

INSPECTION REPORT

FIRSIDE MIDDLE SCHOOL

Norwich

LEA area: Norfolk

Unique reference number: 120901

Headteacher: Mr Ceri Holmes

Reporting inspector: Anne Currie
25429

Dates of inspection: 24-25 January 2000

Inspection number: 183218

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Middle Deemed Primary

School category: Community

Age range of pupils: 8 to 12 years

Gender of pupils: Mixed

School address: Middleton's Lane
Hellesdon
Norwich
Norfolk

Postcode: NR6 5NF

Telephone number: 01603 426550

Fax number: 01603 403361

Appropriate authority: Governing Body

Name of chair of governors: Robert Annable

Date of previous inspection: 17 – 28 June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Anne Currie	Registered inspector
John Chapman	Lay inspector
Jill Clarke	Team inspector
Kay Rider	Team inspector

The inspection contractor was:

WES World-wide Education Service
Canada House
272 Field End Road
Eastcote
Middlesex
HA4 9NA

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Number of full-time pupils:	328	(smaller than other middle schools)
Pupils with English as an additional language:	0	(low)
Pupils entitled to free school meals:	7.6 per cent	(below the national average)
Pupils on the register of special educational needs:	19.8 per cent	(below the national average)
Average class size:	27	

Firside is a middle school for pupils from age 8 to 12 years. Pupils transfer mainly from two first schools. They come from council housing estates and owner occupied houses and bungalows, so there is a wide social mix. The school has no pupils from ethnic minority backgrounds. When they enter the school, pupils' attainment is very varied, but it is average overall. In the last year the percentage of pupils entitled to free school meals has dropped slightly and the number of pupils on the register of special educational needs has risen by six per cent. The special needs are mostly specific learning or moderate learning difficulties, which often relate to problems with language and literacy. Four pupils have a statement of special educational need and this is below the national average.

HOW GOOD THE SCHOOL IS

This is a good school with many strong features. It achieves high standards in English, mathematics and science. Pupils do not make the progress they should in information technology by the end of Year 6, but most pupils achieve standards appropriate for their age, and some exceed them, by the time they leave the school at age 12. Teaching is good and the relationships between staff and pupils are excellent. Pupils behave extremely well and they have very good attitudes to learning. The school is well led and it provides good value for money.

What the school does well

- Results in National Curriculum tests, taken at the end of Year 6, have steadily improved and pupils achieve high standards in English, mathematics and science.
- Teaching is good.
- The arrangements made for pupils with special educational needs are good and these pupils make good progress.
- The school provides very well for pupils' moral and social development and, as a result, relationships within the school are excellent; pupils behave extremely well and they have very good attitudes to learning.

What could be improved

- Pupils in Years 4 to 6 make insufficient progress in information technology and they do not reach the standards expected by the end of Year 6.
- The plan for whole school development does not clearly set out what the school intends to do over the next two or three years. It is not sufficiently detailed to allow governors to decide spending priorities, to evaluate the progress made and to judge if money has been well spent.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in June 1996 the school has made clear improvements in important areas. The only area where progress has been insufficient is the provision for information technology in Years 4 to 6. The results achieved by pupils in National Curriculum tests in English, mathematics and science at age 11 have steadily improved and they are now very good. Teaching is good, with no unsatisfactory lessons, compared to the 16 per cent of lessons graded as unsatisfactory in the previous inspection. The recently appointed teachers, who are newly qualified, have strengthened the teaching team. The high standards reported in some areas, such as pupils' very good attitudes and behaviour and the excellent relationships, have been maintained. The issues, to improve opportunities for higher attaining pupils, giving pupils more chances to express their own opinions and discuss their views, and the use of homework, have all been addressed. They have resulted in improved learning and higher standards. Some improvement has been made in the achievements in information technology. The school chose to concentrate its efforts and expertise in Year 7 and these pupils are working at a level appropriate for their age and in some cases beyond it. However, the standard at the end of Year 6 is still not high enough. Further improvements are now being implemented and the school is well placed to continue to improve. Staff regularly reflect on their practice and assess its impact on learning with a view to raising standards. The governors are beginning to play a full part in the management of the school, but the development plan is not sufficiently detailed and over a long enough time scale to allow them to monitor the impact of financial decisions.

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	D	B	B
mathematics	B	A	B	A
science	B	B	A	A

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

* Similar schools are selected on the basis of the percentage of pupils receiving free school meals. In 1999 when these results were achieved, the school was compared with those with more than 8 per cent and up to 20 per cent of free school meals.

In 1999 pupils attained results in national tests in English and mathematics which were above average, and in science they were well above average when compared to those of all schools. The results have improved since the last inspection. Pupils' work during the inspection confirms that standards are high in English, mathematics and science. Pupils exceeded the realistic targets set for them in 1999.

In information technology, standards are not high enough by the time pupils reach the end of Year 6, but most pupils achieve standards appropriate for their age by the time they leave the school at age 12.

All pupils, including those with special educational needs, make at least good gains in their learning during their time in the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Parents confirm that their children like school. Pupils have very good attitudes to their work. They are responsive in lessons and try to do their best.
Behaviour, in and out of classrooms	Very good, especially in lessons, but also in the playground and when moving around school. Pupils respect one another's views.
Personal development and relationships	Relationships between pupils, and between pupils and staff are excellent. Personal development is good, especially in Year 7. Younger pupils have few planned opportunities to take on anything other than routine responsibilities.
Attendance	Satisfactory.

The relationships are a strength of the school and they have a very beneficial effect on pupils' learning. Pupils' behaviour and their attitudes to their work are very good.

TEACHING AND LEARNING

Teaching of pupils:	aged 8-11 years	aged 11-12 years
Lessons seen overall	good	satisfactory

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.

Overall teaching is good. This and the very positive way in which pupils respond, ensure that pupils make good progress in their learning. In the 19 lessons observed, teaching was at least satisfactory. It was good in 58 per cent of lessons and very good in 10 per cent. There was some variation between the year groups. The teaching in Year 7 was satisfactory and there were strengths in Year 5 in numeracy and in Year 6 in literacy. Across the school the skills of literacy and numeracy are taught well.

The support given to pupils with special educational needs is good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good with links between most subjects well developed. There are insufficient opportunities for pupils to develop and reinforce their information and communication technology skills in Years 4 to 6. However, this is supplemented by an intensive course during the residential visit in Year 7. Extra-curricular provision is very good. Most teachers are involved in organising a wide variety of activities, which are well attended by pupils.
Provision for pupils with special educational needs	Pupils with special educational needs have full access to all areas of the curriculum. The work they do is well focused on their individual needs.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	All members of the school's staff are very good role models and the guidance given to pupils to support their moral and social education is strong. Pupils have appropriate opportunities to appreciate a variety of cultural traditions. Provision for their spiritual development is sound, but the school does not always fulfil its statutory requirement to provide time for reflection during class and year group assemblies.
How well the school cares for its pupils	Staff create a caring environment. They know the pupils very well and offer very good support academically and personally.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives very clear leadership for the teaching and pastoral care of pupils. He is well supported by staff with management responsibilities and together they produce clear action plans for educational development in various subjects. The co-ordinator with responsibility for information technology and the headteacher have not ensured that all pupils make satisfactory progress in that subject in Years 4 to 6.
How well the governors fulfil their responsibilities	Governors are attached to subjects and they are beginning to be very involved in monitoring developments. The chair of governors plays a key role in the finances of the school. There were some minor omissions from the school's prospectus and the governors' annual report to parents.
The school's evaluation of its performance	Subject co-ordinators undertake annual reviews with all staff and test results are analysed. They produce detailed action plans, which are implemented. The overall plan for school development does not always have clear enough targets against which governors and staff can judge the success of the action taken and the spending.
The strategic use of resources	The running costs of the school are lower than for most schools of this size. The money provided for pupils with special educational needs is used well and promotes good progress. Governors obtain several estimates before making large spending decisions. Staff training needs are appropriately met using the allocated funds.

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. • The progress their children make. • The quality of teaching. • Behaviour in school is good. • The school is approachable. • The school has high expectations. • A good range of activities is provided outside lessons. 	<ul style="list-style-type: none"> • The amount of homework given. • The information they are given about their child's progress.

The inspection team agrees with the positive views parents have of the school. The amount of homework given is appropriate for the age of the children. As well as the reports and open evenings, the school is beginning to set targets for individual pupils. These are shared with parents, so that they are aware of what their children have to do to improve.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Results in National Curriculum tests, taken at the end of Year 6, have steadily improved and pupils achieve high standards in English, mathematics and science.

1. In 1999 National Curriculum tests for pupils aged 11, the percentage of pupils achieving level 4, the standard expected for their age, was well above the national averages in English, mathematics and science. When compared with the results of similar schools, selected on the basis of the percentage of pupils receiving free school meals, the results were above average in English and well above in mathematics and science. Attainment has steadily improved since the last inspection.
2. The results reflect the good standard of teaching in the school. In addition, two issues raised in the previous report, the use of homework and the work provided for pupils capable of higher attainment, have been successfully addressed and this has raised standards. Homework is set regularly and it reinforces and extends class activities. In English it covers three activities- spelling, reading and writing- which are linked to work in the literacy hour. The work is regularly marked, although sometimes, when pupils mark each other's work, mistakes go unnoticed. Teachers now plan extension activities. These, together with the introduction of different sets of pupils, grouped according to ability in mathematics, mean that work is more closely matched to pupils' needs. The 1999 National Curriculum test results confirm the improved provision for higher attaining pupils as the percentage of pupils reaching the higher level, Level 5, was above the national averages in mathematics and English and well above in science.
3. One significant reason for the good results is the staff's commitment to raising standards. They critically review their work and its impact on pupils' learning. In 1999 the results of the previous years' tests were carefully analysed by the co-ordinators, especially in English, and they identified areas that needed more emphasis. A more structured approach has been introduced to guide pupils' creative writing, and increased emphasis has been placed on raising the attainment of boys through the use of carefully selected activities and appropriate texts. In 1999 there was little difference between the attainment of boys and girls.
4. Good assessment arrangements are in place. The whole staff have recently reviewed them to evaluate their effect. Teachers use the results well to monitor progress over time and to identify what pupils need to learn next. Pupils are tested regularly, for example at the end of a topic in science. They receive valuable experience in taking tests so that they are not overwhelmed by National tests. The information from assessments is used appropriately by the school to set realistic targets in English and mathematics. In addition, staff have started to give individual pupils targets for improvement, for example in Year 7, and pupils share these with their parents so that they also know the areas that need improvement.
5. Pupils with special educational needs are well supported so that they make good progress in relation to their prior attainment. Other arrangements, such as booster classes, are also in place to assist pupils who need extra reinforcement. Setting by pupils' ability for mathematics, with smaller classes for the lower sets, enables some pupils to work at a slower pace with additional explanations being provided where needed. The Additional Literacy Strategy has been introduced and it is successfully reinforcing learning for those pupils who achieved Level 2C in their national English tests at the end of Key Stage 1.
6. The National Literacy Strategy has been implemented well and, after a review by all staff led by the co-ordinator, it has been adapted to meet pupils' needs. For example, the guided reading now takes place outside the literacy hour because staff felt that without support staff, they could not give the rest of the class sufficiently challenging work. As a result, additional opportunities are provided for creative writing. The National Numeracy Strategy was introduced more recently and is working well, especially the mental mathematics session, which is conducted at a brisk pace.
7. Inspection findings confirm that work in English, mathematics and science in Year 6 is of a good standard. Pupils write in a variety of styles and they use a wide range of vocabulary. In discussions they express

their ideas clearly and also listen to what others have to say. A group carefully described work they had done in science to see whose shoes had the most grip and they gave clear explanations for the results they received. Their work is very neatly presented, showing that care has been taken and the handwriting reaches a high standard. In mathematics pupils are confident with numbers and they work accurately.

8. A published scheme is used well to raise standards in literacy. It is also helping to address another of the key issues from the previous inspection. It gives good opportunities for pupils to discuss a range of topics, as well as creating good links with other areas of the curriculum, such as pupils' personal and social development. For example, in Year 5 the poem about the Pied Piper was used as the basis for a discussion on whether or not the Town Council should have withheld payment. The debate was good, with pupils listening to one another as they gave a variety of views. In Year 6, the questions posed by a passage on alcohol-abuse led to a lively discussion about drinking and driving.

Teaching is good.

9. The quality of teaching is a strength of the school and it enables pupils to make good progress. Ten per cent of lessons were very good and 58 per cent were good. No unsatisfactory teaching was observed, which marks an improvement since the last inspection.

10. Work is carefully planned to ensure that skills and knowledge are steadily built up and pupils make good and sometimes very good gains in learning as they move through the school. Most lessons have clear learning objectives, which are shared with pupils so that they have a good indication of what is expected.

11. Teachers have good subject knowledge, which they pass on to pupils. This is shown in the way they introduce pupils to specific vocabulary and continually reinforce it. For example, when pupils in Year 6 were working on fractions they were encouraged to use the terms *proper* and *improper* and *numerator* and *denominator* when discussing their work. The school uses teachers' strengths and interests well and often one teacher will teach a specific subject to all three classes in the year group. Science in Year 6 is taken by the science co-ordinator and information technology in Year 7 is taught by the co-ordinator for that subject. Staff have a good understanding of how to teach the basic skills of literacy and numeracy. Teachers have successfully adapted the National Literacy Strategy to meet the needs of their pupils. The impact of the National Numeracy Strategy is still being assessed as staff work through the first year of its implementation.

12. Teachers have good questioning skills, which they use effectively to find out what pupils know already, to encourage them to think about what they are doing and to express their ideas clearly. Teachers know pupils well and they are aware of individual pupils' requirements, as well as the needs of the whole class. For example, in Year 7 some pupils are reluctant to discuss their ideas with others, so their task specifically required them to talk about a passage as a group. Additional individual support was given to a pupil who found aspects of the task especially difficult.

13. Teachers have high expectations. This is shown in the level of challenge in the activities planned and the pace set for lessons, which means that pupils make good progress during individual sessions. Pupils are often set clear time limits within which to complete their work and they respond very positively. Teachers also expect a high standard of presentation and pupils' work is generally neat and well laid out.

14. The management of pupils is excellent. All members of staff build up very good relationships with pupils. This means that pupils are keen to please and also they gain confidence, as they know that their responses will be treated with respect.

15. The school currently has three newly qualified teachers on the staff and they are making a valuable contribution to the work of the school. The whole staff works together very well as a team and new teachers feel very well supported by the rest of the staff, especially their mentor, and that their views are valued at meetings. The formal system of teacher appraisal has lapsed, but staff have adopted an informal system where they visit

one another's classrooms and give feedback on what they see. This is supportive of the good work that is going on, reinforces the team approach and it also helps to share expertise and knowledge.

The arrangements made for pupils with special educational needs are good and these pupils make good progress.

16. The management of the provision for special educational needs is good. The funds allocated are used efficiently to provide well-focused support for pupils. There are regular meetings to discuss pupils who are causing concern and outside agencies, such as the educational psychologist and the educational welfare officer, are consulted when necessary. Parents are involved in reviews of their children's progress and the individual education plans are regularly reviewed.

17. There are now more pupils on the special educational needs register than there were, mostly caused by the addition of pupils from Year 4. The school has a policy of identifying difficulties early and working with pupils to ensure that their needs are met. This works well. There is evidence that some pupils move off the special needs register as their problems are overcome, whereas others move up the stages on the register as their needs are fully understood.

18. The special educational needs co-ordinator has received appropriate training and this has been passed on to others during staff meetings. The special educational needs governor is kept well informed. Priorities for future developments are clearly outlined in the school development plan and there are well-defined targets against which their success can be judged.

19. The support in class and in withdrawn small groups is good. Staff relate well to pupils and they know their needs well. Targets on pupils' individual education plans are not always precise enough, but the work planned is well-focused on individual pupil's needs and as a result pupils make good progress. Computers are used appropriately to support the work pupils do. All pupils on the register of special educational needs, including those with physical difficulties, are given full access to the curriculum and they are well integrated into school life.

The school provides very well for pupils' moral and social development and, as a result, relationships within the school are excellent; pupils behave extremely well and they have very good attitudes to learning.

20. The school has, as one of its fundamental aims, the development of respect and this underpins all its work. All members of staff are very good role models for pupils to follow: they treat pupils with respect and in return they are respected. Relationships are excellent both between staff and pupils and among pupils. Pupils enjoy school and parents confirm that their children are keen to attend. In class pupils have an easy relationship with the class teacher, they know that their work and their views will be valued and they gain confidence. This creates a very good climate for learning. During discussions the need to listen to others and respect what they have to say is continually reinforced. The results of this were evident in discussions inspectors had with pupils in Year 6. Pupils talked very sensibly about what they liked about the school and their future plans. They also showed that they took pride in their school.

21. In class the atmosphere is quiet and calm, and teachers make their high expectations clear. Pupils respond well to this and they develop very good attitudes to learning. They settle to work very quickly. They need little encouragement from their teacher to work hard and they concentrate and co-operate with each other well. For example, in Year 4 pupils were working well in groups devising a presentation to show the rest of the class what litter they had found around school.

22. The school provides clear guidance on the standard of behaviour that is expected and pupils respond well. Pupils know the difference between right and wrong and they behave well in the playground, as they move around the corridors and in class. Pupils are keen to help. For example, they show visitors the way to classrooms and readily offer to help their teachers. In Year 7 each pupil has the opportunity to be a Foyer

Monitor. They spend the day working in the entrance area, they receive visitors and they take messages around the school for the headteacher or the secretary. Pupils undertake this role in a very responsible way and they also manage to complete their class work unsupervised.

23. Teachers take good advantage of opportunities to develop pupils' social awareness. This was evident when the texts in literacy sessions were used to explore moral issues, such as drinking and driving and paying people for the work they do. Pupils responded in a very mature way to these opportunities and expressed some thoughtful views, which showed concern for the wider community. On other occasions staff adapt their plans in response to events. For example, the theme for class assemblies in Year 5 was changed to that of friends, as there had been a few instances of pupils lacking consideration for others and staff wanted the opportunity to discuss related issues with their classes.

WHAT COULD BE IMPROVED

Pupils in Years 4 to 6 make insufficient progress in information technology and they do not reach the standards expected by the end of Year 6.

24. The unsatisfactory attainment in the subject was identified in the previous inspection report and, despite a clear action plan, very little progress was made until recently. The school has been slow to integrate the use of information technology into the curriculum. Information technology was not allocated time on the timetable as a subject in its own right, and pupils have not had the opportunity to reinforce their skills and reach the standards expected by the end of Key Stage 2.

25. The co-ordinator and headteacher have not carried out sufficient monitoring to ensure that pupils acquire the skills they need. However, they have ensured that there is considerable input in Year 7 and this is effective in raising standards. Pupils attend a residential course during which time they extend their skills in information and communication technology. In addition, the co-ordinator teaches information technology to each Year 7 class and as a result, by the time they leave the school at age 12, most pupils are achieving standards in line with those expected for their age and some are exceeding them.

26. The school has adopted the Qualifications and Curriculum Authority's scheme of work to ensure that the necessary skills are gradually introduced and there is evidence that it was closely followed in Year 5 last term. Staff, especially those in Year 6, have expressed concerns that they were not giving pupils sufficient opportunities with only one computer in each class and, as a result, the school has converted one classroom into a computer suite and additional computers have been purchased. In an effort to take advantage of staff expertise and support those who feel less confident, some year groups have nominated one teacher to teach all three classes in the group, whereas other teachers wish to work with their own classes. The computer room is new and was not in use during the inspection. Even with this new provision it will take some time and rigorous assessment and monitoring for the attainment of the majority of pupils to reach the expected standards by the end of Year 6. Those who do not have a computer at home are starting from a low base. In Year 7 there are enough machines for a group to word process their work and these are used well in cross-curricular work to reinforce skills. Only one Year 5 class has a computer in the classroom. This was used effectively to give extra spelling reinforcement. There are other computers available, but they are not now used, so opportunities for consolidating skills or using information technology to reinforce learning in other curricular areas are lost. Some individual education plans for pupils with special educational needs identify the need to use computers, for example for word processing. There is evidence that this strategy is effective in promoting the literacy skills of these pupils.

The plan for whole school development does not clearly set out what the school intends to do over the next two or three years. It is not sufficiently detailed to allow governors to decide spending priorities, to evaluate the progress made and to judge if money has been well spent.

27. There are detailed action plans, which are produced by subject co-ordinators, for example in English and mathematics. They are drawn up after consultation with all staff and they reflect the way teachers are continually

looking to raise standards and improve what they do. There are clear targets for improvement against which the success of the plans can be judged. They have played a key role in raising standards. They also give governors linked to the subjects a clear way of monitoring progress.

28. These documents do not provide an adequate link into the development plan for the whole school. This plan does not contain a clear outline of the school's priorities over the next few years to guide how the school's budget is to be spent. The expected outcomes are not sufficiently focused on the effects the actions will have on pupils' learning. The section for the foundation subjects is a list of resources the school wishes to acquire, with little reference to the impact they will have. An exception is the section on special educational needs, which is good and does have clear targets.

29. In its current format, the plan makes it difficult for governors to evaluate the progress made in overall school development and to decide if the spending decisions have been cost effective. The need to improve financial planning was an issue in the previous report, but the areas requiring improvement were not clearly identified in the report and, as a result, the issue was not included in the Governor's action plan.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should now

- (1) Raise attainment in information technology by the end of Year 6 by
 - a. ensuring that each class regularly uses the computer room; (paragraphs 24, 26)
 - b. rigorously monitoring teacher's plans and the work done to ensure that the scheme of work is covered; (paragraphs 24, 25, 26)
 - c. developing a system of record keeping and assessment which will clearly show what each pupil knows, understands and can do; (paragraph 26)
 - d. integrating the use of information technology into other subjects and ensuring that computers not required in the computer room are used in classrooms; (paragraphs 24, 26)

Raising attainment in information technology was a key issue in the last inspection.

- (2) Improve the quality of whole school development planning by setting clear priorities for developments over the next three years, with targets against which governors and staff can assess the progress made and monitor the outcomes of the spending decisions. (paragraphs 28, 29)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	12	53	35	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

Pupils on the school's roll

Y4 – Y7

Number of pupils on the school's roll (FTE for part-time pupils)	328
Number of full-time pupils eligible for free school meals	25

Special educational needs

Y4 – Y7

Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	65

English as an additional language

No of pupils

Number of pupils with English as an additional language	0
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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	11

Attendance

Authorised absence

	%
School data	5.3
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 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	39	49	88

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	35	36	37
	Girls	39	39	45
	Total	74	75	82
Percentage of pupils at NC level 4 or above	School	84 (60)	85 (76)	93 (78)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	33	36
	Girls	39	32	41
	Total	64	65	77
Percentage of pupils at NC level 4 or above	School	73 (63)	74 (70)	88 (72)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	328
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	2	
Other minority ethnic groups		

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: Y4 – Y7

Total number of qualified teachers (FTE)	13.8
Number of pupils per qualified teacher	23.76
Average class size	27.33

Education support staff: Y4 – Y7

Total number of education support staff	4
Total aggregate hours worked per week	55

FTE means full-time equivalent.

Financial information

Financial year	1998-1999
	£
Total income	466046
Total expenditure	456288
Expenditure per pupil	1486
Balance brought forward from previous year	22378
Balance carried forward to next year	32136

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	380
Number of questionnaires returned	139

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	41	4	1	0
My child is making good progress in school.	49	48	3	1	0
Behaviour in the school is good.	41	49	6	1	5
My child gets the right amount of work to do at home.	26	58	14	1	1
The teaching is good.	49	47	2	1	1
I am kept well informed about how my child is getting on.	35	53	10	1	2
I would feel comfortable about approaching the school with questions or a problem.	51	41	5	2	1
The school expects my child to work hard and achieve his or her best.	65	35	1	0	0
The school works closely with parents.	33	50	8	4	6
The school is well led and managed.	51	43	1	3	1
The school is helping my child become mature and responsible.	47	46	5	1	1
The school provides an interesting range of activities outside lessons.	29	58	8	1	4