

INSPECTION REPORT

PONTELAND COUNTY MIDDLE SCHOOL

Ponteland, Newcastle upon Tyne

LEA area: Northumberland

Unique reference number: 122329

Headteacher: Mr. William Oliver

Reporting inspector: Linda Humphreys
7956

Dates of inspection: 19-22 June 2000

Inspection number: 185991

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 Secondary

School category: Community

Age range of pupils: 9 - 13

Gender of pupils: Mixed

School address: Callerton Lane
Ponteland
Newcastle upon Tyne

Postcode: NE20 9EY

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Appropriate authority: The governing body

Name of chair of governors: Dr. G. H. Hubbard

Date of previous inspection: November 1995

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ponteland Middle School is a mixed school of about 600 pupils aged 9 to 13 in the village of Ponteland outside Newcastle. It is much bigger than other middle schools. It serves an area of above average economic circumstances: only 3 per cent of pupils are eligible for free school meals, which is well below average. Six per cent of pupils come from ethnic minority backgrounds, but only 0.8 per cent of these pupils speak English as an additional language. Only 17 per cent of pupils have special educational needs, including 0.5 per cent who have statements of special educational needs, which is well below average. Attendance is well above the national average. When pupils enter the school, their attainment is well above average. Since the last inspection, the only significant change is that staff numbers have fallen by three whereas the number of pupils on roll has remained much the same.

HOW GOOD THE SCHOOL IS

The school achieves very high standards in all of its work. Attainment is well above average, attendance is excellent, and behaviour is exemplary. All pupils are eager to learn and to make the most of the rich range of opportunities. Teaching is consistently good, with a significant proportion of very good teaching, and all pupils, including those with special educational needs, make good progress. There are very good procedures to care for pupils, and the school has a strong partnership with parents. The headteacher's leadership is outstanding and the school is very well managed. The school has sustained high standards since the last inspection and has made significant improvements in the issues identified at that time. It provides very good value for money.

WHAT THE SCHOOL DOES WELL

- The school is an excellent environment for learning. Pupils are eager to learn, and staff are keen to teach them. Everyone in school has consistently high expectations. Staff set high standards through their own hard work.
- The school is maintaining levels of attainment which are well above the average achieved nationally, and well above the average achieved in similar schools.
- The headteacher provides outstanding leadership. Senior staff and governors manage the school very well and create an effective environment for learning.
- Good teaching enables pupils of all abilities to make good progress, achieve high standards, and experience the joy of learning.
- The school provides a rich curriculum and has very effective systems to ensure pupils' well-being, to monitor their development, and to maintain a strong partnership with parents.

WHAT COULD BE IMPROVED

- The school does not use assessment data to evaluate precisely enough the progress pupils make.

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 1995. Since then, it has maintained high standards in all areas of its work, despite having fewer staff. All but one of the key issues of the last inspection have been successfully achieved, and good progress has been made towards addressing the key issue of information technology. Information technology is still largely delivered through discrete lessons, but many of the activities included are cross-referenced to subjects. There are now information technology activities in some subject lessons, for example music and science. The school is on track to make further improvements in this area.

STANDARDS

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

Performance in:	compared with				Key	
	all schools			similar schools		A
	1997	1998	1999	1999		
English	A	A	A	B	C	
mathematics	A	A	A	B	D	
science	A	A	A	A	E	

Results at the end of Key Stage 2 are well above both the national average and the average in similar schools. Over the last four years, the trend in average points scores was broadly in line with the national trend. The school consistently reaches its targets, whereby all students without special educational needs gain Level 4 or above at the end of Key Stage 2. The high levels which pupils have attained when they enter the school are maintained through all four years. All pupils, including those with special educational needs, make good progress. Pupils are confident and articulate, and have good literacy and numeracy skills. These skills support work in all subjects and help to maintain levels of attainment well above average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent.
Behaviour, in and out of classrooms	Outstandingly good at all times.
Personal development and relationships	Excellent.
Attendance	Excellent.

Pupils are eager to come to school, and attendance is excellent. Pupils are exceptionally mature, responsible and courteous, and relationships are excellent. Pupils are keen to learn and expect to work hard, and they relish challenge. They have enquiring minds and are confident to think for themselves and be independent. They take part enthusiastically in the wide range of opportunities available to them.

TEACHING AND LEARNING

Teaching of pupils:	aged 9-11 years	aged 11-13 years
Lessons seen overall	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 is good. Teaching was very good in 27 per cent of lessons, good in 70 per cent, and satisfactory in 3 per cent, which represents just one lesson. There was no unsatisfactory teaching. Teaching in English, mathematics and science is good, and there is no variation between the quality of teaching in other subjects. Literacy and numeracy skills are well taught in English and mathematics, and successfully reinforced in other subjects. The needs of all pupils are nearly always met. Work is modified for lower attaining pupils, and teachers present higher attainers with very challenging tasks. The strengths in teaching are meticulous planning, high expectations and good questioning. Pupils rapidly absorb knowledge and acquire skills. They develop their ideas through rigorous questioning and taking part in discussion. They are hungry to learn, and even the youngest sustain concentration throughout lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of curricular opportunities are very good.
Provision for pupils with special educational needs	Provision is good. Arrangements are varied and well managed.
Provision for pupils with English as an additional language	Good. Specialist teaching is given individually, and class teachers provide sensitively for these pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for the personal development of pupils is very good. Provision is good for spiritual development, very good for cultural development, and outstanding for moral and social development.
How well the school cares for its pupils	The school cares for its pupils very well.

Statutory requirements are met. The way in which extra-curricular activities are woven into the day-to-day curriculum makes for a rich provision.

The school has very good systems for caring for pupils and for monitoring and supporting both academic and personal development. The assessment of pupils is very good, but the school does not at present analyse the results precisely enough to be able to determine progress made and to set targets.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides outstanding leadership, and the school is very well managed.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities very well.
The school's evaluation of its performance	The school evaluates most of its work well, but does not use assessment data to evaluate progress precisely enough.
The strategic use of resources	Resources are well used, and school development is supported by careful financial planning.

The headteacher is an inspiring leader. He and senior staff manage the school very well and create an outstandingly effective environment for learning. Governors work very hard, are very well informed, and monitor the school's work through a programme of visits. The school does not analyse assessment data precisely enough to evaluate the progress pupils make. The principles of best value are applied very well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The school is approachable.• The school has high expectations.• The school is well led and managed.	<ul style="list-style-type: none">• Too much homework is set.• The school does not keep them well informed?• The school could work more closely with parents.

Inspectors' judgements agree with parents' favourable views and disagree with their criticisms. Homework is generally not too onerous and is an important factor in the high standards achieved. Parents are consulted about appropriate levels of homework. The school has very good procedures for working with parents and keeping them informed.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The ethos of the school

1. The school is an excellent environment for learning. Everything about the school reinforces the belief in the value of learning. The interiors are spotless, and display is of high quality and inspiring. This school values people, their diversity, and the contribution each makes. All teaching and non-teaching staff are highly committed to the work of the school and set very good examples through their hard work and concern for pupils. Teachers expect pupils to work hard and to reach high standards, not simply those measured by results in tests, but high standards of intellectual development, independence and creativity. They plan carefully to enable pupils to achieve these expectations. Pupils are happy and confident; they are eager to learn and glad to work hard, and they take pride in their work. They also join enthusiastically in the very wide range of extra-curricular activities. They are proud to be part of the school community.

2. The atmosphere in school is warm, encouraging and stimulating. It is also very civilised. Behaviour is exemplary, and pupils are friendly, helpful and courteous. They willingly accept responsibility and carry out duties very well, such as membership of the school council or showing visitors around the school. They raise funds for charity, often instigating the activities themselves to help others who are less fortunate.

Attainment is well above average

3. When they enter the school, pupils have attained high levels. The school does not have complete records of results in Key Stage 1 tests, or in optional assessments in Year 4 from first schools, but scores in NFER tests indicate ability which is well above average. This is confirmed by the standards observed in the work pupils did at the beginning of Year 5. Pupils continue to attain high levels throughout the four years in this school, and make good progress.

4. Results at the end of Key Stage 2 are well above both the national average and the average in similar schools. By the end of Year 8, pupils' attainment is also well above average. Teachers' assessments indicate this, as does the quality evident in pupils' work.

5. The school sets targets which aim for 89 per cent of pupils to reach Level 4 or above at the end of Key Stage 2. This takes into account the fact that, on average, about 11 per cent of its pupils have special educational needs of a nature which needs to be planned for individually. The targets are consistently met, and all pupils without special educational needs gain Level 4 or above at the end of Key Stage 2. The proportion of pupils who gain Level 5 or above is well above the national average. Over the last four years, the trend in average points scores was broadly in line with the national trend.

6. Pupils have very good knowledge and understanding. For example, in a Year 8 science lesson on multicellular organisms, pupils were able to identify the structure and function of different types of cell, and were working at levels considered above average in Year 9. Year 8 pupils have an accurate knowledge of a range of sophisticated literary devices, such as

antithesis, oxymoron, and denouement, and are able to use them in their own writing, producing picture reading books for younger children of a very high standard. The highest attaining pupils in Year 8 work confidently with trigonometry, using trigonometric relationships in triangles to solve problems.

7. Pupils are confident and articulate speakers who understand and use a sophisticated level of language. They also listen well, and discussion is often used by teachers as a means of developing reasoning and understanding. Most pupils read very well and clearly derive great enjoyment from books and other reading materials. They are able to find information through reading a range of resources, and are enthusiastic explorers of the Internet. Writing skills are very well developed. Pupils write in a range of styles and forms in English, such as narrative, descriptive and persuasive items, poetry, short stories, biography, newspaper articles and television scripts. They also write well in the contexts provided by other subjects. Pupils have good numeracy skills, which also are reinforced in other subjects, such as measuring skills in science. These well developed literacy and numeracy skills support work in all subjects and help pupils to reach levels of attainment well above average.

8. Pupils also have good information technology skills. Nearly all have computers at home, and their keyboard skills are better than are often seen. The pupils are familiar with a range of applications and can use software confidently. For example, during the inspection pupils manipulated spreadsheets, made multimedia presentations, and constructed web sites for the Internet.

Leadership is outstanding and management is very good.

9. The headteacher provides outstanding leadership and clear educational direction to the work of the school. He is ably supported by the deputy headteacher. In partnership with the management team, they have created an environment which is outstandingly effective in promoting learning. The headteacher leads by example, and his personal vision for the school as a civilised community achieving high standards is shared by governors, staff, pupils and parents.

10. The school has clear and appropriate aims which are evident in documentation and policies and are clearly reflected in the daily life of the school and in development priorities. An effective management structure is in place, and management responsibilities are clear and are undertaken conscientiously.

11. The governing body gives strong support to the headteacher and staff. Governors are committed to the school's well being, and give much time and hard work to secure it. They are kept very well informed about the work of the school through fortnightly newsletters, the termly report by the headteacher, and an appropriate programme of meetings. They are involved in monitoring the school's work through a planned programme of visits by nominated governors, when particular aspects of the school's work are reviewed. For instance, governors have conducted an interview with members of the school council, focusing on the ethos of the school, and have held discussions with senior managers about management systems. Regular presentations to the curriculum committee ensure that all subject areas and major aspects of the school's work are reviewed over a two-year cycle.

12. Arrangements for monitoring and evaluating the work of the school are good. The headteacher and deputy headteacher use a range of strategies to monitor the quality of teaching and learning within subject areas each term. Subject leaders have begun to monitor teaching, but this is not yet a fully established system. There are strategies to monitor pupils' progress, but assessment data is not analysed precisely enough to determine how much progress pupils have made from their starting point, and to set targets.

13. Arrangements for appraisal are very good, and appraisal targets are linked firmly to staff development and school development at large. Arrangements for the induction of new staff and for staff development are thorough and take into account both individual and whole school needs.

14. Planning for school development is good and clearly reflects the aims of the school. The development plan for the current year is comprehensive, detailed and well structured, with clearly defined targets. There is an effective system for monitoring progress towards the achievement of targets, which culminates in an annual review and update of the plan. Resources are targeted to provide effectively for maintaining and developing the curriculum. The quality of development planning within subjects is not consistently so good, as the intended benefits to pupils are not always stated within the success criteria identified.

15. School development is supported through careful financial planning. Spending decisions have been effective in improving the quality both of the environment and of the curriculum, and have had a positive effect on pupils' attainment and progress. The budget is efficiently and effectively managed, a judgement which is confirmed by the most recent auditors' report. The principles of best value are applied very well.

Teaching is good

16. Teaching is good in 70 per cent of lessons and very good in a further 27 per cent. Teaching was satisfactory in 3 per cent, which represents one lesson, and there is no unsatisfactory teaching. This good quality teaching enables pupils of all abilities to make good progress and achieve high standards.

17. Planning, whether long-term, medium-term or short-term, is meticulous. Teachers know their pupils and their needs very well. Within each year, and over the whole four years which pupils spend in the school, planning ensures that pupils of all abilities make good progress and reach high standards. The special educational needs co-ordinator provides detailed guidance on strategies for meeting the needs expressed in individual education plans, and this is used very effectively by teachers in their planning.

18. The numerous activities, such as field trips and visits, are planned purposefully to contribute to learning both during the trip and in preparatory and subsequent lessons. In a science lesson on food chains, pupils tackled a task about coastal food webs, involving many of the organisms they had observed during a recent trip to the coast for a shoreline and salt marsh study. In a geography lesson, map work followed a trip to North Shields. Through the richness of this provision, pupils acquire a breadth and depth of understanding, as well as evident enjoyment.

19. Literacy and numeracy lessons in Key Stage 2 reflect the national strategies and are very effective. Pupils' excellent behaviour and ability to work unsupervised ensures that group and individual work is productive. For example, in a Year 5 literacy lesson, the majority of the class worked well independently, which enabled the teacher to provide support to a small group on a simpler task. Pupils acquire very good skills of speaking and listening, reading, writing and numeracy, which, in turn, support their work in other subjects. The high levels which pupils reach are, in part, the result of strong basic skills. For example, pupils are able to reach high levels in science thanks to good development of measuring skills and the ability to write at some length in scientific contexts.

20. Lessons are carefully planned, often with a structure of progressively harder tasks which enables pupils to cope with demanding work. An example was seen in an English lesson on characterisation in novels. Pupils worked through a series of tasks which helped them to realise how two authors constructed descriptions, starting with easily identifiable details about appearance and going on to discover the techniques used to portray personality.

21. Another very strong feature is the teachers' high expectations, a key factor in enabling pupils to reach high standards. Pupils enjoy the challenge and respond with hard work, with the result that they often work at levels considered high for children a year older. In the English lesson on character description, Year 7 pupils studied texts by Dickens which included some very difficult language. In a science lesson, pupils studied the structure and function of multicellular living things and acquired understanding of specialised cells at levels well above what is expected of their age. Pupils in a mathematics lesson in Year 6 showed a confident knowledge of the decimal system, carrying out multiple additions and subtractions in response to questions and identifying fractional equivalents. Year 8 pupils produced picture reading books for young children. The books showed a sensitivity to language, register, and literary device, as well as presentation skills and originality, all well above what would be expected at their age.

22. The good quality planning and high expectations reflect teachers' good knowledge of their subject and their understanding of how to teach pupils to achieve high standards. Subject specialisms are well deployed. For example, teaching in physical education is consistently very good. Two lessons were observed in which the teacher's specialist knowledge in teaching long jump was put to good advantage. The teacher concentrated on developing skills and techniques, enabling pupils to reach high standards.

23. This is not a school where pupils are spoon fed information. Another characteristic feature of the quality of teaching is the careful and effective use of questioning. Teachers use a wide range of types of question for several purposes, including revision of previous work. At the beginning of lessons they use brisk 'closed question' sessions to check what pupils remember, and in the course of the lesson they check knowledge and understanding periodically. Questions are also used to develop knowledge and understanding, and they take various forms, to prompt, to probe, to encourage independent thinking with open questions, and to invite 'what if' speculation.

24. Pupils are also encouraged to question and discuss information so that they learn to think for themselves. For example, in a history lesson on the French Revolution, pupils had ample opportunity to talk about their research on the topic and to make observations on the picture source provided. This enabled the threads to be drawn together and helped pupils of all levels of attainment to develop a mature understanding of how social forces led to the Revolution.

25. This practice enhances oral skills and encourages pupils to be independent, researching topics for themselves and learning to draw their own conclusions and form opinions. This independence is also illustrated in science, where, in Year 6, pupils already have substantial experience in planning their own practical investigations, and understand how to draw their own conclusions from the results.

26. Homework is well designed and supports learning very effectively. A range of tasks is set, some of which encourage pupils to acquire independence. Some pupils take advantage of open-ended assignments to produce lengthy and detailed work of a very high standard.

The curriculum, pastoral system and partnership with parents are very good.

27. The quality and range of curricular opportunities are very good. The curriculum is broad and balanced, and includes drama and French in all years. The way in which extra-curricular activities are woven into the day-to-day curriculum through very careful planning makes for a rich provision. The teaching time of 25 hours is above the recommended minimum.

28. High standards of literacy are achieved by the use of a weekly planning system, and there is strong emphasis on numeracy by the carefully focused teaching of basic skills. In Key Stage 2, planning reflects national strategies.

29. Schemes of work are sufficiently flexible to allow teachers to devise lessons which stimulate and challenge high attaining pupils, and at the same time allow lower attaining pupils to work effectively on the same material but at their own chosen pace. A good illustration of this was a technology lesson which introduced pupils to drawing detailed plans, using formal drawing techniques in isometric projection. The tasks were broken down into three or four parts, so that, while higher attaining pupils were confident to attempt the whole task, lower attainers, or those less confident, could build one part on to another to arrive at the finished drawing.

30. There is a rich and varied programme of extra-curricular activities, particularly in sport and music. Well-organised visits, some lasting one day but others residential courses spanning a whole week, substantially enrich the curriculum and complement work in lessons. For example, Year 5 pupils spend a week each year visiting Ford Castle, during which they work on English, geography, history, science and physical education. A similar broad spectrum of activities is annually pursued by Year 8 pupils in a week-long visit to the Lake District.

31. An effective programme of personal, social and health education is taught to all classes. Where possible, this is taught by form tutors and there are detailed guidelines and support to help them.

32. The school has good curriculum links with the first schools from which it draws its pupils, and with the high school attended by the majority of those leaving at the end of Year 8. This co-operation makes the transition between schools as smooth as possible. In addition, the school ensures that the transition of pupils from Key Stage 2 to Key Stage 3 is marked by the expectation that they will take progressively more responsibility for their own learning.

33. The provision for the personal development of pupils is very good overall. Provision for spiritual development is good. Senior staff, year heads, and visiting speakers all contribute to daily acts of worship, which are delivered through a combination of whole school and year group assemblies. Subject leaders are required to identify opportunities for spiritual development in their schemes of work, but the amount of detail contributed varies between subjects. The provision for moral and social development is outstanding.

34. Staff provide very good role models, and the strong partnership between school and home encourages moral and social development. The climate of high expectations encourages moral development, and issues such as the environment are included in subject planning. Pupils contribute to the lives of others in the community by, for example, charity fund-raising and visiting the local senior citizens' home.

35. There is strong emphasis on pupils working together co-operatively in lessons and in activities outside lessons, particularly in sport and music. They are also expected to develop independence in working in lessons and at homework. The school council gives opportunities to shoulder responsibility. Residential visits, including the French exchange, play a part in social development, as well as contributing to pupils' cultural development. This end is also well served by the extensive range of extra-curricular activities, and by many aspects of the curriculum, most notably English, art and music, and provision is very good.

36. The procedures for child protection and for ensuring the welfare of pupils are very good. The school has very good systems for monitoring and supporting both academic and personal development. The tutor group system provides strong personal support, and class groups stay together throughout their time in the school. This allows pupils to form strong and lasting social groups in which they feel secure and well supported by one another. The well-planned induction programme for new pupils ensures a smooth transfer between schools, and includes a buddy system which pairs new pupils with Year 5 pupils during their induction visit.

37. Procedures for assessing the attainment of pupils are very good. Subject areas have systems for regularly assessing attainment. Although there are variations in the ways in which this is done, good records are kept and they provide a great deal of useful information. All departments report attainment levels in National Curriculum subjects at the end of Key Stage 2 and at the end of Year 8. Pupils' work is regularly marked, though some marking is not very informative. There is considerable variation in the extent to which teachers inform pupils in their books about what they have to do in order to improve. Although much of this is done orally in class, pupils would benefit from having more recorded comment to which they could refer.

38. The school keeps parents very well informed. The prospectus is well designed, the annual governors' report is informative, and fortnightly newsletters cover all aspects of school life. Parents are kept up to date on matters such as the literacy and numeracy strategies. Since the last inspection, the school has designed a new academic report that is sent to parents at the end of the school year. The school organises three evenings each year when parents can consult teachers, which is more than is the case in most schools. A home-school agreement is in place and, during the inspection, staff, parents and governors held a meeting to review its format. Parents are also consulted on matters such as appropriate levels of homework. Parents are made welcome in school, and encouraged to be involved in its work. Parents provide valuable assistance in activities such as information technology, technology, listening to readers, running the library, and trips out of school. The parents' association organises social events and supports the school on occasions such as open evenings, as well as raising funds. Some of the recent developments to the school have been funded through the generosity of parents.

WHAT COULD BE IMPROVED

Analysis of assessment data

39. The school does not keep full records of pupils' attainment when they enter the school. It seeks to establish a baseline assessment only through NFER tests. Because pupils enter the school from a large number of first schools in the immediate area and at a greater distance, including schools in the private sector, it has been difficult to obtain full records of results in Key Stage 1 tests at the end of Year 2, and of results in optional tests in Year 4. The school cannot measure progress against any secure baseline of previous attainment.

40. The school makes use of national data to compare its performance with that of all schools and of schools in similar circumstances, but it does not make use of national data to compare its pupils' progress with the progress made by pupils with similar levels of attainment at the end of Key Stage 1. It cannot track and evaluate the progress made by individual pupils or by classes. Nor can it use national comparisons of progress in setting targets for pupils.

41. Whilst the available evidence suggests that pupils make good progress and maintain high standards, the school lacks a very useful tool for confirming that this is so.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

42. In order to improve further:

- The school should establish a coherent system for collecting and analysing assessment data at all stages of pupils' time in school. It should ensure that it collects complete records of results in Key Stage 1 tests. It should also consider recording attainment at the end of Year 4, either by obtaining results from first schools, or by administering tests when pupils enter the school at the beginning of Year 5. Analyses of all this data should be used to evaluate progress and set targets.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	33
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	27	70	3	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	Y5 – Y8	Sixth form
Number of pupils on the school's roll	601	N/A
Number of full-time pupils eligible for free school meals	18	N/A

Special educational needs	Y5 – Y8	Sixth form
Number of pupils with statements of special educational needs	3	N/A
Number of pupils on the school's special educational needs register	100	N/A

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	95.5
National comparative data	93.3

Unauthorised absence

	%
School data	nil
National comparative data	0.4

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	78	70	148

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	67	67	74
	Girls	64	61	68
	Total	131	128	142
Percentage of pupils at NC Level 4 or above	School	89 (86)	86 (82)	96 (90)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	65	68	73
	Girls	63	63	68
	Total	128	131	141
Percentage of pupils at NC Level 4 or above	School	86 (78)	89 (82)	95 (88)
	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	0
Black – African heritage	4
Black – other	1
Indian	17
Pakistani	5
Bangladeshi	0
Chinese	5
White	564
Any other minority ethnic group	5

Teachers and classes

Qualified teachers and classes:

Y5– Y8

Total number of qualified teachers (FTE)	25.4
Number of pupils per qualified teacher	23.7

FTE means full-time equivalent.

Education support staff:

Y5– Y8

Total number of education support staff	3
Total aggregate hours worked per week	46

Deployment of teachers:

Y5 – Y8

Percentage of time teachers spend in contact with classes	87
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Average teaching group size:

Y5 – Y8

Key Stage 2	20.4
Key Stage 3	19.7

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions, which may be different from the number of pupils excluded.

Financial information

Financial year	1999-2000
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	£
Total income	1007976.00
Total expenditure	1026397.00
Expenditure per pupil	1717.00
Balance brought forward from previous year	62633.00
Balance carried forward to next year	44212.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	601
Number of questionnaires returned	395

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	47	5	1	0
My child is making good progress in school.	48	48	3	0	1
Behaviour in the school is good.	48	48	3	1	1
My child gets the right amount of work to do at home.	34	54	10	2	1
The teaching is good.	49	46	1	1	2
I am kept well informed about how my child is getting on.	41	49	8	1	1
I would feel comfortable about approaching the school with questions or a problem.	63	34	2	0	0
The school expects my child to work hard and achieve his or her best.	68	30	1	0	1
The school works closely with parents.	44	43	10	1	2
The school is well led and managed.	66	30	1	0	2
The school is helping my child become mature and responsible.	52	44	2	0	2
The school provides an interesting range of activities outside lessons.	36	54	7	0	3