

INSPECTION REPORT

GALLEY HILL PRIMARY SCHOOL

Guisborough

LEA area: Redcar and Cleveland

Unique reference number: 111567

Acting Headteacher: Mrs B Blackwood

Reporting inspector: Mr C D Taylor
23004

Dates of inspection: 28 February - 1 March 2000

Inspection number: 186717

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Campion Drive Hutton Meadows Guisborough Redcar and Cleveland
Postcode:	TS14 8DW
Telephone number:	01287 635540
Fax number:	01287 635540
Appropriate authority:	The governing body
Name of chair of governors:	Mr N Tindale
Date of previous inspection:	15 - 19 January 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Christopher Taylor	Registered inspector
Keith Baker	Lay inspector
Andrew Margerison	Team inspector

The inspection contractor was:

Cambridge Education Associates Limited
Demeter House
Station Road
Cambridge
CB1 2RS

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The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Galley Hill primary school has 268 boys and girls aged 3 - 11. It is about the same size as most infant and junior schools, with 222 full-time pupils and an additional 46 part-time children in the nursery. The number of pupils has increased over the past three years and nearly a quarter of all pupils now live outside the catchment area. The majority of children enter the nursery with levels of attainment well above the national average, with well-developed language, number and social skills. Less than one per cent of pupils - well below the national average - are known to be eligible for free school meals. Forty-three pupils - close to the national average - have special educational needs, though none has a statement of special needs. No pupil speaks English as an additional language.

HOW GOOD THE SCHOOL IS

Galley Hill is a very effective school with a very good ethos and a caring environment. Teaching and learning are good, and pupils' attitudes to work, and their behaviour and personal development, are very good. Pupils make good progress. By the end of Key Stage 2, standards are above the national average in science and well above the national average in English and mathematics. The leadership and management of the school are very good. As expenditure per pupil is close to the national average, the school provides good value for money.

What the school does well

- Provision for the under-fives is very good, especially in the nursery.
- Standards are high in English and mathematics at both key stages.
- Overall, teaching and pupils' learning are good.
- Pupils' attitudes to learning, their behaviour and relationships are very good.
- The leadership and management of the school are very good.

What could be improved

- Standards in science could be higher at Key Stage 2.
- Resources for information technology are unsatisfactory and there is little use of information technology to assist learning in other subjects.
- There is a limited range of extra-curricular activities.
- Informal communication with parents, especially at Key Stage 2, and information for parents regarding pupils' progress and work to be covered should be improved.

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 January 1996, the school has made satisfactory progress in addressing the key issues highlighted in the previous report, though there are a few areas which could be improved further. The school has made good progress in encouraging more problem solving, investigation and research during lessons, especially in mathematics and science, but there could be more use of the school library and information technology for pupils' individual research. The school has made sound progress in creating more opportunities for pupils to question and explore issues, offer opinions and express feelings, by providing, for example, times for quiet reflection in assembly and opportunities to discuss special occasions with younger pupils. It has made good progress in completing all subject policies and schemes of work and has ensured that teachers' planning is very good for the under-fives and at Key Stage 1. There is too little attention paid, however, to planning for the needs of pupils at different stages of learning at Key Stage 2. In addition to these key issues, the school has continued to maintain high standards in English, mathematics and science, very good attitudes to learning, very good behaviour and relationships, and very good leadership and management. It has maintained high standards in teaching and learning. The school has identified appropriate areas for development and is in a good position to make further improvements.

STANDARDS

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

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

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

In English, at the end of Key Stage 2 in 1999, pupils achieved results which were well above the national average for all schools and well above the average for schools with a similar proportion of pupils eligible for free school meals. Pupils make good progress in developing reading, writing, speaking and listening skills. Standards have improved in line with improvements nationally over the past four years. In mathematics, the results of the 1999 tests at the end of Key Stage 2 were well above the national average for all schools and well above the average for schools with pupils from similar backgrounds. Standards in mathematics have improved since the previous inspection broadly in line with national trends. In science, pupils achieved standards above the national average in the 1999 Key Stage 2 tests and were close to the average for schools with pupils from similar backgrounds. Standards in science have remained similar to those at the previous inspection and have not improved in line with national trends. Realistic targets have been set for standards in English and mathematics in the National Curriculum tests at Key Stage 2 in 2000. These targets are slightly lower than those for 1999 as there is a higher proportion of pupils with special educational needs in the current Year 6. Standards are well above national expectations for the under-fives and in English, mathematics and science at Key Stage 1. Standards are in line with national expectations in information technology at both key stages. Pupils with special educational needs make good progress throughout the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to learn and are very well motivated. They are very interested and involved in all activities around the school.
Behaviour, in and out of classrooms	Very good. Pupils behave well in class and around school. They are polite and helpful, and treat property with respect. There have been no exclusions.
Personal development and relationships	Good. Relationships between pupils and between pupils and staff are very good. There are many occasions when pupils take responsibility and work on their own in class. Opportunities to use the school library, CD-ROMs and the Internet to develop independent research skills, however, are limited.
Attendance	Above the national average. Unauthorised absence is well below the national average.

TEACHING AND LEARNING

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

Teaching was satisfactory or better in all the lessons observed. It was good in 24 per cent of lessons, very good in a further 28 per cent of lessons, and excellent in 5 per cent of lessons. Teaching of English and mathematics, including the basic skills of literacy and numeracy, is very good at Key Stage 1. Literacy teaching is sound and numeracy teaching is good at Key Stage 2. Pupils make good progress overall in reading and writing, and are getting much quicker and more accurate at performing mathematical calculations in their heads. Particular strengths of the teaching include very good subject knowledge and very good management of pupils. As a result, pupils' knowledge and understanding are accurate and there are few distractions while pupils are learning. The school meets the needs of higher and lower-attaining pupils well, especially at Key Stage 1. Very good planning for pupils at different stages of learning ensures that work is appropriate to their age and prior learning at Key Stage 1. Teachers' very high expectations of pupils and ongoing assessment of their skills ensure that work set is appropriately challenging. At Key Stage 2, teachers' expectations are not as consistently high and planning often does not take sufficient account of pupils at different stages of learning. Teachers set appropriate homework to consolidate and extend pupils' learning. Teachers' use of time and support staff is very good at Key Stage 1. As a result, pupils work at a brisk pace and receive helpful assistance. They make very good progress in learning a wide range of skills and in acquiring knowledge and understanding. At Key Stage 2, lessons do not always move on quickly enough. As a result, while pupils make good progress overall, they do not always make the rapid progress of which many are capable.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Sound. All statutory requirements of the National Curriculum are met. The school has effectively implemented the National Literacy and Numeracy Strategies. Educational visits and visiting actors, artists and musicians help to widen pupils' cultural horizons. There is a limited range of extra-curricular activities.
Provision for pupils with special educational needs	Sound. Pupils with special needs make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for promoting pupils' personal development is good. Pupils develop their own investigative skills; for example, during science investigations. Opportunities to use information technology for independent research, however, are very limited. Provision for pupils' moral and cultural development is good. There is clear teaching of right and wrong in assemblies and in class. Provision for pupils' spiritual and social development is sound.
How well the school cares for its pupils	Good. Procedures for child protection and for ensuring pupils' welfare are good. The school is a supportive community, where staff care for pupils and pupils look after each other well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The very good leadership and management of the acting headteacher and senior staff ensure clear direction and purpose in the work of the school. The school's aims and values are reflected in all its work.
How well the governors fulfil their responsibilities	The governors fulfil all their responsibilities effectively.
The school's evaluation of its performance	The school has a very good understanding of its strengths and weaknesses.
The strategic use of resources	The school makes good use of its resources. Major spending decisions take into account the principles of best value. The accommodation is very good. There is a good match of teachers and support staff to meet the demands of the National Curriculum. Teaching resources are generally good but there are not enough modern computers to enable pupils to develop and use their skills in information technology. The school is aware of this shortcoming and has detailed plans for the development of a computer suite during the next academic year.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy going to school. • The school enables children to make good progress in their work. • The school achieves high standards of good behaviour. • Children get the right amount of homework. • The teaching is good. • The school keeps parents well informed about their children's progress. • Parents are comfortable about approaching the school with questions or a problem. • The school expects children to work hard and to achieve their best. • The school works closely with parents. • The school is well led and managed. • The school helps children to become mature and responsible. 	<ul style="list-style-type: none"> • A few parents felt that too much homework is set in Year 2. • Some parents felt they do not receive sufficient information about how their children are getting on. • Nearly a quarter of parents suggested that there are not enough extra-curricular activities.

The inspection findings support the parents' very positive views. The amount of homework set for pupils of all ages is broadly in line with the amount recommended nationally. Inspection findings indicate that information for parents regarding pupils' progress and work to be covered should be improved. There is a limited range of extra-curricular activities.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Provision for the under-fives is very good, especially in the nursery.

1. There were 58 children aged under five at the time of the inspection; 46 in the nursery and 12 in reception. When children enter the nursery, their attainment in personal and social development, language and literacy and numeracy is well above the level expected for their age. Children make very good progress. By the time they are five, they are well above expectations in all of the nationally agreed desirable learning outcomes.
2. Under-fives make very good progress in their personal and social development in the nursery and reception. They soon become aware of the school's routines and are keen to explore new learning situations. They quickly become involved in activities and concentrate well on their tasks. Behaviour is very good for their age. Children follow instructions, line up quickly, sit still on the carpet and work sensibly at the tables. They play together well, share equipment and learn to take turns. Children begin to take responsibility for their own learning. In the nursery, for instance, children choose their own independent activities in between activities guided by their teacher and other adults.
3. Children under five make very good progress in language and literacy. They listen attentively and take pleasure in talking about what they are doing. They enjoy listening to stories and remember the sequence of events. Children in the nursery identify the initial sounds of words and recognise the letters representing many of the sounds. They know that text gives meaning and realise that words are built up from individual letters. In reception, by the age of five, children identify a good range of common words and are beginning to read simple sentences. With some adult help, they are beginning to recognise rhyming words with similar endings.
4. Children in the nursery understand that text can be used to describe their pictures, and start to write a few letters to form simple descriptive words. They begin to recognise letters by shape and sound, and overwrite letter outlines to practise their formation. Children realise that sentences should convey sensible meaning and choose suitable sentence endings to accompany the beginnings of sentences that are read to them. Staff ask children what they would like to write and often scribe it for them. Good opportunities are provided for children to engage in emergent 'pretend' writing during play activities. In reception, under-fives make very good progress with pencil control and letter formation. They write their names without adult support and put a few words together to form simple sentences.
5. Children under five make very good progress in creative development. Children in the nursery, for example, mix paints and discover that they make other colours. They roll and squeeze modelling clay to make animal shapes and use pastry cutters to make 'cakes'. In the role-play area, children imagine themselves to be making and serving meals in the 'kitchen'. They stack large wooden blocks to construct buildings, and build vehicles and houses with small construction toys. They cut out large letters with scissors, and decorate them attractively by sticking on coloured circles, squares and triangles. Children enjoy responding to music. They sing along and join in a variety of actions with their hands. They play percussion instruments competently to represent sounds they have heard, and compare the type of sound they can make with their hands and with drumsticks.

Standards are high in English and mathematics at both key stages.

6. Pupils achieve high standards in English and mathematics at both key stages. In the National Curriculum tests at Key Stage 1 in 1999, standards in reading were in the top five per cent of all schools in the country. Standards in writing and in mathematics were well above the national average. At Key Stage 2, standards in English and mathematics were well above the national average.
7. At Key Stage 1, pupils make very good progress in developing their reading and writing skills.

By the end of the key stage, most pupils read confidently with little hesitation. They have an extensive vocabulary of words they recognise on sight, and use the sounds of letters and groups of letters to read unfamiliar words. Higher-attaining pupils read fluently with some expression and self-correct any mistakes they make. Pupils' handwriting is clear and legible, and sentences are written correctly with capital letters and full stops. They learn a variety of spellings each week for homework. This helps to ensure that most simple words are spelt correctly. They are beginning to write well for a range of purposes. Pupils in Year 1, for example, wrote a letter to the Big Bad Wolf suggesting ways in which he might become more friendly and likeable, while those in Year 2 used a storyboard to plan the structure of a story about 'How the snail got its shell'.

8. At Key Stage 2, pupils make good progress in English. By the end of the key stage, most pupils read a range of stories and poetry fluently, with good expression and with very good understanding. They are beginning to appreciate the nuances of the text, and use inference and deduction to 'read between the lines' and build up detailed pictures of the main characters. Their writing is varied and interesting, with imaginative vocabulary and a range of punctuation used accurately. Pupils in Year 6, for example, listened to a poem and then selected imaginative words and alliteration from the text to re-create the atmosphere in their own prose. Pupils write grammatically complex sentences successfully. Pupils in Year 5, for instance, compared the structure of two poems, and then constructed their own sentences in a variety of different ways. Spelling, including more complex words, is generally accurate, and pupils refer to dictionaries and spell-checkers to determine the spelling of more difficult words. Handwriting is fluent, joined and legible.
9. Pupils make very good progress in mathematics at Key Stage 1. By the end of the key stage, they add and subtract numbers within 20, order numbers to 100 and double numbers to 10. They carry out simple multiplication sums through repeated addition and round numbers to the nearest 10. They develop their mental mathematics skills in order to carry out calculations more quickly. Pupils in Year 2, for example, worked out in their heads the numbers that needed to be added to a given number to make 20. They then explained the methods they had adopted. Pupils learn a variety of different ways to calculate answers by listening to other pupils' explanations. They employ a variety of resources to explore number patterns. Pupils in Year 1, for instance, followed a number line to help calculate 'two more' and 'one less', while pupils in Year 2 worked with a number square to assist them when counting from 7 to 87 in tens. Teachers choose problems carefully to match pupils' abilities and prior attainment. Lower-attaining pupils in Year 1, for instance, were given a die to produce numbers from one to six and subtracted these from numbers up to 10, while higher-attaining pupils threw two different dice to generate subtraction sums involving numbers from one to six and from seven to twelve.
10. Pupils make good progress in mathematics at Key Stage 2. By the end of the key stage, they multiply and divide three-digit numbers by two-digit numbers, and calculate fractions and percentages of numbers. They add and subtract negative numbers and use Pythagoras' theorem to calculate the missing side of a triangle. Pupils calculate the area of different shapes. Pupils in Year 5, for example, calculated the area of rectangles by multiplying the length by the breadth, while pupils in Year 6 determine the area of more complex shapes by breaking them up into a series of rectangles. With the implementation of the National Numeracy Strategy, teachers are placing a greater emphasis on mental mathematics such as learning and using tables. As a result, pupils are developing a variety of ways for performing mathematical calculations quickly in their heads. Pupils in Year 3, for example, employed the four operations to add, subtract, multiply or divide three numbers to produce a series of numbers up to 25. Pupils in Year 5 counted accurately in 50s to solve a series of problems involving multiples of 50, while pupils in Year 6 used their knowledge of tables and a variety of mental strategies to suggest seven alternative ways of calculating 33×5 .

Overall, teaching and pupils' learning are good.

11. Teaching is good or better in 57 per cent of all lessons. It is never less than satisfactory. Teaching for the under-fives is very good. It ranges from satisfactory to excellent at Key Stage 1 and is very good overall. Thirty per cent of teaching is good at Key Stage 2 and 70 per cent is satisfactory. The high quality of teaching helps pupils to learn effectively.
12. Teaching is consistently very good for the under-fives. In the nursery, the class teacher and the nursery nurse have a very good knowledge and understanding of how young children learn. Their lively and enthusiastic teaching style captures the imagination of young children and stimulates a high level of interest and curiosity. They are very friendly and encouraging, and this gives children a good sense of security so they can get on with their work happily. Both staff teach literacy and numeracy skills effectively. The class teacher, for example, discussed animals introducing a wide range of descriptive words to widen the children's vocabulary, while the nursery nurse made good use of humour to guide the children when identifying well-constructed and 'silly' sentences. Expectations of pupils are high and staff plan carefully to ensure that all work is sufficiently challenging. Parent helpers are well briefed about their roles and provide valuable assistance. Children are very well managed, and staff create a purposeful and stimulating working environment. The use of time and resources is excellent. Every minute of the session is employed productively and the wide range of resources available at all times enables children to choose an interesting variety of independent activities.
13. Teaching of English, including basic literacy skills, is very good at Key Stage 1 and satisfactory at Key Stage 2. Teachers make good use of the National Literacy Strategy framework to teach lessons linking a variety of related activities. At Key Stage 1, teachers maintain a brisk pace throughout the lesson, which keeps pupils' enthusiasm at a high level and ensures that they spend a good proportion of the lesson working individually or in small groups. At Key Stage 2, teachers' introductions are sometimes too long and key teaching points are repeated unnecessarily. As a result, pupils are held back from starting activities and begin to lose interest. Pupils respond well to whole-class shared reading sessions and make good progress in learning new vocabulary and grammar. Pupils in Year 3, for example, read a poem together with suitable expression and then identified words of one and more syllables in the poem. Plenary sessions at the end of lessons consolidate and extend pupils' learning. In a Year 1 lesson, where pupils had written letters, the plenary was used well to reinforce learning on the conventions of letter writing and the ability to empathise with characters in a story. In a Year 6 lesson, however, the plenary was too short to consolidate the work on atmospheric words effectively.
14. Mathematics teaching is very good at Key Stage 1 and good at Key Stage 2. Teachers follow the techniques of the National Numeracy Strategy to good effect. Good use is made of mental mathematics activities at the beginning of lessons to increase the speed with which pupils work out mathematical problems in their heads. Pupils in Year 5, for example, faced a barrage of quick-fire questions to test their ability to solve problems involving multiples of 50. Pupils in Year 2 show their teacher written answers to problems involving pairs of numbers which add up to 20 and then explain how they tackled the problem in words such as "I counted on from 12 to 20". Pupils learn a good variety of calculation methods by listening to other pupils' explanations. Very good use was made of number lines and cubes to assist subtraction in Year 1, and mathematical games were employed effectively in Years 3 and 5 in order to stimulate pupils' enthusiasm and interest in mathematics. Occasionally, teachers at Key Stage 2 take too long explaining new strategies and do not give pupils sufficient time to explore and carry out new methods themselves.
15. Particular strengths of teaching include good subject knowledge and effective application of ongoing assessment to determine whether pupils have understood the work correctly. Teachers have a good grasp of English grammar and mathematical processes, and have a detailed knowledge of other subjects. This was shown, for example, in a science lesson in Year 5 when the teacher developed skilful questioning to extend pupils' knowledge of a variety of human bones. Teachers use ongoing assessment well to ensure that pupils are meeting the learning objectives, and intervene, if necessary, with additional help or advice. This was clearly

demonstrated in a mathematics lesson in Year 6 when the teacher reconvened a whole-class discussion as it became clear that pupils had not fully understood how to add up time expended on either side of 9 o'clock.

16. All teachers have very good relationships with their pupils and have very good class management techniques and discipline at both key stages. Teachers maintain their pupils' interest by choosing a variety of interesting activities, explaining clearly what to do, and by getting pupils to think hard for themselves. Teachers prepare their lessons thoroughly and, especially at Key Stage 1, are careful to identify precise learning objectives and different activities for groups of pupils of different abilities or different prior attainment. In a Year 1 mathematics lesson, for example, lower-attaining pupils followed number lines to take numbers up to six away from numbers up to ten, while higher-attaining pupils wrote their own subtraction sums using numbers up to 12 and worked out the answers mentally. At Key Stage 2, teachers do not always identify precise objectives for pupils at different stages of learning and sometimes do not provide different activities for higher-attaining pupils and for those who find learning more difficult.
17. At Key Stage 1, teachers have high expectations of pupils of all abilities. In a Year 1 science lesson, for example, pupils were set the challenging task of identifying six different sources of light. Different methods of recording were employed to enable high-attaining and low-attaining pupils to express their findings in a suitable manner. All teachers use homework well to consolidate and extend learning in a range of subjects. Pupils in Year 2, for example, were given different lists of spellings to learn by the end of the week. Pupils in Year 5 were asked to discover interesting facts about skeletons using books or their own computers as a homework assignment in science.
18. As a result of good teaching, pupils respond well to the challenges they are set. They work at a brisk pace, concentrate well on the task in hand and make good, and often very good, progress in acquiring skills, knowledge and understanding. In a science lesson in Year 1 exploring sound, for example, pupils responded well to a range of activities involving clapping, identifying sounds and classifying types of instrument and then worked hard at writing up an investigation which showed that sound is caused by vibrations. Throughout the school, pupils are making good progress in reading and writing, and are getting quicker and more accurate at performing mathematical calculations in their heads.

Pupils' attitudes to learning, their behaviour and relationships are very good.

19. Pupils' attitudes to work are very good. They are well motivated, enthusiastic to learn, and eager to come to school. Teachers build on this enthusiasm by enabling pupils to share their knowledge and insights with others during question times. Nearly all parents state that their children enjoy school. Pupils listen very attentively, follow instructions carefully and settle quickly to a given task. They concentrate on their work and stick at a task until it is completed. This enables them to cover topics in greater depth and to make good progress. When given the opportunity, pupils work together constructively, and share resources sensibly. They share ideas and help each other when working in pairs or in small groups. This enables them to clarify any misunderstandings and to learn more effectively. They are very interested and involved in all activities around the school and this helps to widen their learning. Pupils' positive attitudes generate a good working atmosphere throughout the school.
20. Pupils' behaviour is very good in and around the school. They behave sensibly during lessons and play happily together at break and lunchtimes. Most parents feel that behaviour in the school is good. Pupils are polite and helpful and treat people and property with respect. They queue sensibly in the dining hall and are well mannered when they eat their lunch. No inappropriate behaviour was seen during the inspection. Good discipline is a strong feature of the school. This provides pupils with a sense of security and enables them to get on with their work undisturbed. Pupils respond well to praise and encouragement from their teachers. They can be trusted to work on their own and develop independent research skills. This enables them to use their own initiative when finding information and to enjoy learning in greater depth about their own particular interests.

21. The quality of relationships in the school is very good. Teachers know pupils well and build up very good relationships. Teachers are sensitive to pupils with different learning needs and pupils respond positively by trying hard to do their best. Very good relationships between pupils are based on co-operation and mutual respect. Pupils co-operate well during group activities, take turns, share equipment and listen to the opinions of others. Pupils know that bullying is unacceptable and have confidence that teachers will deal with it firmly should it occur.

The leadership and management of the school are very good.

22. The acting headteacher and senior staff provide very good leadership of the school. They have clear aims and appropriate plans for the future are well documented in the school development plan. The school is moving forward with strong direction and clear purpose. The acting headteacher works closely with other senior members of staff. She has a good relationship with staff and parents and has the respect of her pupils.
23. The acting headteacher and senior staff monitor teaching and pupils' work effectively. Working with the previous headteacher, she has monitored the introduction of the National Literacy and Numeracy Strategies by observing literacy and numeracy lessons in all classes. Together with the Year 6 class teacher, she has analysed the results of National Curriculum tests and optional tests and has taken appropriate action to address areas for development such as extended writing skills. Together with other senior staff, she is strongly committed to raising standards in the school and has maintained a very good ethos to support the effective learning of all pupils. She is supported well by the governors, who fulfil their responsibilities efficiently and have a clear understanding of the school's strengths and weaknesses.
24. The aims and values of the school are clearly reflected in all its work. The school provides a supportive and stimulating environment in which children feel happy and secure, and are eager to learn. The school has high expectations of all pupils' learning and behaviour, and introduces them to a wide range of experiences and challenges which motivate and enrich their learning.

WHAT COULD BE IMPROVED

Standards in science could be higher at Key Stage 2.

25. Standards in science are above the national average at Key Stage 2, but are not as high as in English and mathematics. Standards in science are broadly in line with schools with pupils from similar backgrounds, while standards in English and mathematics are well above standards in similar schools.
26. Pupils have plenty of opportunities to carry out investigations. This helps to develop independent research skills and encourages them to find out more about topics that particularly interest them. Pupils in Year 5, for example, successfully carried out a practical investigation to measure and compare the length of different bones in the human body. Pupils are not always given sufficient opportunities, however, to organise and set up their own experiments. Those in Year 4, for example, helped the teacher to set up a variety of investigations to explore how plants grow. This work was not sufficiently challenging for most of the pupils, who are quite capable of devising and setting up their own individual experiments in pairs or small groups. Pupils predicted the outcome of the experiments, and understood that only one variable had to be altered if it was to be a fair test. Pupils draw sensible conclusions from their observations. Those in Year 5, for example, observed that the length of all bones is not always directly proportional to people's height.
27. Scientific activities are not always matched carefully enough to pupils' individual attainment. All pupils in Year 4, for example, used the same worksheet to record their predictions and their methods of investigation. While this approach was appropriate for the lower-attaining pupils, it was not sufficiently challenging for the higher-attaining pupils. In contrast, in a Year 5 investigation of human bones, all pupils followed the same activity, but higher attainers were set the additional task of comparing pupils' heights with the length of their thigh bones to determine whether the tallest people always had the longest bones. Stronger emphasis on carefully targeted practical and investigative activities should help to ensure that pupils of all

abilities make very good progress in exploring the scientific principles underlying their observations.

Resources for information technology are in need of further development, and there is little use of information technology to assist learning in other subjects.

28. Teaching resources are good in most subject areas but there are not enough modern computers to enable pupils to develop their skills in information technology. Currently, there is less than one personal computer per class and pupils get little opportunity to practise their information technology skills using a computer.
29. During the inspection, there was little use of computers by pupils. There is no computer room where a whole class or smaller groups of pupils can be taught 'hands-on' computer skills. The school is aware of the need to encourage pupils to put their computer skills into practice, and the development of a fully equipped computer suite is planned for the next academic year. The lack of sufficient computers makes it very difficult for pupils to use their information technology skills regularly to assist their learning across different subjects of the curriculum.
30. The school is taking part in the National Grid for Learning initiative and has been allocated funding for Internet access and for staff training. As a result, pupils will benefit from using the Internet, e-mail and the National Grid for Learning as resources to assist their learning across the whole curriculum.

There is a limited range of extra-curricular activities.

31. Twenty-four per cent of the parents completing the questionnaire felt that the school does not provide an interesting range of activities outside lessons and a further 17 per cent were uncertain whether the range of activities is sufficient. Fifty-nine per cent of parents felt the provision is satisfactory. Extra-curricular activities include boys' and girls' football, netball, rounders, art club, drama workshop, dance workshop and creative writing workshop. Many of these activities take place for eight sessions only during either the autumn or summer term. There were no extra-curricular activities during the week of the inspection and there is no residential visit for older pupils in Years 5 and 6. This limited range of extra-curricular activities restricts opportunities for pupils to develop a wide variety of sporting and cultural interests and to develop their social skills.

Informal communication with parents, especially at Key Stage 2, and information for parents regarding pupils' progress and work to be covered should be improved.

32. Parents at the parents' meeting, and those interviewed during the inspection, spoke very highly of the regular informal contact between teachers and parents before and after school in the nursery and reception classes. This regular contact enables parents to mention any small problems their children may be experiencing and to discuss their progress informally. Several parents expressed regret that opportunities for regular informal contact are not as well developed as children become older. Parents are encouraged to telephone the acting headteacher or to arrange an appointment if they wish to discuss any problems with her or a class teacher. Parents of pupils at Key Stage 2 wait at the school gates at the end of the afternoon session and class teachers escort their children to the gates. These arrangements do not provide parents with sufficient opportunities for a brief, confidential but informal word with the class teacher which might help to prevent small problems becoming more serious.
33. Parents at the parents' meeting agreed that parents' meetings held with teachers are very informative and are sufficiently regular to keep parents well informed about their children's progress. Annual reports to parents about their children's progress provide sufficient detail of what children can do, but they do not say what level of attainment children have achieved in comparison with national standards and do not indicate sufficiently how children might improve their work. While parents are given the title of topics to be covered by pupils each term, the amount of information given to parents is insufficient to enable them to assist their children effectively at home.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

34. In order to raise standards and improve the quality of education provided, the governing body, headteacher and staff should:
- Raise standards further in science at Key Stage 2 by;
 - giving pupils more opportunities to devise and set up their own experiments,
 - matching activities more precisely to pupils' individual attainment.
 - *(see paragraphs 26-27)*
 - Improve the resources for teaching information technology skills and for pupils to use these skills to assist their learning in other subjects of the curriculum.
(see paragraphs 28-29)
 - Extend the provision for extra-curricular activities. *(paragraph 31)*
 - Improve communication with parents by;
 - raising the quality of annual reports on pupils' progress,
 - giving more information on work to be covered each term,
 - providing more opportunities for informal contact with parents, especially those of older children. *(paragraphs 32-33)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	28	24	43	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	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	268
Number of full-time pupils eligible for free school meals	0	1

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 -Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	43

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

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	4

Attendance

Authorised absence

	%
School data	3.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	12	17	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	10	11
	Girls	17	16	17
	Total	29	26	28
Percentage of pupils at NC level 2 or above	School	100 (100)	90 (97)	97 (100)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	12	12
	Girls	16	17	17
	Total	27	29	29
Percentage of pupils at NC level 2 or above	School	93 (100)	100 (100)	100 (97)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	20	14	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	19	20
	Girls	14	13	13
	Total	33	32	33
Percentage of pupils at NC level 4 or above	School	97 (93)	94 (87)	97 (89)
	National	70 (65)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	19	20
	Girls	14	14	14
	Total	34	33	34
Percentage of pupils at NC level 4 or above	School	100 (98)	97 (98)	100 (98)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	268
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		
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: YR – Y6

Total number of qualified teachers (FTE)	9.2
Number of pupils per qualified teacher	24
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	25

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	23

Total number of education support staff	1
Total aggregate hours worked per week	30

Number of pupils per FTE adult	11.5
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FTE means full-time equivalent.

Financial information

Financial year	1998/99
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	£
Total income	386,921
Total expenditure	377,456
Expenditure per pupil	1,572
Balance brought forward from previous year	38,253
Balance carried forward to next year	47,718

Results of the survey of parents and carers

Questionnaire return rate 50%

Number of questionnaires sent out	268
Number of questionnaires returned	133

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	35	2	1	0
My child is making good progress in school.	56	38	4	0	2
Behaviour in the school is good.	53	40	3	1	3
My child gets the right amount of work to do at home.	49	38	9	1	3
The teaching is good.	62	35	2	0	1
I am kept well informed about how my child is getting on.	47	38	10	4	1
I would feel comfortable about approaching the school with questions or a problem.	65	31	3	0	1
The school expects my child to work hard and achieve his or her best.	64	33	2	0	1
The school works closely with parents.	50	38	9	1	2
The school is well led and managed.	65	31	2	0	2
The school is helping my child become mature and responsible.	51	44	3	0	2
The school provides an interesting range of activities outside lessons.	19	40	20	4	17

Other issues raised by parents

No other issues were raised by a significant number of parents.