

INSPECTION REPORT

**MONKS COPPENHALL PRIMARY AND NURSERY
SCHOOL**

Crewe, Cheshire

LEA area: Cheshire

Unique reference number: 111064

Headteacher: Mr P K Hassall

Reporting inspector: Mr D Hayward
21234

Dates of inspection: 19th – 20th May 2003

Inspection number: 247076

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary and Nursery

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Remer Street
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Cheshire

Postcode: CW1 4LY

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Appropriate authority: Governing body

Name of chair of governors: Mr D P Malam

Date of previous inspection: February 1998

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Monks Coppenhall Primary and Nursery School is situated about three miles from the centre of Crewe. It serves an area of mainly local authority housing, and many families are on a low income. Children start in the nursery when they are three and transfer to many different secondary schools at the age of eleven. The school building was extensively modernised in 1994 and has large, hard playing areas, a school field and an outside play area for nursery children. A spacious computer suite has recently been opened in the main building.

Currently 392 full-time and 49 part-time pupils attend the school, most of whom are white. The percentage of pupils who do not speak English as their first language is higher than in most schools. About a third of pupils are eligible for free school meals, a figure which is higher than the national average. The percentage of pupils with special educational needs, including statements of educational need, is broadly average. When children start school in the nursery there is a wide ability range, but generally their attainment is slightly lower than expected for their age. The school has recently been awarded its third, successive Achievement Award by the Department for Education and Skills for consistent improvement in results in national tests. This is a notable achievement. It has also recently received a prestigious gold Artsmark award. This is a national arts award for schools and recognises schools that make a strong commitment to the full range of art, design, music, dance and drama.

HOW GOOD THE SCHOOL IS

Monks Coppenhall is a tremendously exciting school! It is a happy and caring place and there is a great sense of teamwork amongst everyone involved. As well as helping pupils to attain good results in national tests, it teaches a very wide range of subjects. Many visits to places of interest and visitors to the school help to make pupils' learning really interesting and worthwhile. Teaching is very good and helps pupils to learn and to make progress. The school is very well managed and provides very good value for money.

What the school does well

- The school is a very exciting place in which to learn. There are many colourful displays around the school that infant pupils correctly describe as, *'Brilliant!', 'Spectacular!' and 'Fantastic!'.* These show the wide range of subjects that are taught, for example art, history, and design and technology. Pupils are also very proud of all the sporting activities that they enjoy. They say, *'The school doesn't try to make you good at only one thing. You have different opportunities. This makes school more fun'.*
- It has an excellent ethos. Pupils are really proud of their school, enjoy their work and want to do well. The school emphasises the importance of good behaviour and caring for each other. It helps pupils to take responsibility and mature. They say, *'There are lots of opportunities to take responsibility. You feel grown up because adults trust you'.*
- It provides very high standards of teaching. Teachers are very talented and care very much about the pupils. They have high expectations of what they can achieve. There are excellent relationships between teachers and pupils. Pupils say, *'Teachers treat us like their friends. They treat us all the same. They are always there for us'.*
- It uses lots of different information very well to plan work for pupils to make progress. Their results, in comparison with those in similar schools, are well above average. Results for eleven-year-olds in science have been in the top 5 per cent in England for the last two years. The school provides outstanding help for pupils who do not find it easy to learn to read.
- The headteacher provides very good leadership. Parents think that he does a good job. Pupils like and respect him and enjoy his sense of humour. He gives lots of responsibility to staff, who make a very good job of managing subjects.

What could be improved

- Outdoor provision for children in the Foundation Stage¹.
- Teachers' comments in pupils' annual reports about targets for improvement.

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

¹ Foundation Stage – This was introduced in September 2000 and forms a separate stage of education for children from the age of three until they reach the end of the reception year.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1998, when it was judged to provide good value for money. It has successfully addressed the key issues for action identified then. In fact, it has been so successful in raising standards in science for junior pupils that their results in national tests in the last two years have been in the top 5 per cent in the country. Standards in national tests for seven and eleven-year-olds have improved since the last inspection. The trend of improvement in junior pupils' test results has been above the national trend over the last four years. The work of subject co-ordinators has improved considerably since the last inspection and teachers' planning is now very good. The school's recently opened computer suite helps pupils to attain high standards. The school now provides very good value for money and is in a strong position to continue to improve.

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
	2000	2001	2002	2002
English	D	D	C	A
Mathematics	D	B	B	A
Science	B	A*	A*	A*

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

In last year's national tests, standards for eleven-year-olds were average in English, above average in mathematics and very high in science, compared with those in all schools. They were well above average in English and mathematics and very high in science compared with those in similar schools. This means that results in science are in the top 5 per cent in the country. The school sets challenging targets for pupils to achieve and, consequently, there has been a steady improvement in results for eleven-year-olds and seven-year olds. In 2002, results for infants were average in mathematics, above average in writing and well above average in reading compared with those in all schools. In comparison with those in similar schools, results for infants at Monks Coppenhall were above average in mathematics and well above average in reading and writing. Pupils enjoy learning about a wide range of subjects and achieve good standards in them. The school is very good at using pupils' literacy and numeracy skills in other subjects and is committed to developing their love and appreciation of the arts. There are very strong links between information and communication technology and other subjects. During the inspection, standards for infants were above average in reading, writing and mathematics. Standards for juniors were average in English, above average in mathematics and well above average in science. Standards are never lower than expected in the foundation subjects and in some they are higher than expected, for example art and design, information and communication technology and physical education.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils think that their school is really good and are very proud of it. They admire, trust and respect the adults who work with them. They say, <i>'If you want to talk to a teacher about a problem they make time for you and won't just say, "Yeah, yeah". They will deal with whatever is bothering you.'</i> Pupils look forward to their lessons and work very hard.
Behaviour, in and out of classrooms	Excellent. Pupils are very well behaved in lessons and at other times during the school day, for example playtimes and lunchtimes. They are very welcoming and polite to visitors. Pupils say that bullying is not an issue at school. Parents say that they are a credit to the school when they go out on trips.

Personal development and relationships	Pupils work extremely well together and are mature, reliable and trustworthy. They make friends and say that they get on. They are extremely good at supporting others. One infant pupil said, <i>'I didn't know how to make friends when I joined the school. In my first playtime someone said, "Do you want to play a nice game?", and that's how I started'</i> .
Attendance	The school has worked hard to improve attendance. However, a number of pupils do not consistently attend school.

TEACHING AND LEARNING

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

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

During the inspection 26 lessons were observed. Teaching was never less than good and is very good overall. In a quarter of lessons it is excellent. This is teaching that is much better than the current national figures for the quality of teaching, and is a major reason why pupils do so well. Lessons are extremely well planned at just the right level for pupils to make progress. Pupils know that their teachers help them to learn. They say, *'When you are stuck they help you. They don't tell you the answers but they will try to explain it'*. Lessons are taught in such an exciting way that pupils do not have time to get bored! Teachers plan lots of very good opportunities for them to work together so that they often learn from each other. They enjoy the challenge of investigations and practical work that teachers plan for them. Teachers have excellent relationships with pupils. They have high expectations of what they can do and use praise very well to motivate them. In return, pupils try very hard to live up to their teachers' expectations and waste no time in getting on with their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school quite rightly stresses the importance of English, mathematics and science. It also finds time to teach a wide range of exciting subjects and visits to places of interest, and visitors to school make these even more interesting. Pupils say, <i>'You don't have to do the same thing all the time'</i> . The school makes very good use of information and communication technology in many subjects. It places a great deal of value on providing lots of opportunities for pupils to keep fit through active physical education.
Provision for pupils with special educational needs	The school provides good support for pupils with special educational needs. They are identified early and given lots of help in special groups so that they can make progress.
Provision for pupils with English as an additional language	The school makes good provision for the few pupils with English as an additional language and helps them to make progress.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	The school helps to develop very high levels of care and understanding and pupils clearly understand the difference between right and wrong. There are many occasions when they find learning so fascinating that they sit open mouthed in wonder during lessons. The school provides very good opportunities for them to learn about their own and other cultures and customs.
How well the school cares for its pupils	The school cares very well for pupils. Young pupils say, <i>'It makes you feel safe'</i> . It places great importance on creating a caring, relaxed atmosphere where pupils know that adults treat them fairly. Older pupils say, <i>'People in school treat others with respect – like you would want to be treated yourself'</i> .

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong leadership and parents agree with this. He has a very clear idea of how pupils learn most effectively. Pupils respect him and say, <i>'He stops and speak to us. He always says hello and never ignores anyone'</i> . The acting deputy headteacher has had an immediate and positive impact. Staff who have responsibilities for departments and subjects do a very good job.
How well the governors fulfil their responsibilities	Governors are enthusiastic, supportive and knowledgeable. They fulfil their statutory responsibilities.
The school's evaluation of its performance	The school has not only maintained its strengths since the previous inspection, in many areas it has improved. It has a very clear idea of what it does well and is committed to providing a broad, all round education for pupils.
The strategic use of resources	The school uses its budget extremely well to provide a high quality education for pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Before the inspection started 237 parents (54%) returned their questionnaires and 10 parents attended a meeting with the registered inspector.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents say that teaching is good, their children like school and they make good progress there. They say that the school is well led and managed and that it listens to them if they have a concern. They say that behaviour is good and that the school helps their children to become mature and responsible. Most parents are happy with the school's arrangements for setting homework. 	<ul style="list-style-type: none"> A few parents say that they are not well informed about their children's progress.

The inspection team agrees wholeheartedly with parents' positive comments. Pupils like school very much. They find it interesting and enjoyable, and their behaviour is excellent. The school provides lots of good information and keeps parents well informed about what is planned. Pupils' annual reports are well written, but comments about areas where pupils could do better the following year are not precise enough.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school is a very exciting place in which to learn. There are many colourful displays around the school that infant pupils correctly describe as *'Brilliant!'*, *'Spectacular!'* and *'Fantastic!'*. These show the wide range of subjects that are taught, for example art, history, and design and technology. Pupils are also very proud of all the sporting activities that they enjoy. They say, *'The school doesn't try to make you good at only one thing. You have different opportunities. This makes school more fun.'*

1. The first thing that visitors to Monks Coppenhall notice is the huge range of work on display. Pupils and their parents say that this is quite usual. The work is bright and vibrant, and reflects the broad curriculum that pupils enjoy. It includes two and three-dimensional art, history, geography and studies of other countries and cultures, and covers walls and work tops. It is extremely effective in developing the spiritual element of the school's work through beautiful displays that make visitors want to look and touch. Infant pupils quite correctly describe them as *'Brilliant!'*, *'Spectacular!'* and *'Fantastic!'*.
2. As well as examples of pupils' work, there are many newspaper cuttings and photographs reflecting a wealth of pupils' activities and trophies depicting their successes in a range of sporting activities. Displays fairly represent the wealth of academic, sporting and social activities that the school works hard to develop. Pupils really understand and appreciate the breadth of experiences that they enjoy. Infants and juniors say that there are *'Lots of opportunities to do well in sport. The school lets everyone have a go'*, and *'The school doesn't try to make you good at only one thing. You have different opportunities.'*
3. At a time when many schools claim that an over-emphasis on the National Literacy and Numeracy Strategies has reduced opportunities for a broad and balanced curriculum, Monks Coppenhall shows just what can be achieved. Its philosophy is that it should provide a breadth of activities to compensate for the narrow range of learning that many of its pupils would otherwise experience. The care with which work is displayed, with great attention to detail, shows how much time adults give to displaying work and the importance they attach to it.
4. The work is informative and reflects the very good, planned links that are made between different subjects. They also show that purposeful links can be made between many different subjects. For example, pupils were involved with others from Crewe schools in a production of *'The Emerald Crown'* – a story about the Amazonian rain forest. Teachers planned that pupils would make 'pop up' models depicting scenes from the rainforest and made to move by cams, as a design and technology project. The final results were very well made and included group and individual evaluations of the work, word-processed by the pupils. One wrote, *'I like my cam because it moves smoothly and I like the colours I chose for my background. I would change my cube sticks and my vertical rod because they are on a slant and I would straighten them.'*
5. Pupils' high quality art skills are used to good effect in a range of different ways. For example, there are vivid paintings in Aboriginal style linked to their geography study. Their portraits of Tudor monarchs, linked to their history topic, are imaginatively painted in the style of famous artists such as Picasso and Monet. Very large three-dimensional models made by children in the reception classes capture the characters from the much-loved stories, *'The Wild Thing'* and *'The Owl and the Pussy Cat'*. In their work on different cultures, pupils have produced 'Indian' art, using batik, wax resist and paints. The school uses information and communication technology very well to support pupils' work in other subjects, for example science and mathematics. In their work on evaporation, junior pupils have cleverly used a data recording box, linked to a computer,

to show in graphical form the different rates of evaporation of liquids over a period of time. They also used it to measure different light levels and temperatures in their classroom over a 24 hour period.

6. The emphasis that the school places on ensuring a broad curriculum has helped to earn it a prestigious gold Artsmark award that recognises its strong commitment to the full range of art, design, music, dance and drama. It does not mean that pupils' basic skills are neglected. Importantly, the range of work shows how their literacy and numeracy skills can be developed extremely effectively through other subjects. For example, a description of a snail was expertly written in its shape, to convey the shell and body:
*Smooth, round hard shell. Spotty, thin brown spirals.
Slowly, slippery, slimy. Gentle gold trail.
Feelers looking around.*
7. As a result of their studies of Franz Marc's animal pictures, pupils wrote extremely effective poems depicting their own ideas about how animals came into existence, for example a rhinoceros.
*He stole the treacherous sharpness from Excalibur,
He stole the rotting yellowness from an eternal fire,
And his ferocious teeth were created;
He seized the sword proof hardness from a dragon's skin,
He seized the sharp point from a needle
And his jagged horn was created.*
8. Photographs and displays around the school also show the wide range of visits to places of interest that the school plans and the considerable number of visitors into school who bring their expertise into the classroom. A trip to a 'Victorian schoolroom' complemented the work that pupils in Year 3 had already done in school, when they and their teachers dressed in period costume. Artists in residence and visiting musicians help to develop different skills and an understanding of different cultures. All these help to add breadth and balance to pupils' educational experiences.

The school has an excellent ethos. Pupils are really proud of their school, enjoy their work and want to do well. It emphasises the importance of good behaviour and caring for each other. It helps pupils to take responsibility and mature. They say, 'There are lots of opportunities to take responsibility. You feel grown up because adults trust you'.

9. Ninety-eight per cent of parents in their questionnaires indicated that the school helps their children to become mature and responsible. At the pre-inspection meeting they strongly supported the view that Monks Coppenhall promotes positive and worthwhile values; for example, they said that their children talk about a code of conduct that is acceptable in school. The pupils' attitudes and values were identified as strengths in the previous inspection and have been maintained. Pupils talk very enthusiastically about their school and their work. They are very proud of it and are very keen to tell visitors the reasons why they think it is so good.
10. Pupils feel that the school cares very much for their well-being. Infant pupils said that, '*We feel safe because the teachers are kind and look after us*'. Junior pupils, when asked how they thought how visitors to the school would describe them, said '*We have good manners, look smart, we are proud of the school, listen to our teachers and work hard*'. The inspection team agrees completely. Pupils talk about the good relationships between boys and girls and between younger and older pupils. Junior pupils felt that, '*People in school treat you with respect – like you'd want to be treated yourself*', while one infant pupil said that, '*Everyone helps me. They say kind words if you're stuck and sort out problems*'.

11. Monks Coppenhall is a very happy school that relies heavily on good relationships between pupils. Teachers plan many very good opportunities when they can work together discussing ideas or carrying out investigations. They bring positive and conscientious attitudes to their work and carry out their tasks sensibly and thoughtfully. Not once was any pupil heard to say that they did not want to work with another. Pupils' willingness to listen carefully to what they have to do, to start work quickly and to concentrate and work hard means that hardly any time is wasted in lessons.
12. The school works hard to foster the idea of caring for others in a wider sense. Pupils' admiration for the quality of display around the school was genuine and wholehearted. Older pupils say that, *'There are lots of opportunities to be responsible. You feel grown up that adults trust you'*. Although the pupils feel confident that the school listens to them, formal systems are at an early stage of development. For example, the school council is only recently established and does not yet provide a forum for infant pupils. The school deals very well with any disputes between pupils on an 'ad hoc' basis, but has only recently started to formalise procedures for the development of their personal, social and health education and their understanding of citizenship. Nevertheless, pupils strongly believe that, *'The school treats you all the same. There are no favourites'*. The difference between this and other schools was highlighted by an infant pupil who had only recently started at Monks Coppenhall. She was impressed by the way that other pupils had welcomed her on her first day, saying, *'I didn't know how to make friends when I joined the school. In my first playtime someone said, "Do you want to play a nice game?" and that's how I started'*.
13. Pupils enjoy the school's inclusive approach. That is, they all have equal opportunities to do well and to show off what they have achieved. Juniors have achievement assemblies which, *'Make you feel happy when others clap you for doing well'*. All pupils have opportunities to devise their own class rules. Infants enjoy their birthday assemblies which make them feel special and, as part of the school's drive to improve attendance, all pupils enjoy receiving good attendance certificates.
14. Ninety-six per cent of parents feel that behaviour is good and this was positively commented on at the parents' meeting; for instance, strangers' positive comments about pupils' behaviour when they are out of school on trips. Inspectors feel that behaviour is excellent in lessons and around the school at playtimes and lunchtimes. Pupils are very aware of how they are supposed to behave in school and are very polite to visitors. They do not misbehave in lessons and this means that teachers can concentrate on helping individuals or small groups knowing that others will not take advantage. Pupils of all ages say that bullying is not an issue at Monks Coppenhall and know that if it ever occurred it would not be tolerated. Parents have the same opinion. During the inspection there was no sign of unkind behaviour to anyone, regardless of age or race.

The school provides very high standards of teaching. Teachers are very talented and care very much about the pupils. They have high expectations of what they can achieve. There are excellent relationships between teachers and pupils. Pupils say, *'Teachers treat us like their friends. They treat us all the same. They are always there for us'*.

15. In their pre-inspection questionnaires all parents agreed that teaching is good. At the pre-inspection meeting they said that they felt able to approach the teachers at any time for information and that teachers cared for their children. Teachers are hardworking and committed to the success of the school. Several of them drive long distances to school each day from their homes, indicating strong support for the school. There are many long-serving members of staff and a real sense of teamwork. Teachers new to the school say that they have been very well supported and have settled in quickly.

16. Teaching was never less than good in any of the 26 lessons observed. It was very good or better in 65 per cent of lessons and excellent in 27 per cent. This is better than that found in most schools nationally and its impact on pupils' progress and attainment is clear. It is much better than teaching in the previous inspection, which was unsatisfactory in 8 per cent of lessons and very good or better in 25 per cent. The improvement is due to staff changes and much better planning and teaching in junior classes than in the previous inspection, and an increase in the monitoring of teaching throughout the school.
17. One of the most notable features of lessons is the teachers' positive and enthusiastic approach that really makes pupils sit up and listen. The lessons have a clear start and there is an expectation by teachers and pupils that learning will take place. What the teacher expects pupils to learn is displayed and shared with them at the start of lessons. This 'learning objective' is frequently referred to during the course of the lesson to ensure that pupils stay on task. Teachers use a range of very good strategies during lessons to keep pupils on task and to ensure that they learn. For example, pupils in Year 2 have adopted a very successful strategy introduced by the teacher to help them spell unknown words. By testing whether it is on their 'tricky list', its ending or the number of phonemes it has, they have learned to spell very difficult words. In turn, this gives them confidence to try 'adventurous' words in their own writing.
18. Teachers' questioning during the course of lessons is very good. At the beginning they recap previous work very well. The knowledge that pupils had acquired was plainly evident in an excellent religious education lesson as they eagerly answered the teacher's questions. In a very good science lesson the teacher constantly asked pupils to clarify and explain the hypotheses they were suggesting for their investigations into evaporation. In a very good literacy lesson where Year 1 and Year 2 pupils were writing an adventurous story opening the teacher deliberately challenged and extended the older pupils by asking the question, '*Year 2s, what do you think? Can you help us?*' In a very good literacy lesson in Year 6 pupils used a range of descriptive vocabulary to include in their Haiku poems; for example, '*blood red face fuming*' to depict anger and '*frosty spears glisten*' to depict icicles. In the plenary session the teacher involved all the pupils by asking, '*I like that. Which word in that line do you think I particularly like?*'
19. Teachers use a wide range of strategies to include all pupils in their learning. They frequently plan their work in groups, so that pupils have opportunities to discuss and share ideas. One pupil correctly said, '*They don't make us work in silence. They let us discuss our work so we can get ideas from others.*' To do this successfully teachers use a range of resources very well so that pupils can get on with their work quickly and do not have to ask for help. There are lots of smiles and a really relaxed atmosphere in classes. Teachers use praise extremely effectively during the course of lessons to boost pupils' confidence and self-esteem. There are no 'right' or 'wrong' answers, only an emphasis on 'having a go' and lots of praise for trying. Consequently pupils are confident that their answers will be taken seriously and they can say what they really feel, knowing that the teachers will help them when they need it. Pupils talk enthusiastically about 'caring' teachers; for example, '*When you're stuck they'll help you. They don't tell you the answer. They will try to explain it and if you still don't understand they will come back to it later.*'

The school uses lots of different information very well to plan work for pupils to make progress. Their results in comparison with those in similar schools are well above average. Results for eleven-year-olds in science have been in the top 5 per cent of schools in England for the last two years. The school provides outstanding help for pupils who do not find it easy to learn to read.

20. The results of the 2002 tests and assessments for infants show that their attainment, compared with that in all schools, was well above average in reading, above average in writing and average in mathematics. Results were slightly lower than they had been in 2001, but this was due to a different group of pupils. In comparison with that in similar schools, attainment was well above average in reading and writing, and above average in mathematics.
21. Results for junior pupils, compared with those in all schools, were average in English, above average in mathematics and very high in science. Compared with results in similar schools, those for juniors at Monks Coppenhall were well above average in English and mathematics and very high in science. The trend of improvement in junior pupils' results in national tests over the past five years has been above the national trend and has helped the school to win three successive achievement awards from the Department for Education and Skills.
22. Although there is a wide range of ability, children start with attainment lower than that expected for their age. This has consistently been the case in recent years. Many children start with poor vocabulary, little experience of books and a limited ability to express themselves. Very good teaching in the Foundation Stage helps pupils to make at least good, and often very good, progress. By the end of the reception year, almost all children are at least on line to attain the Early Learning Goals². Many attain standards above expectations in their personal, social and emotional development, but they do not always make the progress they are capable of in their physical development (**see paragraph 28**).
23. The school uses the results of tests and assessments very well to track pupils' progress and to plan work that is at the right level for them, but which becomes increasingly challenging. It also uses assessment information extremely well to plan support for those pupils with special educational needs. Often this support is through national strategies, for example the Early Learning Strategy and Additional Literacy Strategy. The school also offers outstanding support for pupils experiencing reading difficulties through its 'reading recovery' programme. It uses the results of early assessments to set targets to work towards different elements of the Early Learning Goals. In Year 1 pupils are tested for their reading ability and those identified in need of support receive intensive daily help.
24. Teachers carry out very thorough assessments and evaluations of pupils' learning in their lesson plans in the core and foundation subjects. This is an aspect of their work that has improved significantly since the previous inspection. Additionally there is a personal work collection for each pupil in the core subjects. Teachers make written comments and grade pieces of work according to national criteria several times each year so that progress can be assessed. As pupils move through the school the results of non-statutory tests are also analysed to ensure that particular aspects of the core subjects are taught and to check that there are no specific areas that pupils do not understand.
25. Teachers' comments are very effective in the overall assessment process and in identifying areas where pupils can improve, for example specific advice to parents in reading diaries about helping their children to make progress in reading. *'Thank you for*

² Early Learning Goals – these are targets for children by the end of the reception year. They refer to personal, social and emotional development, communication, language and literacy skills, mathematical development, knowledge and understanding of the world, and physical and creative development.

reading with him. His reading is progressing very well. I try to praise him whenever I can so that he knows just how well he's doing. Please continue to look at the first sounds of the words. If you come to a word he doesn't know, please say something like, "What will help you to read the word?" Teachers' marking which was criticised in the previous report is also very good and clearly offers praise and advice about how to improve. *'An excellent leaflet. Your organisation is super. Your writing is informative and interesting and your sentences include a variety of shorter and extended sentences. Target - to include a few more 'extra' information pieces.'* However, teachers' comments in pupils' annual reports are often too general to give them a clear idea of what to do to improve.

The headteacher provides very good leadership. Parents think that he does a good job. Pupils like and respect him and enjoy his sense of humour. He gives lots of responsibility to staff, who make a very good job of managing subjects.

26. In their questionnaires, 96 per cent of parents said that they thought the school was well managed and led. At the pre-inspection meeting, parents agreed that the headteacher had a good rapport with pupils and that he is easily contacted. He has a clear idea about how pupils learn most effectively, with a particular emphasis on first hand experience of a broad curriculum. Infant pupils say that, *'He makes sure that everything is going smoothly'*. Junior pupils value his high profile approach, meeting and talking with him regularly at playtimes and lunchtimes. They say that, *'He stops and speaks to us. He always says "Hello!" and never ignores anyone'*. The headteacher has used the budget well to provide generous staffing levels, for example for support for pupils with special educational needs and to make sure that there is an extremely good level of high quality of resources.
27. In the previous report the role of co-ordinators was judged to be unsatisfactory. This is no longer the case. Subject and department co-ordinators are knowledgeable and have a clear idea about the development of their subjects. The use of two co-ordinators, one from each key stage, for almost all subjects is very effective and makes their workload manageable. Each brings expertise with their own age groups to a shared overall viewpoint. The headteacher delegates responsibility well and this develops confidence in those who take responsibility. The role of co-ordinator is now a strength of the work of the school.

WHAT COULD BE IMPROVED

Opportunities for children in the Foundation Stage³ to have better outdoor provision.

28. The school's provision for children's physical development in outside play in the Foundation Stage is not adequate. There is a recently installed outdoor activity area attached to the nursery that offers very good provision. It is secure and offers hard tarmac areas for wheeled toys as well as safety surfaces for play. Unfortunately, the design of the very old modular building in which the nursery is located means that if an adult is supervising children outside, the other adult cannot adequately supervise the remainder of the children working inside. The reception classes are housed in the main building and do not have immediate access to the outdoor activity area. In fact, even occasional access is difficult to organise, entailing leaving one building and walking to the nursery. Although the reception classes are next to each other, an adjacent outdoor area is not possible because it would significantly limit parents' access. Children in the reception classes therefore use the school hall, but its distance from their classes means that provision for frequent access is difficult to plan.

Teachers' comments in pupils' annual reports about targets for improvement.

29. Pupils' annual reports are generally informative and indicate that teachers know their pupils well. They contain information about the work that pupils have covered during the year and their rate of progress. They often contain very supportive comments about the pupils' personal qualities. However, the areas that teachers identify for improvement are often written in very general terms and not precise enough to be useful in helping pupils to see where they could do better.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

30. In the context of its many strengths and the very high quality of education it already provides, the governors, headteacher and staff should:

- review the arrangements for outdoor play for children in the Foundation Stage to ensure that provision complies with the requirements of the Early Learning Goals;
- ensure that teachers' comments in pupils' annual reports give them an idea of how they can improve their work.

³ Foundation Stage – This was introduced in September 2000 and forms a separate stage of education for children from the age of three until they reach the end of the reception year.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	7	10	9	0	0	0	0
Percentage	27	38	35	0	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	24	392
Number of full-time pupils known to be eligible for free school meals	N/A	120

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	2	121

English as an additional language	No of pupils
Number of pupils with English as an additional language	14

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	7.0
National comparative data	5.4

Unauthorised absence

	%
School data	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
	2002	24	36	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	22	24
	Girls	32	34	34
	Total	53	56	58
Percentage of pupils at NC level 2 or above	School	88 (93)	93 (96)	97 (94)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	23	24
	Girls	33	32	33
	Total	53	55	57
Percentage of pupils at NC level 2 or above	School	88 (96)	92 (94)	95 (96)
	National	85 (85)	89 (89)	89 (89)

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
	2002	30	31	61

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	24	29
	Girls	26	24	30
	Total	53	48	59
Percentage of pupils at NC level 4 or above	School	87 (72)	79 (78)	97 (98)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	25	30
	Girls	27	28	31
	Total	53	53	61
Percentage of pupils at NC level 4 or above	School	87 (47)	87 (55)	100 (67)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	357	2	0
White – Irish	1	0	0
White – any other White background	5	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	3	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	13	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	12	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	18
Number of pupils per qualified teacher	23
Average class size	28

Education support staff: YR– Y6

Total number of education support staff	7
Total aggregate hours worked per week	225

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	32
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	880,805
Total expenditure	901,094
Expenditure per pupil	2,130
Balance brought forward from previous year	121,984
Balance carried forward to next year	101,695

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	441
Number of questionnaires returned	237

54% return rate

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	28	3	0	0
My child is making good progress in school.	64	34	1	0	1
Behaviour in the school is good.	56	40	1	0	3
My child gets the right amount of work to do at home.	52	40	4	1	3
The teaching is good.	70	30	0	0	0
I am kept well informed about how my child is getting on.	58	32	9	1	0
I would feel comfortable about approaching the school with questions or a problem.	70	28	2	0	0
The school expects my child to work hard and achieve his or her best.	71	26	2	0	1
The school works closely with parents.	52	40	5	0	3
The school is well led and managed.	62	34	0	1	3
The school is helping my child become mature and responsible.	59	39	1	0	1
The school provides an interesting range of activities outside lessons.	41	33	9	3	14