the hall. Displays of pupils' work are sometimes ruined by leaks in the flat roofs, and by condensation.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	A	B	A	A*	well above average A above average B average C below average D well below average E
Mathematics	A	B	B	A	
Science	A	B	C	B	

The table above shows the results of the end of Key Stage 2 National Curriculum tests for the last three years, and draws a comparison of the school's 2000 results with the results of schools which are deemed to be similar on the basis of the percentage of pupils known to be eligible for free school meals. The English results show that pupils' attainment is well above the national average, and that their performance is very high when compared with similar schools. In mathematics, pupils' attainment is above the national average, and well above average when compared with similar schools. The inspection findings confirm the accuracy of the test results in English and mathematics. The science results are in line with the national average on the basis of the tests, but this picture does not do the school justice. The inspection findings indicate that standards in science are above average. In comparison with similar schools, pupils' performance in science is above average.

The school sets challenging but achievable targets, which, because they are based on the results of very detailed, thorough and ongoing assessments, are very accurate. The school is committed to ensuring that all pupils do their best, and celebrates achievement at all levels. Pupils who have special educational needs receive very good support which enables them to achieve their potential and the highest attaining pupils in all year groups are fully stretched.

Standards in English are particularly high, and are the result of very good teaching, and a very broad and enriched English curriculum. There are also particular strengths in pupils' numeracy skills, which are effectively promoted in all classes. In science, pupils' knowledge is very secure and extremely broad.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils of all ages and abilities have very positive attitudes to school, and to work, which have a significant impact on their learning and the standards they achieve.
Behaviour, in and out of classrooms	Very good. Behaviour in and around the school is very good and enables lessons to proceed at a good pace without interruption. Pupils work very well together in pairs and in small groups.
Personal development and relationships	Very good. Pupils have a very mature approach to work and are keen to do their best. They are keen to take responsibility, and show good levels of initiative. Relationships amongst pupils, and between adults and pupils, are excellent.
Attendance	Satisfactory. Close to the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
27 lessons seen overall	not applicable	not applicable	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 the quality of teaching was outstanding. It was excellent in 11% of lessons seen, very good in 48% of lessons, good in 37% of lessons and satisfactory in 4% of lessons. The teaching of English, mathematics and science is very good and has a positive impact on pupils' learning and the standards they attain. Literacy and numeracy skills are effectively promoted across the curriculum, and teachers are starting to make more use of information and communication technology to support pupils' learning.

One of the strengths of teaching is the way in which teachers respond to the needs of the pupils, by fully challenging the highest attaining pupils and providing very good support for pupils who have special educational needs. Teachers' planning is, without exception, of a very high standard, and ensures that lessons build on pupils' previous learning. Teachers have very high expectations of what the pupils can achieve, and the pupils respond to all challenges with high levels of confidence and enthusiasm. Throughout the school, very good use is made of ongoing assessments of the pupils' progress and attainment, enabling strengths and weaknesses to be identified. Teaching is often stimulating and exciting, and this ensures that pupils of all ages and abilities are well motivated and interested in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school provides a broad and well balanced curriculum which meets the needs of all pupils.
Provision for pupils with special educational needs	The provision for pupils who have special educational needs is very good. The school is a centre for pupils who have cerebral palsy, and their needs are particularly well met. All pupils who have special educational needs receive very good levels of support from their teachers and classroom assistants.
Provision for pupils with English as an additional language	The school makes good provision for the very small number of pupils who have English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Assemblies are an important feature of school life and make a significant contribution to pupils' spiritual, moral, social and cultural development. The school makes good provision for pupils' personal, social and health education.
How well the school cares for its pupils	The well-being, health and safety of the pupils are the shared concern of the staff and Governing Body and pupils are very well cared for.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher has an excellent overview of the work of the school and a very clear vision for its future. He enjoys the full support of the deputy, staff, Governing Body, all of whom contribute to the school's ongoing development. The team spirit amongst staff is a crucial factor in the school's continued success.
How well the governors fulfil their responsibilities	The Governing Body is very supportive, well informed and knowledgeable. Governors visit the school frequently, and links with subject co-ordinators ensure that governors have a good grasp of the school's work. The Governing Body fulfils its statutory duties.
The school's evaluation of its performance	The headteacher and Governing Body have an excellent appreciation of the school's strengths and weaknesses through a well established programme of monitoring and evaluation. Excellent use is made of the results of standardised tests to measure the extent of pupils' progress and to ensure that high standards are maintained.
The strategic use of resources	The school makes the best use possible of its resources and gives very good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents appreciate the warm welcome they receive from the headteacher and staff when they visit the school. • Parents are pleased with the values and attitudes promoted by the school. They believe that the standard of behaviour in the school is very good. • Parents of pupils who have special educational needs are very pleased with the support they receive from the school. • Parents agree that the standard of teaching, leadership and management, is very good. • Most parents believe that the amount and frequency of homework are about right. Parents are pleased that teachers are prepared to tailor homework tasks to meet the needs of individual pupils. • Parents agree that their children like coming to school. • Parents receive very good levels of information about the life and work of the school. End of year progress reports give good levels of detail. • Most parents believe that the school provide a good range of extra-curricular activities. 	<ul style="list-style-type: none"> • A small number of parents would like more extra-curricular activities.

There are justifiably very high levels of parental satisfaction with almost all aspects of the life and work of the school. The inspection findings fully endorse the parents' positive views of the school. The inspection findings indicate that the school offers a satisfactory range of extra-curricular activities.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the end of Key Stage 2, pupils attain standards in English, mathematics and science that are above average. Standards in English are particularly high.

1. The end of Key Stage 2 National Curriculum test results for 2000 show that standards in English are well above the national average, standards in mathematics are above the national average and standards in science are in line with the national average. Although the English and mathematics test results paint an accurate picture of the pupils' attainment, the science results do not do the school justice. The school is particularly effective in enabling pupils to achieve the higher Level 5 in the tests, and in English and mathematics, the percentage of pupils attaining this higher level is well above the national average. In science, the percentage of pupils attaining Level 5 in the 2000 tests is close to the national average. Standards have been high in English, mathematics and science over the last three years, and pupils' performance is impressive when compared with that of pupils in similar schools. Based on the 2000 end of key stage test results, pupils' performance in comparison with similar schools is very high in English, well above average in mathematics and above average in science. The inspection findings indicate that standards in all three subjects are above average, and that standards in English are particularly high.
2. Standards in English are particularly high, partly because of the consistently very good teaching across the school, and partly because of the breadth of the English curriculum. In addition to teaching the National Literacy Strategy on a daily basis, teachers also ensure that pupils have additional experiences of writing extended pieces, and of speaking and listening through activities such as drama. Teachers are very successful in the way in which they promote literacy skills across the curriculum, and there are many opportunities for pupils to carry out research, or to use their writing skills for note-taking, reporting and recording. Some very good examples were seen during the inspection of pupils using their speaking and listening skills in role play situations, which enhanced their personal and social development. In a very successful religious education lesson, Year 3 pupils worked well together planning quarrels, which they performed with confidence to the rest of the class.
3. By the time they leave school, pupils' knowledge of grammar and spelling is very impressive. Pupils accurately use a range of punctuation in their writing, and make very effective use of paragraphs to divide longer pieces. Pupils' imaginative writing is very lively, and they are often original in their ideas. They make very good use of adjectives and adverbs to bring their writing to life, and their work is well structured and sequenced. Without exception pupils present their work neatly, and all use a joined script by the end of Year 3. Pupils take pride in the presentation of their written work, which is of a consistently high standard in all subjects. They write in a wide range of styles and genres, and produce high quality arguments, letters, narrative accounts, play-scripts and reports. Pupils' reading is very good throughout the school, and parents are very supportive in listening to their children read on a regular basis. To encourage the pupils in their reading, the school uses house points to reward pupils whose reading records have been signed by parents for four nights of the week. This works particularly well with younger pupils in helping them to become motivated.
4. Standards in mathematics are above average overall, and standards in numeracy are very good. The teaching of mathematics is very good throughout the school, and contributes significantly to the high standards achieved. In Year 5 and Year 6, pupils

benefit from being taught in ability groups, enabling teachers to give additional help and support to the lower attaining pupils, and to fully extend the higher attaining pupils.

5. The National Numeracy Strategy is fully operational, and in addition to daily numeracy sessions, some good opportunities are provided for pupils to carry out problem solving activities which encourage them to use and apply their mathematical skills in a wider context. The best work occurs when pupils are given open-ended problems which require them to find their own solutions and to record their work in their own way. Very good use is made of numeracy skills in other subjects of the curriculum. For example, pupils measure the growth of plants in science, or calculate the rise in the pulse rate following exercise. They regularly construct a range of graphs and charts from given or collected data, and Year 5 pupils have recently made 'magic boxes' from card, constructed from templates they had measured and designed themselves.
6. Pupils' mental agility is impressive, and is enhanced by the rigorous and stimulating mental mathematics sessions, which are an integral part of the numeracy lessons. Teachers use these sessions very well to give pupils practice in developing immediate mental recall of number facts. All classes also have 'morning maths' sessions, which often take place as the register is being taken. These activities give pupils practice in completing written computations within a given timescale. Pupils are very skilled in checking their answers, either by using the operation that is opposite to the one they have used in their calculation, or by using a calculator. They make sensible mental approximations which help them to check the reasonableness of their final written answer, and this prevents them from making careless mistakes when using large numbers. Homework tasks are used well to support pupils in their learning, and to give them the necessary practice of new mathematical skills.
7. By the end of the key stage, pupils' attainment in science is above average, especially in terms of their knowledge and understanding of the subject. Pupils throughout the school carry out a range of experiments and investigations, and by the end of the key stage, the vast majority have good skills of observing, recording, predicting and fair-testing. Pupils use a suitably broad scientific vocabulary when explaining their work, and when contributing to whole-class discussions. Teaching is very good, and teachers have a very secure subject knowledge which enables them to confidently respond to the questions of the highest attaining older pupils. Topics are regularly revisited and this ensures that pupils' previous learning is consolidated before being extended.
8. Pupils have a very good grasp of living things. They understand food chains, which they explain in terms of predator and prey, and know the function of the main organs in the human body and the main stages of life cycles. Their knowledge of materials and their properties is very good, and the vast majority of pupils explain the different states of matter in terms of solids, liquids and gases. They explain why condensation and evaporation occur, and understand how mixtures can be separated, by filtration, for example. Pupils' understanding of physical processes is good. They explain forces well, and understand the notion of gravity. They are confident when constructing electrical circuits, and know the function of switches. Pupils have a good grasp of the relationship between the sun and the earth and know that the earth pivots on its own axis and that the earth orbits the sun once each year.
9. Teachers make very good use of assessment information to maintain high standards in English, mathematics and science. The analysis of the end of key stage National Curriculum test results is very thorough and detailed, and highlights potential areas of strength and weakness in teaching and learning. Pupils in Year 3, Year 4 and Year 5 are tested at the end of each year, and the results of these tests are carefully analysed,

enabling teachers to track the progress of individual pupils, and to target where additional support is needed. Whole-school portfolios for each subject have been compiled by the whole-staff, and samples of moderated and levelled pieces of work provide a useful benchmark for teachers when they are making ongoing assessments. Because of the very good assessment that occurs throughout the school, teachers are able to make accurate predictions about the levels pupils will achieve in the end of year Key Stage 2 National Curriculum tests, and target setting in the school is very precise.

The quality of teaching is very good throughout the school.

10. During the inspection the teaching was outstanding. It was very good or better in 59% of lessons seen, good in 37% of lessons, and satisfactory in the remainder.
11. Teaching is often exciting and stimulating, and promotes high levels of interest and motivation from the pupils. Teachers have a very secure subject knowledge which enables them to present information in an extremely confident and enthusiastic manner. Because teachers have such a good level of knowledge, they have little need of notes, and this means they can be that much more flexible and imaginative in their presentations. For example, in an excellent history lesson seen during the inspection, the teacher was able to talk to the pupils about the Spanish Armada, Sir Francis Drake and Sir Walter Raleigh, as if she had actually been there at the time. The pupils became totally absorbed as they recreated situations that occurred several centuries ago, empathising with the losers and celebrating with the victors, and through this first-hand experience gained a real insight into the history of this period.
12. Teachers' planning is without exception of a very high standard. It is very detailed and thorough and shows exactly what pupils are expected to learn from week to week and from lesson to lesson. Lessons are planned within year groups to ensure that pupils in different classes cover the same work, although teachers plan their lessons individually. Planning files are always accessible, and this means that supply teachers, covering for teachers who are absent, know exactly what is to be taught, and there are no interruptions to pupils' learning. Learning objectives are identified for all lessons, and in the vast majority of classes these are shared with the pupils so that they know what is expected of them.
13. Throughout the school, one of the main strengths of teaching is the way in which activities are matched to pupils' levels of ability and interest. Introductory discussions are very well balanced and paced, and very good use of open-ended questions enables teachers to extend the highest attaining pupils in their thinking and to support those who need a little more help. Where pupils regularly work together in pairs, such as in the computer suite, for example, teachers sometimes put lower and higher attaining pupils together, and this is effective in raising the self-esteem of both pupils, and enabling the higher attainers to share their knowledge with those who are not as skilled. In many lessons, following a class introduction, pupils are given different levels of work, which reflect their individual needs. Extension activities ensure that the highest attainers are fully stretched, and very good support for pupils who have special educational needs enables them to achieve their very best.
14. In all classes, teachers have very high expectations of the pupils, both in terms of their behaviour, and their academic achievement. Teachers often set very challenging tasks for the pupils, and especially where the activities are open-ended, this enables pupils of all abilities to reach their potential, and allows the highest attaining pupils to be fully extended, sometimes beyond the point expected by the teacher. One such activity was

seen during the inspection, when Year 6 pupils were working in the computer suite, designing a school web site. The particular lesson focussed on the purpose of hyper-links, and pupils were asked to design their own. Because of the teacher's enthusiasm, and the clear explanation and instructions that were given at the start of the session, all pupils set off to work, certain that they would achieve what they had been asked to do.

15. Teachers make very effective use of agreed whole-school strategies for managing pupils' behaviour, and are very successful in the way in which they reinforce good behaviour through the use of rewards, such as house points. The very good behaviour in lessons enables activities to run smoothly and at a good pace. Relationships between teachers and pupils are excellent, and create a very positive learning environment. There are high levels of mutual trust and respect, and pupils appreciate the way in which their ideas, work and achievements are valued and celebrated.
16. Teachers keep very comprehensive records of pupils' progress and attainment across all subjects, and these records are especially detailed for English, mathematics and science. Teachers know the pupils very well, and make frequent ongoing assessments which feed into the next stage of their planning, ensuring that new work systematically builds upon pupils' previous learning. Teachers set challenging but achievable targets for pupils, both on an individual basis, and as a class group. These ongoing targets help pupils to see the next stage of their development, and contribute to the very good progress they make in many aspects of their work. Marking is a strength of teaching in most classes. Where the best marking occurs, pupils' strengths are praised, and they are also shown ways of improving their work even further. Some very good examples of marking are evident in all year groups, but especially in the upper part of the school.
17. Teaching in the school is very much a team effort, and there is tremendous sense of collegiality amongst the staff which impacts positively on the ethos of the school. Improvements in the quality of teaching over the past few years have been brought about through an excellent programme of monitoring and evaluation, and through the shared commitment of staff to continued school improvement. Teachers regularly observe colleagues' lessons and make evaluations about what they see against pre-determined and agreed criteria. The findings are then discussed on an individual basis, and subsequently amongst the whole staff, enabling examples of good practice to be shared, and areas of weakness to be addressed.

Pupils have very good attitudes to work and to school which have a positive impact on their learning.

18. Pupils of all ages and abilities enjoy coming to school and have very positive attitudes to learning. They behave very well in class, respond positively to their teachers' high expectations of behaviour, and can be relied upon to show good levels of self-discipline. Pupils know the school and class rules, and are keen to be rewarded with house points for good work and behaviour. Pupils throughout the school enjoy their lessons which are almost always interesting, stimulating and challenging. Pupils become infected by the teachers' enthusiasm for the subject matter, and there were many occasions during the inspection when they could hardly wait to start their tasks because they were so highly motivated. The pupils' enjoyment of learning has a very positive impact on the standards they achieve and the quality of life in the school.
19. In class discussions, pupils have plenty to say, but they are also prepared to listen attentively to the views of their classmates. During lessons, they frequently become animated, especially when they are carrying out practical tasks which give them plenty

of opportunities to make choices and decisions about aspects of their learning. Pupils work extremely well together in pairs and small groups, and quickly organise leaders, scribes, and spokespeople when working on group tasks. They co-operate well, and are keen to celebrate the successes and achievements of their classmates. This was very evident during the inspection in physical education lessons where pupils had the opportunity of watching the performances of others. Pupils enjoy working in pairs, and take turns well when sharing equipment.

20. The pupils have very good literacy and numeracy skills which they use effectively to support their learning in other subjects. Their reading skills are above average, enabling them to access a wide variety of literature and information which they use for research purposes. Older pupils have good skills of note-taking, which are useful when they are gathering information, and most scan and skim text quickly. Pupils use their numeracy skills well when making measurements in science, or design and technology, or when constructing graphs and charts. Some imaginative use is made of mathematical skills in English, when pupils make 'tension graphs' which record the build up of tension in the class books they are reading. The very good literacy and numeracy skills impact positively upon pupils' learning across the curriculum and contribute to the good standards they achieve in many aspects of their work.
21. Pupils work to the very best of their ability, and show high levels of perseverance and concentration when faced with new challenges. They produce very good amounts of work in the time available, and take great pains to ensure that their written work is neatly presented. Pupils take justifiable pride in their personal achievements, and appreciate the way in which teachers value their work by producing very attractive displays. Pupils know, through the marking of their written work, and through ongoing dialogue with their teachers, how to improve the standard of their work further. They respond positively to their individual targets for literacy and numeracy, which are in their exercise books, or sometimes stuck on their desks as a constant reminder.
22. The pupils' positive attitudes contribute significantly to the high standards they attain in many aspects of their work, and to the very good progress they make as they move through the school.

The leadership and management of the school are excellent, and the headteacher provides very clear educational direction.

23. The leadership of the headteacher in shaping the educational direction of the school is excellent. The headteacher has an excellent overview of the life and work of the school, and a clear vision for the school's future development. He enjoys the full support of the deputy, senior management team, staff and Governing Body, all of whom share his vision and commitment.
24. One of the strengths of the management of the school is the way in which the headteacher involves all staff in matters of whole-school development. New initiatives are often evaluated in the first place by individual teachers or co-ordinators, and then discussed in detail by the whole staff. This collective approach means that decisions very much reflect the views of all of the staff, and are therefore successfully and consistently implemented.
25. The school's programme for monitoring and evaluating teaching and learning is very well established, and has a significant impact on the standards pupils attain, and the quality of education provided by the school. Following a residential school conference,

attended by all staff, the school has compiled a self-evaluation document which is used by co-ordinators, and the headteacher and senior management team, to assess the quality of provision across the school. Staff collectively prioritise a programme of monitoring and evaluation at the start of the school year. Co-ordinators decide on the main focus of the monitoring and consider planning and samples of work. Written reports from co-ordinators are discussed at staff meetings so that all staff are fully apprised of matters arising from the monitoring exercises.

26. The headteacher plays an important role in monitoring the quality of teaching, and uses his observations to set targets for teachers' individual development. Professional interviews for teachers are held annually and roles and responsibilities are discussed. Opportunities for professional development are discussed and agreed, and are used to feed into the next School Development Plan. Informal monitoring by the headteacher also occurs regularly, and he is a frequent visitor to classrooms.
27. Lesson observations are regularly carried out in English, mathematics and science against criteria which have been agreed by the whole staff. Following classroom observations, teachers have the opportunity to discuss the findings of the observer, and to respond. General issues arising from a series of classroom observations are presented to the whole staff so that they can be freely discussed, and further action agreed. Observations are sometimes carried out by co-ordinators or members of the senior management team, and sometimes by teachers in the same year group. A recent practice was for all teachers within the same year group to be observed teaching the same lesson, in rotation, by their two colleagues. Although teachers within year groups plan together, they prepare the presentation of their lessons separately, and this initiative allowed colleagues to observe the differences in approach, to share good practice and provided a focus for future discussion.
28. Planning is one of the great strengths of teaching, and is seen as a crucial factor in ensuring that high standards are maintained. Planning meetings within year groups take place regularly and are sometimes monitored by the headteacher or deputy. This enables minor problems to be ironed out swiftly, and ensures that the headteacher maintains an overview of what is happening on a year to year basis. Year group planning files are regularly monitored by one of the senior staff. Annual plans are submitted to the headteacher before the start of the next academic year, so that curriculum balance can be guaranteed. These plans are also submitted to subject co-ordinators so that they can check that the curriculum in their areas is fully covered.
29. The headteacher, staff and Governing Body are committed to providing the best possible education for the pupils in their care, and to creating a stimulating and caring learning environment where the achievement of individual pupils is recognised and celebrated. There is no sense of complacency in the school, and the headteacher actively seeks ways to maintain, and further improve where possible, the many good, very good and excellent features of the school's current provision.

WHAT COULD BE IMPROVED

30. There are no significant weaknesses in any aspect of the school's work, and therefore no areas for improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

31. The school should continue with its own plans for further development. The School Development Plan is an extremely comprehensive document which shows clearly what the next stages are in terms of continuing to develop the many areas of good and very good practice evident throughout the school's work. The school's programme of self-evaluation is excellent, and the headteacher, staff and Governing Body are fully aware of strengths and relative weaknesses in the school's provision.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
11	48	37	4	-	-	-

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	403
Number of full-time pupils eligible for free school meals	N/A	83

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	N/A	8
Number of pupils on the school's special educational needs register	N/A	91

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	18
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.9

Unauthorised absence

	%
School data	0.03
National comparative data	0.2

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 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	52	45	97

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	43	39	46
	Girls	41	38	40
	Total	84	77	86
Percentage of pupils at NC level 4 or above	School	87 (79)	79 (72)	89 (90)
	National	79 (70)	71 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	36	37	41
	Girls	39	40	39
	Total	75	77	80
Percentage of pupils at NC level 4 or above	School	77 (78)	80 (72)	83 (86)
	National	76 (67)	73 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	1
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	1
White	390
Any other minority ethnic group	1

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	2	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: Y3– Y6

Total number of qualified teachers (FTE)	16.1
Number of pupils per qualified teacher	25
Average class size	31

Education support staff: Y3 – Y6

Total number of education support staff	15
Total aggregate hours worked per week	181.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	608532
Total expenditure	583700
Expenditure per pupil	1463
Balance brought forward from previous year	72036
Balance carried forward to next year	96868

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	396
Number of questionnaires returned	143

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	41	1	0	0
My child is making good progress in school.	56	38	5	0	1
Behaviour in the school is good.	48	48	3	0	1
My child gets the right amount of work to do at home.	43	45	7	3	2
The teaching is good.	57	37	4	0	2
I am kept well informed about how my child is getting on.	40	50	8	1	1
I would feel comfortable about approaching the school with questions or a problem.	69	30	0	0	1
The school expects my child to work hard and achieve his or her best.	66	32	2	0	0
The school works closely with parents.	50	41	8	0	1
The school is well led and managed.	66	30	2	0	2
The school is helping my child become mature and responsible.	51	43	2	0	4
The school provides an interesting range of activities outside lessons.	37	40	14	2	7