

INSPECTION REPORT

MESNE LEA PRIMARY SCHOOL

Worsley

LEA area: Salford

Unique reference number: 105911

Headteacher: Mr T Barnes

Reporting inspector: Mr F P Ravey
11371

Dates of inspection: 8 – 9 July 2002

Inspection number: 230512

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Henniker Street
Walkden
Worsley
Manchester

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Appropriate authority: The Governing Body

Name of chair of governors: Mr D Newsum

Date of previous inspection: November 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the Walkden district of the small town of Worsley, Greater Manchester, and takes its pupils from a mixed catchment area. Children's attainment when they start school is broadly average. The school has 309 pupils on roll, from the ages of four to 11 years. Most are in single age-group classes but three classes contain pupils from more than one age group. The vast majority of pupils are white, and of United Kingdom heritage. No pupils are in the early stages of learning English as an additional language. The percentage of pupils identified as having special educational needs is below the national average. These special educational needs mainly relate to learning difficulties. The percentage of pupils entitled to free school meals broadly matches the national average.

HOW GOOD THE SCHOOL IS

Mesne Lea Primary is a good school with some very good features. It enables its pupils to achieve largely above average standards in literacy and numeracy by the end of Year 6 although one or two areas for improvement remain. Mesne Lea also provides its pupils with a good range of other learning opportunities. Teaching is good. As a result, pupils learn well. The school is well led and managed. The cost of educating pupils is slightly above average but the quality of education provided by the school means that it gives good value for money.

What the school does well

- Enables the vast majority of pupils to make good progress overall during their time in the school.
- Enables children in the Reception Year to make very good progress.
- Provides a very positive climate for learning, promoted by strong and effective school leadership.
- Ensures that its pupils have very good attitudes to school.
- Fosters a very strong partnership with parents.

What could be improved

- Standards achieved by lower attaining pupils in mathematics in Years 3 to 6.
- The development of pupils' writing skills, especially in Years 3 to 6.

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 November 1997. It has made good improvement since that time.

- Standards have risen in line with the national picture and have remained largely at least above average. In some years, standards have been well above average. The school has very largely been successful in sustaining above average standards since the time of the last inspection.
- Attendance has remained well above average.
- The school has maintained and often further developed the many strengths identified in the previous inspection.
- In addition, it has successfully addressed the issues for improvement from last time, namely to improve curriculum planning, to develop schemes of work, to improve procedures for assessing pupils' progress and to develop subject managers skills in checking the quality of teaching in their subjects. Progress in developing assessment procedures has been especially good.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	B	B	B
mathematics	A	A	C	C
science	B	B	B	B

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

The picture for standards at Mesne Lea school is positive. In recent years, Year 6 pupils have very largely attained standards in their National Curriculum tests that are at least above the national average. In 2001, Year 6 pupils also largely attained standards above the average for similar schools nationally. In mathematics in 2001, results were not as high as in other subjects. This was unusual in relation to performance in previous years and was due in some part to particular staffing circumstances at the school. The school's trend of improvement over the past five years broadly matches the national trend although standards at Mesne Lea have been very largely better than the picture nationally during this time. Standards attained at the end of Year 2 have been well above average in reading and mathematics in recent years and have been above average in writing. In 2001 the school achieved a better than average proportion of pupils attaining higher levels in National Curriculum tests in writing and mathematics by the end of Year 2 and in English by the end of Year 6.

The school sets very challenging targets for pupils attaining the nationally expected standards in English and mathematics last year. It came within four points of achieving its target in English but was seven points short of its target in mathematics. Targets for the present Year 6 group are even more challenging but validated National Curriculum test results are not yet available to enable comparisons to be made with actual performance in the tests.

Work seen during the inspection shows a similar picture to that provided by national test results and indicates that pupils largely make good progress and achieve well during their time at the school. Two areas of exception relate to the progress made by lower attaining pupils in mathematics during Years 3 to 6 and to progress made in developing the skills of writing, especially in Years 3 to 6. Lower attaining pupils do not make enough progress in mathematics during Years 3 to 6. Progress in developing the skills of writing, whilst broadly satisfactory, is not yet as good throughout the school as progress in reading.

Children in the Foundation Stage of learning (in this school, that means those in the Reception Year) make very good progress in developing the early skills of literacy and numeracy and in developing their personal and social skills. In other subjects in Years 1 to 6 pupils achieve well and attain above average standards in art. In the music lessons seen, pupils also achieved well. In other subjects, pupils achieved satisfactorily in the lessons seen. Better than average achievement was also observed in information and communication technology in Years 3 and 4.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school. This is evident in all aspects of school life. Pupils are very positive about school and clearly enjoy being there.
Behaviour, in and out of classrooms	Behaviour is good overall and is sometimes very good.
Personal development and relationships	Pupils show great willingness to help one another. They relate very well to each other. In this they are given a good example by all adults who work in and help at the school.
Attendance	Attendance is well above average and is very good.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching has a positive impact on the standards pupils achieve during their time at the school. Teaching in the Reception Year is very successful in helping children to develop a good foundation for learning, particularly in literacy, numeracy and in personal and social development. Teachers in the Reception Year have very high expectations of what children should achieve and establish very good relationships with them. As a result, children work hard and make very good progress.

Teaching in Years 1 and 2 builds successfully upon this very good start. Mathematics and reading are particularly well-taught. The skills of writing are taught well although not yet as successfully as those in mathematics and reading. Teaching is good overall in Years 1 and 2, and sometimes it is very good. Teachers are knowledgeable, particularly in teaching the basic skills, and they manage pupils very well. As a result, pupils work hard in lessons and develop good skills of literacy and numeracy.

Teaching in Years 3 to 6 enables most groups of pupils to continue to progress well. The teaching of higher attaining pupils has improved considerably and results in a better than average proportion of pupils now achieving high levels in their tests. Teaching of lower attaining pupils is not yet as successful, especially in mathematics. Teaching of writing is not yet as effective as that of reading, with opportunities for pupils to develop their writing skills not always being sufficiently well-planned.

The teaching of art is very effective throughout the school, enabling pupils to produce work that is often above the levels expected for their ages. Very successful teaching of music was also seen during the inspection. Very good teaching of information and communication technology was also observed. The overall good impact of teaching is indicated by the fact that pupils start school with broadly average attainment and leave with broadly above average attainment. Pupils develop into good learners, working productively both individually and together.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good range of learning opportunities. Strengths include the provision of French in Years 5 and 6, very good opportunities to develop creative skills in art and music and very good opportunities to develop sports' skills. However, opportunities for developing writing skills are not sufficiently developed. The curriculum provided in the Foundation Stage is rich and vibrant. Care is taken throughout the school to give all pupils equal opportunities to develop a full range of skills.
Provision for pupils with special educational needs	The school makes very good provision for pupils identified as having special educational needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision is made for pupils' personal and social development. Pupils are provided with many opportunities to work and play well together. They are given a very good example by all staff and are introduced effectively to the diverse nature and richness of our society.
How well the school cares for its pupils	The school cares very well for its pupils, personally, socially and academically. The school promotes racial equality successfully. It is a very happy and friendly community.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very effective leadership and is very well supported by the deputy headteacher. Staff with subject responsibilities are developing their roles well. Staff morale is high, with a real sense of team work evident. The management of special educational needs is very good.
How well the governors fulfil their responsibilities	Governors are knowledgeable about the work of the school. They make good use of the structures they have in place to keep a close check on the work of the school.
The school's evaluation of its performance	The school evaluates its work closely and effectively. It has developed a good range of procedures for this purpose and is implementing them increasingly well.
The strategic use of resources	The school makes good use of its resources in order to make improvements in pupils' performance. A good example of this is the careful and effective way resources have been acquired and are now being used in information and communication technology. The school's recent large underspend in its budget has been used very well to assist school improvement.

The governing body takes care to apply principles of best value to major spending decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Their children make good progress. • The standard of behaviour. • The amount of homework given. • The quality of teaching. • The approachability of school staff. • The quality of school leadership. • The attitudes and values the school promotes. 	<ul style="list-style-type: none"> • A small number of parents wish to see improvements in the information they receive about their children's progress and about the range of activities outside lessons.

Inspectors agree with the very positive views expressed by the vast majority of parents. In relation to concerns expressed by some parents, inspectors found that the school provides parents with good information about their children's progress and that a good range of activities is provided outside of lessons although the school is still seeking to improve and extend the range of these activities. A few parents who attended the pre-inspection meeting arranged for parents and carers expressed concern about behaviour in Years 5 and 6. Inspectors found that during the inspection, behaviour in these year groups was sometimes very good and otherwise good. This is not to say that the school does not have a few challenging pupils but teachers manage the behaviour of these and other pupils very well.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school enables pupils to make good progress overall during their time at school

Good progress as seen through test results

1. Inspectors judged that children's standards on entry to the school in the Reception Year are broadly average. This judgement was made on the basis of:
 - scrutinising children's early work in Reception;
 - checking the school's own assessment data, including a comparison with that of other schools in the Local Authority.
2. Given this judgement, a comparison can be made with the standards pupils attain in national tests taken just before they leave school at the end of Year 6, as follows:
 - attainment on entry to Reception Year = broadly **average**
 - attainment at the end of Year 6 in English, mathematics and science over the past five years = very largely **above average**.
3. This indicates that pupils have made good progress during their time at Mesne Lea School although there are variations within this 'big picture', as outlined in the Standards section of the report Summary.
4. At the end of Year 2, an even more impressive picture emerges, on the basis of a similar comparison.
 - attainment on entry to Reception Year = broadly **average**
 - attainment at the end of Year 2 in reading and mathematics = **well above average**
 - attainment at the end of Year 2 in writing = **above average**

Good progress in work seen during the inspection and the main factors contributing to it

Learning

5. In order to make good progress, pupils must learn well in lessons. In lessons seen during the inspection, the following data emerged.

Grade	Excellent	Very good	Good	Satisfactory
Quality of learning (% of lessons seen)	5%	35%	50%	10%

6. Throughout the school, inspectors noted that pupils consistently worked hard during lessons. They listened attentively and were often eager to reply to questions. When asked to work on their own or in small groups, they did so well, sharing ideas and helping to solve problems. Pupils produce a good amount of work in their exercise and other workbooks. Very largely, they work productively, showing good and improving understanding of the tasks they undertake.

Teaching

7. Teachers throughout the school expect pupils to work hard and to a good standard. Lessons are well-planned. Teachers make pupils aware of what they will be learning and often check on the learning achieved towards the ends of lessons. Work is mostly matched well to the learning needs of different groups of pupils. This is particularly so for higher attaining pupils and for those with special educational needs although in writing, tasks do not always bring out the best in pupils and in mathematics, work is not always well matched to the needs of lower attaining pupils (*please see paragraphs 28 to 30 for further details*).

In a Year 5 numeracy lesson, the teacher's high expectations and good subject knowledge enabled pupils to make very good progress in developing their understanding of links between decimals, fractions and percentages. Teaching in this lesson developed pupils' confidence to 'have a go' and hence promoted very effective learning.

Leadership and management

8. The staff at Mesne Lea School clearly work well together as a team. The headteacher provides very good leadership of this team. Staff are well-organised and well-motivated. Relationships between adults are very good. All this helps to promote the positive climate for learning that is explained in paragraphs 17 to 23 and it has a strong impact upon the quality of work undertaken by pupils and adults in the classroom. Very good analysis of test data enables teachers to tailor work effectively to individual pupils or to small groups in the vast majority of instances although this is not as effective in mathematics for lower attaining pupils in Years 3 to 6.

At one of the pre-inspection meetings, a teacher remarked, "I just want to say how very proud I am to teach at Mesne Lea."

Progress in subjects other than English, mathematics and science

9. During this short inspection, a sample of work was observed in other subjects, particularly in art and in information and communication technology. Both these subjects are taught well, with teachers' good knowledge, enthusiasm and high expectations contributing to good progress.

In an information and communication technology lesson in Year 4, the teacher's very confident grasp of the subject led pupils to a good understanding of how to gain information from databases. High expectations of how much pupils could achieve led to many of them successfully searching for information from two 'fields' of data.

10. Art work on display around the school provides evidence of the wide range of techniques pupils develop and the good levels of skill they attain. Art is also used throughout the age range to enhance work in other curriculum areas.

11. Pupils in Years 3 and 4 produce a high standard of singing, indicating good progress in developing this skill during their time at the school.

During a rehearsal for a school assembly, Year 3 and 4 pupils sang unaccompanied. They managed to sing tunefully as well as with gusto. The tone of their singing was of good quality.

The school enables children in the Reception Year to make very good progress

12. **Children in the Reception Year are given a very good start to their education.** The quality of teaching they receive and the learning environment in which they work enable them to make very good progress, particularly in the key skills of literacy and numeracy and in their personal and social development. The quality of children's art work indicates their very good progress in the creative area of learning.
13. When one enters the Reception classes, one is immediately struck by how hard and purposefully everyone is working, the variety of learning experiences taking place and by the happy attitudes to work. Teachers' plan in great detail to ensure that all available space in and around the classrooms is used well, including the new covered outdoor area, which was used to good effect during the inspection.
14. Very good support is given to pupils with learning difficulties. Their needs are recognised accurately and are met well through careful planning and sympathetic support. Support staff are also used well to help children in small groups.
15. Teaching is very effective, resulting in very good learning during lessons. Inspectors saw many strengths in the teaching. Here are some of the main ones.

Teaching skill	Results in
Very clear and appropriate lesson planning	Everyone knowing just what to do and what is to be achieved Children's learning needs being met properly
Very lively and imaginative approaches to teaching and lively, colourful tasks planned for children to undertake	Children's interest for learning being stimulated, making them very eager to learn
Strong focus on developing basic skills	Children make very good progress in early literacy and numeracy
Very good involvement of children in lessons	Children's attention caught and maintained
High expectations of what all children should achieve, including providing very good examples of how best to do things	Children encouraged to do their best
Very good knowledge of just what children have achieved in a lesson	A good basis for planning future learning

16. Two examples of the above (and there are many more!)

In a literacy lesson where puppets were used to catch children's attention, great excitement was generated when, with great dramatic build-up and flourish, 'Red Riding Hood' appeared!

In another lesson, the teacher involved pupils, with support if necessary, very actively in developing their vocabulary of simple words by writing these on a white board.

The school provides a very positive climate for learning, promoted by strong and effective school leadership.

Defining 'climate for learning'

17. The climate for learning in a school is the sum of all those factors that either promote a good quality of learning or that hinder it. In Mesne Lea School, good quality learning is very much the norm.

Whole-school involvement

18. The school has shared and effective approaches to issues such as managing behaviour. Pupils are encouraged to develop a sense of responsibility and to help those younger than themselves. A wide range of sporting events are held outside lessons, involving many pupils and staff. Pupils are encouraged to take care of the school – it is very much 'their' school.

Year 6 pupils were seen helping younger pupils in a lunch time chess club, showing them the basic rules of the game.

Pupils are encouraged to walk sensibly into school without lining up at the ends of break times. The vast majority do this very sensibly.

19. The very visible and effective day-to-day leadership provided by the headteacher contributes strongly to the school's climate for learning. His own example in leading activities outside of lessons and the very good relationships he fosters throughout the school community contribute strongly to the school's success. The very good support he is given by senior managers and all staff contributes further to this. **All staff at the school provide pupils with a very good example of how to live and work together well.**

Teaching

20. The quality of relationships in lessons and around the school is very good. This helps pupils to develop very good attitudes to their work. Teachers try very hard to make lessons interesting and to stimulate pupils' imagination.

In a Reception Year literacy lesson, the quality of the teacher's story reading meant that children hung onto every word.

Accommodation and resources

21. The school clearly values its pupils and provides them with good quality resources. The new ICT suite is of very high quality, encouraging pupils to develop their skills in a very stimulating environment. Pupils' work is displayed to a very high standard throughout the school, showing pupils the importance of taking pride in their work. The good quality of equipment for physical education, including sports kits, also encourages pride in performance as well as enabling pupils to perform well. The school's very good track record in local competitive sports is further evidence of this.

The school ensures that pupils have very good attitudes

Evidence from inspection observations

22. Inspectors evaluated the quality of pupils' attitudes and behaviour as follows during lessons

Grade	Excellent	Very good	Good
Pupils' attitudes and behaviour (% of lessons seen)	15%	45%	40%

What inspectors saw – and why they were impressed

23. A major impression from this inspection is how polite, friendly and confident pupils are. During the inspection, they always responded cheerfully but never cheekily to greetings from others. Older pupils, in Years 5 and 6, told inspectors how proud they were of their school and how much they enjoyed being there. They spoke enthusiastically of the various clubs and teams they could join. They were very enthusiastic about their work. During assemblies, pupils listened attentively and were very well behaved. At lunch times they behaved well in the dining room. The vast majority of pupils showed enthusiasm for learning during lessons.

The school fosters a very strong partnership with parents

Parents' views of the school

24. Nearly 60 per cent of parents and carers returned the pre-inspection questionnaire sent out so that they could express their views about the school. This is a high rate of return. Those who responded provided very positive views of the school. When asked to 'Strongly agree' or 'Agree' to statements about various aspects of school life, the rate of positive response was over 90 per cent for nine out of the 12 questions and was between 84 per cent and 89 per cent for the remaining three statements. This indicates that parents' are strongly supportive of the school.

The quality of information provided for parents and parental involvement in their children's learning

25. The school sends out a Parents' Annual Questionnaire and acts upon the information received. In the first year of this consultation, whilst the school found that parents were very supportive of its work, a number of issues were raised:

- the amount of homework provided;
- the closeness with which the school works with parents;
- the way that parents are informed of their children's progress;
- the range and type of activities outside lessons.

As a result, the school took action that included the following:

- an extra Parents' Evening has been arranged;
- greater information is now distributed to parents about their children's work;
- extra activities are being introduced outside lessons, some for pupils in Years 1 and 2;
- various subject workshops have been provided;
- extra lines of communication have been established over homework.

26. Whilst the school has made good responses, it nonetheless recognises the need to improve further in some of these areas, for example, in the provision of non-sporting activities outside lessons, so that parents will be further satisfied with their children's schooling.

27. Pupils' homework books are well-kept and used regularly. This also indicates the support parents give for their children's learning.

WHAT COULD BE IMPROVED

Standards achieved by lower attaining pupils in mathematics from Years 3 to 6

28. Standards in mathematics have been consistently high in recent years until last year when they fell to average levels. Although particular circumstances occurred last year to affect pupils' performance in mathematics, inspectors found that performance in the present Year 6 was closer to the picture provided by last year's test results than that of previous years.

29. The school did well in enabling **higher attaining** pupils to achieve well last year and this too is reflected in work seen during the inspection. More of an issue is the standards achieved by **lower attaining** pupils. These pupils were judged not to have been achieving as well as they might. The main reasons for this are:

- lesson planning does not always identify sharply enough the ways in which these pupils' learning needs are to be met;
- the support of teaching assistants is not always targeted effectively to this group of pupils;
- best practice within Years 3 to 6 is not yet sufficiently shared among teachers.

30. The school recognises this as an area for improvement and has begun to take steps to deal with it. The plan of action that is being implemented is an effective one and the subject co-ordinator for mathematics is providing very purposeful leadership but it is still in the relatively early days of its implementation.

The development of pupils' writing skills, especially in Years 3 to 6

31. Standards in writing at the end of Year 2 have been above average overall in recent years but generally not as high as those attained in reading and mathematics. Standards in English at the end of Year 6 have been at least above average in recent years. However, inspectors found that opportunities for developing pupils' skills of writing were not sufficiently developed, especially in Years 3 to 6 and that this was preventing pupils from making good progress in writing although this has to be taken in the context of good test results in English in recent years. Inspectors consider that the school has the capacity to improve the organisation and teaching of writing skills so that standards match those achieved in other aspects of literacy.
32. The school has also identified this as an issue for improvement. Good progress is being made in Years 1 and 2 to improve the development of pupils' writing skills. In Years 3 to 6, some progress is being made but not yet to the same extent as in Years 1 and 2.
33. In Years 1 and 2, factors promoting improvement include;
- a strong degree of common practice amongst teachers as to exactly what should be done;
 - an effective focus on developing pupils' skills of writing for a wide range of purposes, and especially in relation to writing about facts and events, recognising that writing is much more than just 'stories';
 - the use of strategies in lessons to show pupils how best to write in particular styles.

In a Year 2 literacy lesson, the teacher provided pupils with a very clear and accurate example of how to write a postcard. She explained this well. As a result, nearly every pupil in the class made a good attempt at writing their own postcards.

34. In Years 1 and 2, the best writing incorporates good elements of the style in which the pupil wishes to write. A higher attaining pupil in Year 2 introduced her account of a Bible story in just the right way by saying,

Jesus told this story and he told it like this...'

35. In Years 3 to 6, good practice also exists but it is much more patchy. Pupils' writing 'diet' is too focused on completing exercises and worksheets at the expense of pupils being given opportunities to express their thoughts and ideas in their own words. An exception to this was found in some recordings of scientific findings in Year 4 but overall such opportunities are not sufficiently developed. There still appears to be a labelling of writing as 'creative' only in relation to pupils writing imaginative stories. Teachers' planning does not yet provide a strong enough focus on how best to use work in other subjects to develop writing skills.

36. The school has begun to work on this issue in Years 3 to 6 but this has yet to have sufficient impact on pupils' work. As a result, when pupils do write extended pieces of work, it is sometimes less structured than it should be.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

37. In order to build further on its present good levels of effectiveness, the school should:

Improve standards achieved by lower attaining pupils in mathematics in Years 3 to 6 by:

- planning in more detail how best to meet the learning needs of these pupils;
- developing further the use of teaching assistants in numeracy lessons;
- spreading existing good practice in teaching so as to achieve a greater level of consistency in lessons.

Improve the development of pupils' writing skills by:

- developing amongst teachers a common set of ideas on what constitutes best practice in the teaching of writing;
- devising and then implementing a more effective range of opportunities for the development of pupils' writing skills;
- using the skills of subject co-ordinators to help extend the development of writing skills across the curriculum.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	7	9	3	0	0	0
Percentage	5	35	45	15	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than five percentage points.

Information about the school's pupils

Pupils on the school's roll	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	309
Number of full-time pupils known to be eligible for free school meals	44
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	20
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	10
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	4.8
National comparative data	5.6

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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	30	16	46

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	26	30
	Girls	16	14	15
	Total	43	40	45
Percentage of pupils at NC level 2 or above	School	93 (95)	87 (98)	98 (98)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	26	26
	Girls	15	15	15
	Total	41	41	41
Percentage of pupils at NC level 2 or above	School	89 (93)	89 (98)	89 (95)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	21	24	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	18	21
	Girls	20	16	22
	Total	37	34	43
Percentage of pupils at NC level 4 or above	School	82 (94)	76 (89)	96 (89)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	19	21
	Girls	21	21	22
	Total	36	40	43
Percentage of pupils at NC level 4 or above	School	84 (89)	89 (91)	96 (91)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	1
White	303
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	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: YR – Y6

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	23.8
Average class size	28.1

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	132

Financial information

Financial year	2001/2002
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	£
Total income	557,018
Total expenditure	553,293
Expenditure per pupil	1,748
Balance brought forward from previous year	69,282

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	309
Number of questionnaires returned	182

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	38	2	1	1
My child is making good progress in school.	59	38	2	0	1
Behaviour in the school is good.	49	46	3	0	1
My child gets the right amount of work to do at home.	40	52	8	1	0
The teaching is good.	62	35	2	1	1
I am kept well informed about how my child is getting on.	43	43	13	0	1
I would feel comfortable about approaching the school with questions or a problem.	71	25	4	0	1
The school expects my child to work hard and achieve his or her best.	70	29	1	0	0
The school works closely with parents.	42	47	9	1	1
The school is well led and managed.	56	41	1	0	2
The school is helping my child become mature and responsible.	53	41	5	0	1
The school provides an interesting range of activities outside lessons.	53	31	11	2	3

Other issues raised by parents

None.