

INSPECTION REPORT

**ST PHILIP WESTBROOK C of E AIDED
PRIMARY SCHOOL**

Westbrook, Warrington

LEA area: Warrington

Unique reference number: 111385

Headteacher: Mr P Carswell

Reporting inspector: Ms A Grainger
20782

Dates of inspection: 11th – 13th September 2000

Inspection number: 224946

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Infant and Junior |
| School category: | Voluntary Aided Church of England |
| Age range of pupils: | 4 to 11 |
| Gender of pupils: | Mixed |
| School address: | District Centre Westbrook Warrington |
| Postcode: | WA5 5UE |
| Telephone number: | (01925) 445391 |
| Fax number: | (01925) 411759 |
| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Rev L Bentley |
| Date of previous inspection: | 1 st July 1996 |

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|---------------|----------------------|
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

| | |
|---|---|
| Number of full-time pupils: | 407 |
| Pupils known to be eligible for free school meals: | 0.73% (well below the national average) |
| Pupils on the school's register of special educational needs: | 11.79% (below average) |
| Average class size: | 29 |
| Pupils from minority ethnic backgrounds: | 5.65% (below average) |
| Pupils with English as an additional language: | 4.9% (above average) |

The school is situated in the Westbrook district of north west Warrington. It is a voluntary aided Church of England primary school for pupils aged four to eleven. It aims to give pupils the opportunity to develop their full potential within the framework of a caring Christian community. Pupils enter the reception classes in the September of the school year in which their fifth birthday falls. Taking the intake as a whole, pupils' attainment on entry to the school is above average.

HOW GOOD THE SCHOOL IS

The school provides a good education for its pupils and has many strengths. Standards are high when pupils leave the school at the age of eleven. Pupils' progress in their academic work is good in relation to their attainment on entry. The school is very successful in meeting its aim to develop pupils as well rounded individuals who have positive relationships and show consideration for others. The overall quality of teaching is good. The leadership and management of the school are good, as is the value for money provided.

What the school does well

- Standards are high in English, mathematics and science when pupils leave the school at the age of eleven.
- Pupils' art work is of a high standard. Art experiences contribute very effectively to learning in other subjects and to pupils' personal development.
- Teachers provide many stimulating learning experiences and challenge pupils to deeper levels of thinking.
- Pupils respond very well to the school's high expectations of their attitudes and behaviour. They are mature and independent learners who have very positive relationships.
- The partnership with parents is very strong and supports pupils' learning well.
- The headteacher provides a very clear educational direction for the school. The staff work well together to review and further develop the quality of education offered.

What could be improved

- Pupils are not achieving as well in mathematics as in reading and writing at the age of seven.
- Insufficient emphasis is given to developing pupils' awareness of the richness and diversity of life in multi-cultural Britain.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school's progress with improvement since its last inspection in 1996 has been good. Effective action has been taken to rectify the weaknesses identified at that time. The physical education curriculum for pupils at Key Stage 2 has been reviewed and improved and teachers have received further training in this area. The strengths identified at the last inspection in the school's approach to assessment have been built on further. The result is that now there are good procedures for assessing pupils' work in all subjects. Satisfactory progress has been made in strengthening the roles of the subject co-ordinators. They work well with their colleagues to ensure that the provision in their subjects is effective. They are more involved in identifying the effect of spending on what is taking place in classrooms. Not all are directly checking the work in classrooms, for example through lesson observation and work sampling. This is because the greatest emphasis in the last two years has been given to literacy and numeracy.

Satisfactory progress has been made in devising procedures for the governing body to be more systematic in evaluating cost effectiveness. The lack of sufficient measurable success criteria for developments detailed on the school development plan prevents governors from further increasing their effectiveness in this area.

Many strengths identified at the last inspection have been maintained. These include high standards in English, mathematics and science at the age of 11, although standards at the age of seven are not as high as they were then. There continue to be high standards of behaviour and attitudes to learning. The attendance rate has been consistently well above the national average. Although giving emphasis to literacy and numeracy, the school has kept a broad and rich curriculum.

STANDARDS

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

| Performance in: | compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 1997 | 1998 | 1999 | 1999 |
| English | A | A | A* | A |
| mathematics | A | B | A | B |
| science | A* | B | A | A |

Key

very high A*

well above average A

above average B

average C D

below average E

well below average

The above table shows, for example, that standards in mathematics in 1999 were well above the national average. They were above average when compared with the results achieved by schools with pupils from similar backgrounds. In English, the school's test results were in the top five per cent nationally. While the fluctuation year on year in the school's results has been significant, especially in science, the overall trend for all three subjects together is broadly in line with that found nationally. There is presently no national comparative data for the 2000 test results. Comparing the results with those achieved in 1999, there is improvement within the school. The evidence from the inspection of pupils' school work shows that standards are well above average in English, mathematics and science. The school has set targets for English and mathematics standards at the age of eleven. These targets were exceeded in 1999 and 2000, very considerably in English. The targets appear unambitious in the light of the actual standards achieved. The school is aware of the need to review the basis of its target setting.

At the age of seven, in the 1999 tests, standards were well above the national average in reading, above average in writing and broadly average in mathematics. Standards in all three areas were lower than at the last inspection, with the greatest decline having been in mathematics. The fall in standards was due in part to a higher than usual proportion of pupils with special educational needs in the year group concerned and also due to some disruptions in staffing. These reasons do not, however, account for pupils' lower performance in mathematics than in reading and writing. The 2000 test results show that there is improvement within the school in writing and mathematics, although no data is available for comparison with the national picture. The evidence from the inspection of pupils' school work indicates that standards are well above average in reading, above average in writing and broadly average in mathematics and science.

In information and communication technology, standards at the ages of seven and eleven are in line with those expected nationally. Throughout the school, standards of art work are high.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Very good. From an early age, pupils show initiative and independence as learners. They take progressively greater responsibility for their learning as they move up through the school. |
| Behaviour, in and out of classrooms | Very good. Pupils are attentive to their teachers and behave very well in lessons. They behave very sensibly when moving about the school and when at play, showing good awareness of others. |
| Personal development and relationships | Very good. Pupils work very well together in lessons, willingly sharing ideas and helping each other. They play very amicably together and get on very well with adults. They respond very positively to the good opportunities provided for their personal development. |
| Attendance | Very good. In the 1998-1999 school year, attendance was in the top five per cent nationally and there was no unauthorised absence. In the last school year, attendance levels were very good, although not quite as high as in 1998-1999. |

Pupils' very good attitudes, behaviour, relationships and response to the opportunities provided for their personal development all contribute to the effectiveness of their learning.

TEACHING AND LEARNING

| Teaching of pupils: | aged up to 5 years | aged 5-7 years | aged 7-11 years |
|----------------------|--------------------|----------------|-----------------|
| Lessons seen overall | 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.

Nineteen lessons were seen during the inspection. Of these five per cent were excellent, 32 per cent very good, 37 per cent good and 26 per cent satisfactory. There was no unsatisfactory teaching. The excellent teaching seen was in English in Year 6. The very good teaching was in English in Years 2 and 6, in mathematics in Years 2 and 4, in science in Year 6 and in information and communication technology in Year 5. Good teaching is found throughout the school. Teaching and learning in English, including the basic skills of literacy, is good throughout the school. Teaching and learning in mathematics, including the basic skills of numeracy, is satisfactory for pupils aged five to seven, and it is good in the reception year and for pupils aged seven to eleven. The school meets individual pupils' needs well, with good support given to pupils with special educational needs. Lessons give extra challenge to the brighter pupils.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | Good. The range of learning opportunities for children in the reception classes is very good and takes full account of new national guidelines for all areas of learning. A rich and stimulating curriculum is offered to pupils aged five to eleven. |
| Provision for pupils with special educational needs | Good. Pupils with special educational needs are identified and given effective support. Work is well matched to their needs so that they make good progress. |
| Provision for pupils with English as an additional language | Good. The school is fully aware of these pupils' needs. Work and support in lessons helps them to make effective gains in learning English and in their work in other subjects. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good. The provision for pupils' moral and social development is very good due to the emphasis placed on pupils' development as well rounded individuals and the many opportunities for them to work co-operatively. Work in English and art, as well as the strong Christian ethos of the school, support pupils' spiritual development. While the provision for cultural development is good, particularly through the arts and history, there are not enough opportunities for pupils to learn about the rich diversity of cultures in modern Britain. |
| How well the school cares for its pupils | Good. Procedures for assessing pupils' attainment and progress are effective and the school also gives high priority to checking their personal development. All procedures for ensuring pupils' health, safety and personal wellbeing are thorough. |

The school's partnership with parents is very good. Parents have very positive views of the school. They are kept well informed of their children's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Very good. The headteacher knows the strengths and weaknesses of the school well. With a focus on further developing the effectiveness of the school, he provides a clear educational direction. He is supported well in this by the deputy and other senior staff. Management structures within the school bring a secure team approach. |
| How well the governors fulfil their responsibilities | Good. The governors are well informed about what is happening within the school. They have independent strategies for checking the school's work. The annual conference with staff provides a good basis for partnership in reviewing developments and identifying priorities. |
| The school's evaluation of its performance | Good. The school is by no means complacent and is continually working for improvement. There are effective systems in place to evaluate and improve initiatives such as the use of the National Literacy Strategy. |
| The strategic use of resources | Good. Funds are well spent and expenditure is targeted at maintaining and developing the quality of education. All specific grants are used for their intended purposes. |

The school applies the principles of best value to its work 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">• The attention given to the all round development of their children, helping them to be mature and responsible.• The high expectations of their children.• The good teaching.• The approachability of the school.• The school is well led and managed.• Their children like school. | <ul style="list-style-type: none">• The range of activities provided outside lessons, especially sport.• The amount of homework. |

Inspectors agree with parents' positive views. The range of activities outside lessons is similar to that found in many primary schools, although there are few for pupils aged five to seven. Homework is used well to support pupils' learning in school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are high in English, mathematics and science when pupils leave the school at the age of eleven.

1. As at the time of the last inspection, standards are high in English, mathematics and science when pupils leave the school at the age of eleven. In the 1999 end of Key Stage 2 National Curriculum tests, pupils' English results were in the top five per cent nationally. In mathematics and science, they were well above the national average. The percentage of pupils achieving a higher level than that expected of most 11 year olds was very high in English and in mathematics and science it was well above the national average. In comparison with the results achieved by schools with pupils from similar backgrounds, pupils' performance in the 1999 tests was well above average in English and above average in mathematics and science. Apart from in science in 1998, results have been consistently above the national average between 1996 and 1999. During this time, girls have done better than boys in English and boys have done better than girls in mathematics. There has been no significant variation in the performance of boys and girls in science.
2. Although no data is available for comparisons with the national picture, the 2000 test results show that high standards have been maintained within the school. There has been a significant improvement in the percentage of pupils reaching the standard expected of most eleven year olds in mathematics. In English and science, there is significant improvement in the percentages reaching the higher level. The evidence from the inspection of pupils' school work shows high standards in all three subjects in the present Year 6. There is no discernible difference between the performance of boys and girls in the work being done in school.
3. By the age of eleven, pupils have a very mature vocabulary and adapt their speech according to the audience and the occasion. They are highly articulate and give clear explanations, for example about the work they did on a residential visit to Menai. They ask precise questions, such as about the nature of materials in a science lesson. Pupils listen very carefully and critically to others during discussion as well as clearly arguing their own viewpoints. The choice of language to create atmosphere and set the scene in writing is of a very high standard. Pupils show a tremendous feel for language and have a keen awareness of the power of words to communicate meaning. When considering how the setting of the opening scene of 'Macbeth' might be recreated in prose, pupils readily volunteered sentences such as 'The grimness of the day cast a shadow over the land'. Pupils write for many purposes, including writing in role as a member of the women's land army during the Second World War, poetry and reports on the work undertaken across the curriculum. Writing has a clear personal voice and pupils are skilled in drafting and redrafting their writing for style and content. Standards of grammar, spelling and punctuation are very good and pupils organise their writing in paragraphs very effectively. Handwriting is of a high standard, with most pupils using a neat italic style. Reading comprehension skills are of a high order. Pupils draw inferences from the text and show a very secure understanding of plot and characters in fiction. They are highly competent in using texts for research.
4. In mathematics, by the age of 11, pupils are very competent in the use of the four rules of number. They know their multiplication facts, up to and including the ten times table, by heart. They have a very secure knowledge of number sequences and patterns and count on or back from a given number using a variety of combinations. In using place value in thousands pupils recognise, for example, that 23000 divided by ten equals 2300. They add and subtract using decimals and amounts of money, rounding calculations with money to the nearest £1. Pupils recognise equivalent metric and imperial weights, measure perimeter and area with a good level of accuracy and are very familiar with the properties of two and three-dimensional shapes. Pupils understand percentages, solve problems with fractions and are secure in matching equivalent fractions. They measure and draw angles using a protractor. Data handling skills are good, with pupils competently interpreting information from a range of charts and graphs. Co-ordinates, ratios and

map scales are used well. Skills in mathematical investigation and problem solving are strong. Higher attaining pupils in particular are aware that a problem might be approached using a variety of strategies. They apply this understanding when solving problems and record the methods used. Pupils' mathematical vocabulary shows very secure understanding of the operations and concepts used.

5. Pupils show a high level of independence in experimental and investigative science by the end of Key Stage 2. They formulate hypotheses and consider how they might best be tested. They draw conclusions based on sound scientific principles, such as when investigating thrust as part of their work on forces. Pupils record the findings of their investigations clearly and precisely, with the work of higher attaining pupils being exceptionally good. Diagrams are very neatly drawn and labelled. Pupils have an advanced scientific vocabulary and understand the terms used well. Pupils' knowledge and understanding of all the areas of study required by the National Curriculum is strong. They have a high level of understanding for their age of life processes and living things, materials and their properties and physical phenomena.
6. Pupils enter the school with above average attainment, including basic skills in language, literacy and mathematics. Good progress is made in English throughout the school, although it is better in reading than in writing at Key Stage 1. The emphasis on reading comprehension through the use of reading journals from the start of Key Stage 1, is a key factor in the better reading progress. In mathematics and science, progress is good in the reception year and it is satisfactory at Key Stage 1. Overall, progress at Key Stage 2 is good in mathematics and science. There is evidence, in all three subjects, that progress accelerates in Years 5 and 6. This is because work becomes highly challenging with increased emphasis on independent enquiry. This builds on the independent learning skills continuously developed as pupils move up through the school. A further feature contributing to high standards is the cohesive approach to the planning of the curriculum. This ensures that pupils' knowledge, understanding and skills are progressively developed, with work in one year building well on that covered in a previous year.

Pupils' art work is of a high standard. Art experiences contribute very effectively to learning in other subjects and to pupils' personal development.

7. The standard of pupils' art work is high at the age of eleven, with good quality work produced by pupils of all ages. By the end of Key Stage 2, pupils have an exceptionally strong awareness of the power of visual imagery in the communication of ideas and feelings. Their two-dimensional work, based on a residential visit to Menai, shows a bold use of colour to create atmosphere and skilled use of materials such as paint, charcoal and oil pastels. In giving an impression of ancient places with stone structures, such as Stonehenge, pupils create depth through the use of collage. In both two and three-dimensions, in masks and large structures, they explore and create abstract representations. Pupils have a good awareness of the styles of famous artists. They show insight, for example, into Monet's use of light.
8. Pupils at the end of Key Stage 1 achieve a very good standard in work such as observational drawings of flowers, water colour paintings of fish and pastel drawings of a mallard. In pencil sketches, linked to work on the industrial history of Lancashire, pupils draw figures from that time with accuracy and detail. They show very secure skills when working in batik and tie-dye. Their needlecraft stitching in shades of green on felt leaves shows very careful work and a strong level of skill.
9. A particularly strong feature of the art experiences provided is that they encourage the expression of pupils' individual ideas, while developing skills effectively and introducing pupils to the work of famous artists. This contributes well to the spiritual and cultural aspects of pupils' personal development. Art is used to extend and enrich pupils' learning in other subjects. At the time of the inspection, pupils in Year 6 had just started to study Macbeth, not only within English but as a cross-curricular topic. As pupils focused on the heath setting for the opening witches' scene, and prepared to embark on written descriptions of this, they looked at art work on the same topic produced by former Year 6 pupils. This helped them in their choice of descriptive language. A

group, under the guidance of the teacher, focused on the visual mind's eye images of the trees on the heath and sketched them. In this lesson, the use of art contributed much to the excellent writing produced.

10. Year 1 pupils produce good drawings in the style of Lowry which enrich their understanding of a local history topic. In Key Stage 1 there is much use of art to deepen pupils' understanding of life processes and living things in science. Pupils studying the wings of dragonflies, for example, use 'view finders' to focus them on a small section to observe and draw in detail. Pupils throughout the school make books for work in a variety of areas of the curriculum, using various techniques such as printing for the covers. These beautifully presented books encourage them to take pride in their work and to achieve high standards of presentation. Art materials of good quality are used, reflecting the high priority given to this aspect of pupils' education. Art work on display around the school contributes a great deal to the school's stimulating environment.

Teachers provide many stimulating learning experiences and challenge pupils to deeper levels of thinking.

11. The thematic approach to the curriculum is very well planned to ensure that work in one area enriches that in another wherever connections can be made naturally. The school avoids the pitfall of simply fitting subjects into a linked topic without worthwhile connections. In the topic on Macbeth in Year 6, pupils study the text to analyse the contents of the witches' cauldron, as part of their work in science, to determine whether each ingredient is a solid, liquid or gas. They also consider how the materials change when heated. When Year 2 study pond life, pupils create maps as part of their geography work showing the route to the pond.
12. Teachers take the well thought through content of the curriculum and provide many opportunities for pupils to learn through enquiry and research. They use questioning very well to get pupils to think for themselves and to push them to deeper levels of understanding. In a Year 4 English lesson, pupils studying a text about the life of Joan of Arc were pressed, through gentle but persistent questioning by the teacher, to consider Joan's personality. When a pupil described Joan as gullible, the questioning moved pupils on to really think carefully about whether this was the case. As Year 1 pupils study toys, as part of their materials topic, their understanding of science and history is developed as questioning encourages them to describe the materials from which the toys are made. Additionally, they are focused on matters such as whether old toys are always made from wood. In mathematics, questioning encourages pupils to think carefully about their methods of calculation and problem solving and to consider other methods as well. In a Year 4 mathematics lesson, lively and focused questioning encouraged pupils to respond to the challenge of identifying the largest number that could be made from 1, 6, 5 and 9. With the children in the reception year, teachers use questioning to extend skills in conversation and to check understanding of what has been done, such as during a physical education lesson.
13. Throughout the school, teachers mark pupils work well especially in English. Marking provides a dialogue with individual pupils, encouraging them to reflect on their learning. As a result, pupils increase their knowledge of their own learning and this supports them in making progress. In mathematics, for example, questions written on pupils' work encourage them to think about how they arrived at an answer. In drafting books in English, teachers' comments require pupils to reflect on the effectiveness of their writing. Comments in reading journals encourage deeper thought about a writer's style and matters such as plot and characterisation.
14. Teachers have good knowledge and understanding of the subjects of the primary curriculum. This enables them to pose questions that build on pupils' responses and ensure that they learn effectively. The emphasis on independence and enquiry, together with the well planned thematic approach to the curriculum, results in pupils making good progress because they are well motivated and eager to learn. In the reception year, teachers are very secure in their knowledge and understanding of the new requirements for the education of children of this age. As a result, they provide a very good range of learning opportunities.

15. Visits and visitors enrich pupils' learning. During the inspection, Year 5 and 6 pupils received a great deal of stimulation from the visit of a theatre group as part of their Macbeth project. Residential visits away from school provide opportunities for further exciting projects including work in the arts. The most recent residential visit to Menai resulted in an expressive arts performance for friends and parents when the pupils returned to school.

Pupils respond very well to the school's high expectations of their attitudes and behaviour. They are mature and independent learners who have positive relationships.

16. Children in the reception classes settle very quickly into school. From a very early stage in the school year, they listen attentively to the teacher and to each other. They soon understand the need to put their hand up to answer a question or to speak during discussion. When the teacher rings a little bell, they know that they should stop what they are doing and listen to her instructions. When playing or working alongside one another, children take turns and share toys and resources. They readily help to tidy away at the end of a session. When getting ready to go home at the end of the day, they show a good level of independence. Adults in the reception classes provide pupils with good role models and encourage independence. Children respond well and are confident as they begin their time in school.
17. Throughout Key Stages 1 and 2, pupils have very good attitudes to school. By the time they reach Year 6, they have a very high level of maturity and independence as learners. This is a result of the consistent emphasis placed on pupils investigating, researching and responding to 'open ended' questions. Pupils settle to work very quickly and sustain concentration well. When having their first lesson in the new information and communication technology room, Year 5 pupils settled very quickly. Pupils move to and from the carpet area as required and lessons proceed without interruption. They are attentive during discussions and question and answer sessions. They enjoy the challenging and purposeful activities that teachers provide.
18. Behaviour in lessons and around the school is very good. Pupils enter classrooms very sensibly at the start of sessions. When moving about the school, such as when going to the hall for assembly or physical education, pupils are aware of others. Behaviour on the playground is very good. Pupils are trustworthy and respect the school environment and the property of others. They are very courteous and polite.
19. Relationships are very good among pupils and between pupils and adults. Pupils enjoy working together and helping each other with their work and play very well together. Pupils are appreciative of the efforts made by their teachers to provide them with exciting work. They respond well to the good opportunities provided by the school for their personal development, particularly in showing initiative and taking responsibility for their learning. As a result, they are the well rounded individuals that the school seeks to develop. Pupils' very good attitudes to learning, behaviour, relationships and response to the opportunities provided for their personal development, contribute much to the effectiveness of their learning and the standards they achieve.

The partnership with parents is very strong and supports pupils' learning well.

20. Parents have very positive views of the school, even more so than at the last inspection. They appreciate the attention given to the all round development of their children, the high expectations the school has for their children and the good teaching. They consider the school to be approachable, regarding it as well led and managed. They see their children as liking school. Inspectors agree with parents' positive views. The areas that some parents would like to see improved are the range of activities outside lessons, especially sport, and the amount of homework. The range of activities outside lessons is similar to that found in many primary schools, although there are few opportunities for pupils at Key Stage 1. The school is presently reviewing its provision for extra-curricular sport. Homework is used well to support pupils' learning in school.
21. The school provides very good information for parents. Pupils' annual reports clearly tell parents about their children's progress and the standards they achieve. They include targets for improvement so that parents are aware of the areas in need of development. Reading diaries and homework books are used throughout the school and contribute to a very effective partnership with parents in their children's learning. Parents are encouraged to write in the reading diaries. Fortnightly newsletters give more general information about what is taking place in school.

Publications such as spelling booklets are also produced. While there are some references to the content of the curriculum in the newsletters, this aspect of information for parents is less thorough than other areas. Parents keen to support their children's learning at home would benefit from more information on what is being covered in school. A good number of parents help in school, with most timetabled to provide specific support. Teachers and pupils appreciate the additional help that they give.

22. Attendance at parents' information evenings is high. When the National Literacy Strategy was introduced, the school ran five evenings to ensure that as many parents as possible were able to attend. Each session was evaluated by parents and the information gained was used in the planning of the next one. During the last school year, a mathematics week was held to inform parents of the National Numeracy Strategy. There are annual meetings on reading for parents of children in the reception year and pupils in Years 3, 5 and 6. Questionnaires are sent to parents to seek their views on aspects of provision, for example homework. Although there is no parents' association, the school organises fund raising events such as a Christmas fair, book fair and a 1930s street party. These receive a high level support from parents. The involvement of parents in the work of the school, and the support they give to their children's learning, contributes much to the high standards achieved.
23. The school prospectus, while being a 'welcoming' document, has many serious omissions. The governing body's annual report has a few minor omissions. As a result, neither document meets statutory requirements and both are in need of review.

The headteacher provides a very clear educational direction for the school. The staff work well together to review and further develop the quality of education offered.

24. The headteacher is well aware of the strengths of the school and the areas in need of development. He has high expectations of what the school can achieve and provides a very clear educational direction. Working with senior colleagues, he carries out a good level of checking of the school's effectiveness especially in relation to teaching and how well the National Literacy and Numeracy Strategies are working. Where areas are identified as needing improvement, such as writing standards not having been as high as those in reading at Key Stage 1, action is taken based on an evaluation of practice. In this particular instance, the school has responded by providing more opportunities for sustained writing. The headteacher has now, quite rightly, identified improvement in mathematics standards at Key Stage 1 as a priority.
25. Management structures are firmly established that support and require the effective team work of staff and bring about a coherent whole school approach. In ensuring that the curriculum meets the needs of all pupils, as well as the requirements of the National Curriculum and other initiatives, teachers work in teams that focus on year groups of pupils and on subjects within a key stage. There are also effective structures to ensure that representatives of both Key Stages 1 and 2 are involved in the leadership and management of each curriculum area.
26. The clear direction provided by the headteacher, and the effective team work of the staff, ensure that the school is constantly reviewing its practice and working towards even greater effectiveness. An example at the present time is that the staff are completing an evaluation of the National Literacy Strategy to ensure that it fully meets the needs of the pupils at the school. Similarly, curriculum teams are adapting new national guidance for subjects at Key Stages 1 and 2 in the light of National Curriculum developments. The effectiveness of team work can be seen too in the success of the reception year team in revising the curriculum to meet the requirements of the new Foundation Stage of primary education. The very effective leadership of the headteacher, and teamwork of the staff, contribute much to the good quality of education provided by the school and the high standards achieved.

WHAT COULD BE IMPROVED

Pupils are not achieving as well in mathematics as in reading and writing at the age of

seven.

27. Although pupils enter the school with above average attainment in language, literacy and mathematics, by the age of seven they are achieving significantly higher standards in reading and writing than in mathematics. In the end of Key Stage 1 National Curriculum tests in 1999, pupils' results in relation to the national picture were well above average in reading, above average in writing, but no better than average in mathematics. In comparison with the results achieved by schools with pupils from similar backgrounds, pupils' performance in 1999 was above average in reading, average in writing, but below average in mathematics. The standards in all three areas were lower in 1999 than at the last inspection, with the greatest decline having taken place in mathematics. The 2000 test results show improvement within the school for the percentage of pupils reaching at least the level expected of most seven year olds, but there is little improvement in the percentage reaching a higher level. There are reasons why the 1999 test results were lower than in previous years. There was a higher than usual proportion of pupils with special educational needs in the year group, a large proportion of pupils were summer born, and there had been disruptions to staffing. These reasons do not, however, account for the lower achievement of pupils in mathematics when compared with their performance in reading and writing. The evidence, from the inspection of pupils' school work, is that the standards of pupils starting Year 2 are broadly average.
28. The overall quality of teaching of mathematics at Key Stage 1 is satisfactory, although it is good in English. As a result, pupils are making satisfactory progress across the key stage in mathematics, but their progress in English is good. Nevertheless, a very good mathematics lesson was seen in Year 2 during the inspection in which pupils made very good progress. The school's strategy for literacy at Key Stage 1 is more effective than its strategy for numeracy. There have been two years of the National Literacy Strategy and the school has undertaken a thorough review of its effect on pupils' learning and the standards they achieve. It has almost completely adapted it to meet the needs of the school. The National Numeracy Strategy has been in place for one year only and the school is at a much earlier stage in evaluating its impact.
29. Marking is the most significant feature of teaching that contributes more to pupils' learning in English than in mathematics at Key Stage 1. In English, written comments are part of the dialogue with pupils and are very effective in promoting further learning. Written marking in mathematics at Key Stage 1 does not challenge pupils to reflect on their learning in the same way. While mathematics skills are developed in subjects such as science, they do not have the same high profile as the development of literacy skills across the curriculum.

Insufficient emphasis is given to developing pupils' awareness of the richness and diversity of life in multi-cultural Britain.

30. Even though the school provides a broad and rich curriculum, there are too few opportunities for pupils to develop an awareness and understanding of other cultures. Pupils undertake some work on religions other than Christianity in religious education lessons, for example in relation to the theme of 'light'. There is some limited multi-cultural dimension through stories and occasional visiting artists and other visitors such as a representative of the Jewish faith. Nevertheless, there is no cohesive planned approach to this important aspect of pupils' cultural development. As a result, pupils have fewer opportunities to gain insight, for example, into the art and ways of life of other cultures.
31. In other respects, there are some very positive features to the school's provision for pupils' cultural development. The arts contribute much to pupils' cultural development, with expressive arts projects exploring themes such as the Celts. Literature has a very high profile in the school and often permeates the curriculum, as in the Years 5 and 6 Macbeth theme. Pupils learn about cultures in past times and local history.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To further develop the good quality of education provided the headteacher, staff and governors should:

- (1) Raise pupils' achievements in mathematics at the age of seven by:
 - reviewing the school's strategy for the teaching of numeracy at Key Stage 1, in line with the review of the literacy strategy already taking place, to ensure that all pupils are challenged fully and that opportunities for the development and application of numeracy skills in other subjects are used to their full potential; and
 - developing the marking of pupils' mathematics work to increase its effectiveness as a tool for learning.

(Paragraphs: 27 to 29)

- (2) Provide more planned opportunities for pupils to extend their knowledge and understanding of the rich diversity of cultural traditions evident in modern multi-cultural Britain, for example through the use of visiting speakers and work in the expressive arts and literature.

(Paragraphs: 30 to 31)

The school recognises the need to raise pupils' achievements in mathematics at Key Stage 1. A year ago the post of Key Stage 1 numeracy co-ordinator was created.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 19 |
| Number of discussions with staff, governors, other adults and pupils | 7 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 5 | 32 | 37 | 26 | 0 | 0 | 0 |

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

| | YR – Y6 |
|--|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 407 |
| Number of full-time pupils eligible for free school meals | 3 |

FTE means full-time equivalent.

| | YR – Y6 |
|---|---------|
| Number of pupils with statements of special educational needs | 1 |
| Number of pupils on the school's special educational needs register | 48 |

English as an additional language

| | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 20 |

Pupil mobility in the last school year

| | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 15 |
| Pupils who left the school other than at the usual time of leaving | 5 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 2.0 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.0 |
| National comparative data | 0.5 |

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 1999 | 31 | 28 | 59 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 26 | 28 | 27 |
| | Girls | 28 | 28 | 27 |
| | Total | 54 | 56 | 54 |
| Percentage of pupils at NC level 2 or above | School | 92 (95) | 95 (75) | 92 (94) |
| | National | 82 (80) | 83 (81) | 87 (84) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 26 | 27 | 27 |
| | Girls | 27 | 27 | 27 |
| | Total | 53 | 54 | 54 |
| Percentage of pupils at NC level 2 or above | School | 90 (94) | 92 (94) | 92 (95) |
| | National | 82 (81) | 86 (85) | 87 (86) |

Percentages in brackets refer to the year before the latest 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 |
|--|------|------|-------|-------|
| | 1999 | 26 | 24 | 50 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 23 | 21 | 23 |
| | Girls | 23 | 18 | 20 |
| | Total | 46 | 39 | 43 |
| Percentage of pupils at NC level 4 or above | School | 92 (76) | 80 (78) | 86 (78) |
| | National | 70 (65) | 69 (59) | 78 (69) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 19 | 19 | 20 |
| | Girls | 20 | 18 | 19 |
| | Total | 39 | 37 | 39 |
| Percentage of pupils at NC level 4 or above | School | 80 (79) | 76 (86) | 80 (84) |
| | National | 68 (65) | 69 (65) | 75 (72) |

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 | 13 |
| Pakistani | 2 |
| Bangladeshi | 0 |
| Chinese | 3 |
| White | 387 |
| 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) | 16.1 |
| Number of pupils per qualified teacher | 25.28 |
| Average class size | 29.1 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 6 |
| Total aggregate hours worked per week | 135 |

FTE means full-time equivalent.

Financial information

| | |
|--|--------|
| Financial year | 1999 |
| | £ |
| Total income | 608194 |
| Total expenditure | 615662 |
| Expenditure per pupil | 1513 |
| Balance brought forward from previous year | 47000 |
| Balance carried forward to next year | 39532 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 407 |
| Number of questionnaires returned | 142 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 70 | 29 | 1 | 0 | 1 |
| My child is making good progress in school. | 66 | 30 | 3 | 0 | 1 |
| Behaviour in the school is good. | 67 | 32 | 0 | 0 | 1 |
| My child gets the right amount of work to do at home. | 47 | 38 | 11 | 4 | 1 |
| The teaching is good. | 75 | 24 | 0 | 0 | 1 |
| I am kept well informed about how my child is getting on. | 56 | 36 | 5 | 2 | 1 |
| I would feel comfortable about approaching the school with questions or a problem. | 75 | 23 | 1 | 1 | 1 |
| The school expects my child to work hard and achieve his or her best. | 82 | 18 | 0 | 0 | 1 |
| The school works closely with parents. | 66 | 26 | 6 | 2 | 0 |
| The school is well led and managed. | 74 | 23 | 1 | 1 | 1 |
| The school is helping my child become mature and responsible. | 73 | 23 | 1 | 0 | 2 |
| The school provides an interesting range of activities outside lessons. | 31 | 29 | 18 | 9 | 13 |