

INSPECTION REPORT

NORTHSTEAD COMMUNITY PRIMARY SCHOOL

Northstead, Scarborough

LEA area: North Yorkshire

Unique reference number: 121321

Head teacher: Mr K Revell

Reporting inspector: Mr D Hardman
17794

Dates of inspection: 7th June – 8th June 2000

Inspection number: 189538

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr E Sulman
Date of previous inspection:	23 rd September 1996

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
 PART B: COMMENTARY	
 WHAT THE SCHOOL DOES WELL	 10
WHAT COULD BE IMPROVED	15
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	16
 PART C: SCHOOL DATA AND INDICATORS	 17

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Northstead Community Primary School is a very large school situated in the community of Northstead near the town of Scarborough. The school serves a widely diverse neighbourhood. There is a broad social mix in the school. Many pupils' attainment on entry to the school is significantly below the national average in many areas assessed, particularly in language and mathematical development. There are 332 boys and 309 girls currently on roll. There are very few pupils who have English as an additional language or who are from ethnic minorities. Approximately 22 per cent of pupils are eligible for free school meals, which is broadly in line with the national average. 18 per cent of pupils have been identified as having special educational needs, this is in line with the national average and 1.8 per cent have statements of special educational need, which is also in line with the national average.

HOW GOOD THE SCHOOL IS

This is a very good school. Very good leadership and management by the head teacher, senior management team and governors provide clear direction for future developments. Teaching is very good and occasionally excellent. This leads to good learning and, in the current Year 6, pupils' attainment is above the level expected for their age in English and mathematics and well above expected levels for science. Pupils are responsible and relationships in school are excellent. The school achieves this with expenditure that is below the national average and consequently gives very good value for money.

What the school does well

- The leadership and management of the school by the head teacher, senior management team and governors are very good. The quality of teamwork by all staff is very good and fosters a very positive ethos in the school.
- Teaching is very good and occasionally excellent, which leads to good learning and above average standards in English and mathematics and well above average standards in science.
- The procedures and provision for pupils with special educational needs are very good. As a result, pupils make good progress.
- Pupils' attitudes and behaviour are very good. Relationships and opportunities for personal development are excellent.
- The provision for pupils' moral, social and cultural development is excellent. It is very good for spiritual development.

What could be improved

- More able pupils are not always well challenged by the tasks set, particularly in English and science in Key Stage 2, because most pupils start lessons from the same point when more able pupils are capable of tackling more advanced work.
- The school has made significant improvements to the quality of teaching and standards in information technology. However, standards are not yet high enough and pupils do not have sufficient opportunities to practise and improve their skills, particularly in mathematics and science.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Very good progress has been made and the head teacher, staff and governors have done as much as they could to tackle the key issues identified for development in the last report. The school now has an informed approach to the provision for equal opportunities and a very good policy which is followed by all staff, ensuring that school practice matches the aims in the policy. The planned programme to teach pupils to appreciate the diversity and richness of other cultures, seizing opportunities in various subjects, is now excellent. There are numerous opportunities, which teachers use very well, to improve pupils' cultural knowledge and understanding. These include the study of music and religious festivals from other cultures and world faiths, the use of visitors and drama, for example, when pupils became "Romans" for the day. The implementation of the Literacy Strategy and the purchase of books and resources to support this initiative have effectively improved and extended the range of reading books in school. This, coupled with a greater use of the library and corridor space to store reading books so that they are easily accessible to pupils, has made a good contribution to the improving standards in English. Resources for design and technology have been improved and now include a wide range of materials and appropriate tools that are used by pupils in their lessons to extend their knowledge and skills. Space for physical education in the school is much improved following the building of a new hall. The outdoor play area for children under five has been started and the school expects the work to be finished during this summer break.

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	
	1997	1998	1999	1999	
English	C	B	B	A	well above average A above average B average C below average D well below average E
mathematics	B	C	B	A	
science	C	C	A	A	

The table shows that in the 1999 National Curriculum tests for 11 year olds, the school's results were above the national average in English and mathematics and well above the average in science. When compared with similar schools, results were well above the average for all three subjects. The outcome of the inspection confirms that pupils achieve high standards in English, mathematics and science. The school is maintaining high standards and setting realistic targets to improve further. Standards in information technology are typical for both seven and eleven-year-olds. The school is aware that pupils' attainment and progress in information technology could be further improved by the more consistent use of computers to support work in other subjects, for example, English, mathematics and science. Pupils' knowledge of religious education has improved since the previous inspection and is now in line with what is expected for their age. The trend of pupils' attainment over time is broadly in line with the improving national trend.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to the school and their work. They enjoy coming to school and their enthusiasm for school life improves their learning.
Behaviour, in and out of classrooms	Pupils show high levels of self-discipline, they know what is expected of them and they behave very well. Pupils are polite and courteous towards one another and adults.
Personal development and relationships	Pupils' personal development and relationships are excellent. They respond very well to the school's encouragement to take responsibility for their actions.
Attendance	Attendance is broadly in line with the national average. Pupils arrive at school promptly, settle into class quickly and lessons start on time. There have been three fixed period exclusions from the school in the last year.

Pupils' very good attitudes result from the school's positive ethos and their response to the school's behaviour policy is a particular strength of the school. They understand the need for school rules and demonstrate this in their behaviour towards others. Pupils have excellent relationships with each other and with staff. They are considerate of others when they move around the building, use the dining hall and play at break times. They respond well to the trust and respect they are shown and, in turn, show this to each other and to visitors to the school.

TEACHING AND LEARNING

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

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

Twenty one lessons or part lessons were seen. Teaching was satisfactory or better in 95 per cent of lessons, it was good in 24 per cent, very good in 51 per cent and excellent in 10 per cent of lessons. The quality of teaching, particularly in Key Stage 2, has improved since the last inspection. There was only one unsatisfactory lesson seen during the inspection. This was where a science activity was not sufficiently challenging for all pupils and, as a result, pupils did not make satisfactory progress in their learning about how to group different materials according to their properties. Teaching was consistently good for children under five. Staff develop children's language and number skills in a wide range of activities and by encouraging them to talk about what they are doing. Teaching was very good in both key stages. The quality of teaching throughout the school makes a significant contribution to the way pupils acquire new knowledge, develop their ideas, learn new techniques and how to use them to improve their learning. The teaching of literacy and numeracy is very good in both key stages. Pupils with special educational needs and English as an additional language are very well supported by good teaching that provides challenging activities. Teachers make good use of support staff and other adults to work with pupils. The very good teaching of basic skills, very well managed lessons that maintain a lively pace and lead to good concentration by all pupils make a significant contribution to pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a relevant curriculum that meets the needs of all pupils. Many opportunities are provided to stimulate pupils' curiosity, interest and understanding. A wide range of activities, both in and out of school, enhances the quality of pupils' learning.
Provision for pupils with special educational needs	The procedures and provision for pupils with special educational needs are very good. Teachers know their pupils very well and provide challenging activities that make a positive contribution to their attainment and learning.
Provision for pupils with English as an additional language	Very good. There is effective use of support staff who know pupils well, provide good teaching and ensure pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' moral, social and cultural development is excellent. It is very good for spiritual development. Pupils' spiritual and cultural development is promoted strongly through lessons and assemblies.
How well the school cares for its pupils	Procedures for child protection and for ensuring pupils' welfare are satisfactory. There are good procedures for assessing pupils' attainment and progress. However, the results of assessments are not always used effectively to guide teachers' planning or to set challenging activities for more able pupils, particularly in English and science.

The curriculum meets statutory requirements and goes beyond this to include several features that enrich it considerably. For example, the school has managed to give art a high profile and work on display in classrooms and public areas is very good. There is considerable effort put in to extra curricular activities, visits and visitors that give pupils a wide experience and help them learn. A particular strength of the curriculum is the very good provision that is made for pupils with special educational needs and English as an additional language. The school has formed an effective partnership with most parents, which makes a good contribution to pupils' learning both at home and in school. The school has good procedures in place to monitor and promote pupils' attendance and behaviour. These are effective and pupils' behaviour has improved since the last inspection and is now very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher and senior management team provide very good leadership and management and give a clear educational direction for the school. The quality of teamwork by all staff is very good and fosters a very positive ethos in which all pupils are valued and their efforts well supported.
How well the governors fulfil their responsibilities	Governors make a very good contribution to the effective running of the school and are committed to maintaining and raising standards further.
The school's evaluation of its performance	The school has good procedures for monitoring and evaluating the success of new initiatives. It makes good use of the information generated by national tests to identify strengths and weaknesses and target areas for development.
The strategic use of resources	The school has sufficient staff to meet the needs of the National Curriculum and staff are well-deployed throughout the school. Support staff play an important role in the life of the school and make a significant contribution to pupils' learning. The accommodation is very well maintained. Resources to support pupils' learning are good and used effectively.

The very good leadership and management provided by the head teacher, senior management team, governors and curriculum co-ordinators are major factors in the quality of teamwork and positive ethos

in the school. They regularly evaluate developments and monitor teaching and learning; as a result, they are well placed to improve and prioritise initiatives for raising standards. For example, all staff have undergone training to improve their skills in information technology and the latest grant for the subject is being used to improve provision in Key Stage 1. Governors and the senior management team keep a close eye on spending to ensure that they get the best possible value for money and that pupils have good quality resources to help them learn.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Their children are making good progress. • Behaviour in the school is good. • Teaching is good. • They feel they can go to the school with any questions or problems. • The school expects children to work hard. • The school helps children to become more mature and responsible. • The school is well led and managed. 	<ul style="list-style-type: none"> • The way the school works with parents. • The range of activities outside lessons. • The amount of homework children receive.

Most parents consider that they have a good partnership with the school and express satisfaction with virtually all areas of its life and work. Inspection findings confirm the positive views expressed by parents about the school. There is a good range of extra curricular activities to enrich pupils' experiences; it is appropriate that these are mainly for pupils in Key Stage 2. Although the school has an established homework policy, teachers do not always consistently implement it and, as a result, the amount of homework varies from class to class and is therefore not consistently used to reinforce pupils' learning. Regular, informative newsletters, an 'open door' policy and discussion evenings, where teachers, parents and pupils discuss achievements and set targets for improvement, make a significant contribution to the partnership with parents. However, in Key Stage 2, teachers' annual reports to parents do not consistently provide the requisite information because of the use of a tick system giving judgements on pupils' attainment, they do not always give sufficient detail of pupils' progress in the different subjects.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The leadership and management of the school by the head teacher, senior management team and governors are very good. The quality of teamwork by all staff is very good and fosters a very positive ethos in the school.

The head teacher, senior management team and governors give a clear educational direction for the school. The decision to have two deputy head teachers is an initiative that is making a very positive contribution to the running of the school. The senior management team has a dynamic approach and their enthusiasm fosters a very positive ethos in the school, where all staff and pupils are valued and their efforts very well supported. This approach and enthusiasm has contributed to the high percentage of good teaching in the school, the success of the school's policy for promoting good behaviour and the effectiveness of arrangements for pupils with special educational needs. The school leadership has responded very effectively to the last inspection and all issues identified for improvement have been successfully addressed.

Since the previous inspection, the head teacher and deputy head teachers have led the way in monitoring the quality of teaching in English and mathematics. Together with subject co-ordinators, they have devised clear and rigorous procedures for monitoring planning, observing teachers at work and analysing the results of standardised tests. As a result, Year 6 pupils have been taught in smaller, similar ability groups and booster classes have been organised after school using the budget allocated to help improve standards. This has worked well and pupils' standards are above average by the time they leave the school. There is high quality artwork displayed in the entrance lobby, school halls and corridors. Examples of pupils' work from every class in the school are included and the quality has a significant impact on the ethos of the school and pupils' self esteem.

The school development plan is a very detailed and effective management tool, which clearly identifies the priorities and targets to be tackled and guides the work of the school. It provides a baseline against which future development can be measured and is having a positive effect on the future direction of the school. Educational and financial planning are clearly cross-referenced. Priorities include the improvement of resources for information technology and continued monitoring of the curriculum in order to improve further pupils' attainment and learning. The school knows its strengths and areas for development and has a good grasp on how to improve. For example, the assessment co-ordinator has computerized the assessment and recording procedures, which means that teachers can see at a glance how well pupils in their class are doing in English and mathematics. Teachers monitor how each year group is progressing and use the information to target any weaker areas for future development. All staff work hard to improve their own work and the educational opportunities presented to pupils. This has been shown by the information technology course followed by all staff to improve their knowledge and skills when using modern personal computers. The school has clear targets for improvements. For example, the school has identified the need to purchase new equipment and resources to improve pupils' attainment and progress in information technology and has already ordered new computers mainly for use in Key Stage 1.

The governors keep themselves very well informed and are not afraid to challenge decisions about spending and the curriculum. They ensure that the school competes for best value. The very good committee structure enables them to support the head teacher and meet their statutory responsibilities. There are link governors in place for literacy, numeracy and special educational needs who visit the school regularly and effectively monitor the delivery of the curriculum. The chair of the governors works very closely with the head teacher and they meet regularly to discuss the school and its work. The school's aims are clearly expressed and have been collaboratively developed and agreed. The governors have a clear picture of the work of the school and are particularly pleased with the attainment and learning of all pupils.

Teaching is very good and occasionally excellent, which leads to good learning and above average standards in English and mathematics and well above average standards in science.

Twenty one lessons or part lessons were seen. Teaching was good for children under five and very good and occasionally excellent in both key stages. The quality of teaching, particularly in Key Stage 2, has improved since the last inspection. There was only one unsatisfactory lesson seen during the inspection. This was where a science activity was not sufficiently challenging for all pupils and, as a result, pupils did not make satisfactory progress in their learning about how to group different materials according to their properties. In the reception classes, staff develop children's language and number skills in a wide range of activities and by encouraging them to talk about what they are doing. Children respond well by repeating new words, improving their vocabulary and talking with increased confidence as they get older. In the reception classes, teachers ensure that there is a good balance of whole-class sessions, when children read books or learn about mathematics, and practical activities when children practise what they have learned.

The head teacher and staff are implementing the school's policy for monitoring and improving teaching and it is being used effectively to raise the quality of all teachers' performance. The quality of teaching throughout the school makes a significant contribution to pupils' attainment and progress. The teaching of basic skills is very good throughout the school. Pupils with special educational needs and English as an additional language are very well supported by very good teaching. The quality of the teamwork by teachers, support staff and volunteers has a very positive impact on pupils' learning and the high standards they achieve in English, mathematics and science. All this shows clearly that the school is taking a serious approach to the maintenance and improvement of teaching.

The teaching of English is very good. Teachers' planning is clearly linked to the requirements of the National Literacy Strategy, although not all teachers plan work to extend and challenge higher attaining pupils. When teaching is very good, challenging tasks are set, for example, in a Year 2 lesson, pupils conducted their own research to identify the main differences between fiction and non-fiction books. They identified that a non-fiction book gives facts and has a glossary. Pupils used their research to make notes on topics that interested them and converted these into sentences when writing their accounts. For example, a pupil made a logical connection when describing a fire engine by saying, "The reflective stripe makes the fire engine easy to see". Pupils' relationships with teachers and other adults in the classroom ensure that they achieve well. In many lessons pupils' very positive attitudes, high levels of concentration, eagerness to do well, very good behaviour and an ability to share ideas make a very positive contribution to their learning. For example, in a Year 6 shared reading session pupils showed their maturity and ability to empathise with the past when reading text from a history book about World War II. They explained, "When there is a war, all suffer". The teacher capitalised on this by making very good links to playground arguments and pupils realised how they could suffer if they did not take responsibility for their own behaviour.

The teaching of mathematics is consistently very good. Teachers effectively use the National Numeracy Strategy and plan lessons that are challenging and interesting. For example, in a Year 5 mathematics lesson, pupils were introduced to probability and very good discussion, led by the teacher, ensured that pupils understood how data is gathered and analysed. Pupils experimented with dice enthusiastically, accurately recorded their findings and produced an accurate line graph. Lessons are well planned and teachers ensure that all pupils know the specific objectives to be learned. For example, in a Year 2 lesson the teacher discussed the idea that addition and subtraction of numbers are calculations that can be reversed. Pupils completed a number of examples and checked their answers by using their knowledge of the reversible operation. In discussions, pupils explained how easy it was to check if they had completed a subtraction question correctly simply by reversing the sum and adding the answer to the lower number in the equation. Teachers' expectations are high and they expect the best of all pupils. Pupils respond well to the challenge in lessons. In all year groups, pupils are encouraged to be independent as they work in mathematics and they clearly understand that they have to get on with their tasks as the class teacher works with other groups.

Teachers in both key stages use time efficiently and, in the best lessons, they make very clear to pupils the amount of time allocated to tasks. For example, in a Year 5 science lesson a clear target was set for pupils to conduct various experiments to show the movement of muscles and the effect on pulse rates after one minute of exercise. Pupils were challenged to record their findings accurately and draw conclusions from the evidence. In discussion, pupils clearly explained the effect of exercise on the heart and how breathing was faster to provide the muscles with the oxygen they need. This was a very stimulating session, where the co-operation of pupils in mixed groups was excellent and greatly enhanced their learning and social development.

The procedures and provision for pupils with special educational needs are very good. As a result, pupils make good progress.

The school makes very good provision for pupils with special educational needs and fulfils all legal requirements. There are two special needs co-ordinators who work very well together and follow the very good policies and procedures aimed at ensuring early identification and support. An indication of the importance placed on special educational needs by the school is the fact that both co-ordinators are on the senior management team and so play an important part in all policy decisions. Pupils are identified early in their school life and appropriate action is taken to provide clear, well-defined targets to help them overcome their difficulties. The special needs register is well organised and up-to-date and any changes in the circumstances of pupils are noted and, if necessary, acted upon. Having identified pupils who need additional support, teachers and co-ordinators work closely together to create individual education plans for learning. The good quality of these, coupled with very good teaching, are reasons why pupils often catch up with their classmates. Pupils' views are taken into account when setting targets and these are recorded on cards which pupils have in front of them when working in small withdrawn groups. They are very aware of their own specific targets and show pride in the progress they make towards meeting them. Parents are suitably involved in the review of their children's progress. The school liaises very well with outside agencies when necessary.

The teaching of pupils with special educational needs is very good and is particularly successful during literacy and numeracy lessons. Teachers have high expectations of their pupils. They ensure that work is well matched to individual ability levels and to the targets in individual education plans. Pupils are set challenging tasks and activities, which has a direct impact on the good progress made. Lessons are planned effectively, with tasks and activities for all ability levels. There is close teamwork between class teachers, support teachers and assistants and all staff are familiar with the information in the education plans for pupils in their class. They use this information well to plan appropriate work for pupils that meets their needs and enables them to make progress and maintain motivation. The special educational needs governor is a regular helper in school and is fully aware of the school systems and organisation. The attitudes of pupils with special educational needs are very good in lessons. Pupils with special educational needs are well integrated into all aspects of school life and have positive relationships with their peers and adults. This very positive attitude makes a very good contribution to their learning and the good progress they make throughout their time in school.

Pupils' attitudes and behaviour are very good. Relationships and opportunities for personal development are excellent.

The behaviour of pupils is very good. There is a simple but effective policy for promoting good behaviour and personal development. It works because staff, parents and pupils understand it and how it works. As a result, everyone has the same approach and pupils know exactly what to expect. This is its strength. Pupils of all ages know the difference between right and wrong behaviour and are polite and trustworthy. They clearly enjoy coming to school and their enthusiasm for all aspects of school life has a very positive impact and increases the rate of their learning. Pupils, from the time they enter the school, have very good attitudes towards school and their work. Pupils are interested in all aspects of the curriculum and respond positively to the many opportunities that the school provides. These attitudes make a positive contribution to all pupils' learning and the progress they make during their time in school. Pupils enjoy their lessons and show a keenness to learn. For example, in a Year 5 religious education lesson, pupils listened attentively to the teachers' explanation that Hindus believe God is everywhere and they joined in sensitive discussions when comparing life as a Hindu with that of a Christian.

Relationships between pupils and between pupils and adults are excellent. All staff know their pupils very well and they are treated in a very mature manner. Pupils collaborate very well when working on group tasks and respect and listen to one another's views. This mature attitude has a very positive impact on the quality of relationships throughout the school. Young children in the reception class were observed in a science lesson working with different fruits, politely asking for another piece when printing or asking a classmate for a crayon when drawing a particular fruit. Throughout the school pupils work well on individual tasks, concentrate and do their best. For example, in a Year 6 religious education lesson, pupils had a good idea of what Buddha intended for his followers and they had a sensitive and mature approach when discussing morality, conscience and reflection of their own beliefs. In the playground pupils relate well to each other and play amicably in small and large groups.

Pupils are very keen to take responsibility and show initiative. For example, they willingly set out resources for assembly and clear away after it without supervision. Year 6 pupils are monitors at lunchtime and during playtimes and they take their responsibilities very seriously. They collect and donate generous sums of money to a variety of charities. Pupils' personal and social development is enhanced by residential visits where they work and play co-operatively in a wide range of academic and physical activities. The school and its resources are well looked after by all pupils who were observed regularly helping teachers to clear away after lessons. The school has not only maintained but improved pupils' attitudes, behaviour and personal development since the previous inspection, when it was judged to be good. The school is well placed to maintain these high standards and continue to develop this aspect of pupils' education.

The provision for pupils' moral, social and cultural development is excellent. It is very good for spiritual development.

This aspect of school life has improved considerably since the previous inspection to become a very strong feature of the school. It makes a significant contribution to the aims of the school. Pupils are given many opportunities that lead them to become sensitive and considerate young people with a firm understanding of their role in society. The school provides an ethos that generates a happy, caring and supportive environment. The school is well placed to maintain this provision.

The provision for pupils' spiritual development is very good. It is promoted thoughtfully through carefully planned opportunities in the curriculum and daily assemblies. Staff conduct collective worship in a calm atmosphere and they make time for quiet prayer and reflection. For example, in a Key Stage 1 assembly the theme of names was used to create a sense of uniqueness for pupils. The story of Simon Peter when he denied knowing Jesus was used to very good effect to show how the same person can show different qualities such as bravery and heroism or cowardice. Pupils thought about their own reactions in different circumstances and quietly reflected on their own positive characteristics. Pupils were offered suggestions as to what they do well and this celebration of pupils' own talents makes a significant contribution to their awareness of the spiritual aspects of life.

The provision for pupils' social and moral development is excellent. Staff are excellent role models and provide a very strong moral code. They provide clear guidelines for acceptable behaviour and take advantage of opportunities to make pupils aware of the difference between right and wrong. In some classes, pupils are involved in the making of class rules and clearly follow them by demonstrating very high standards of personal behaviour and honesty. Staff frequently promote moral values by emphasising the importance of listening to others, abiding by rules, playing fairly and taking responsible decisions. Pupils are made aware of the plight of people from other communities; for example, they raised money for flood victims in Mozambique. There is a strong sense of community, which supports regular reflection on issues that affect pupils' lives; for example, new and younger pupils are always cared for and made to feel welcome on arrival. Pupils are provided with opportunities to examine their

own and others' faiths and beliefs as they learn about Christianity and other world religions such as Buddhism and Hinduism.

The provision for pupils' cultural development is excellent and has significantly improved since the previous inspection. Through careful curricular planning, pupils are provided with many opportunities to learn about their own and other cultures in art, history, geography, music, religious education and English. For example, the quality of the art work, particularly in the entrance lobby is excellent and Roman masks, paintings of Greek dress, artefacts and clay statues show a real empathy for different cultures. Pupils study the works of the artists Rousseau, Cliff and Klee and greatly benefit from the work of a local artist in their studies in history. The school promotes music, dance and song, familiar and foreign. Pupils know Christian traditions and the school ensures that pupils gain an understanding of other cultures and faiths. A very wide range of visits to places of interest both locally and further afield makes a significant contribution to pupils' knowledge of their own cultural traditions.

WHAT COULD BE IMPROVED

More able pupils are not always well challenged by the tasks set, particularly in English and science in Key Stage 2, because most pupils start lessons from the same point when more able pupils are capable of tackling more advanced work.

Although some teachers plan activities that challenge all pupils in their class this is not consistent across the school. Particularly for older pupils in Key Stage 2, the school has placed great emphasis on raising the attainment of less able and average pupils, which is successfully providing results that are above the level expected nationally in English and mathematics and well above the level expected in science. There are good procedures for assessing pupils' attainment and progress. However, the results of assessments are not always used effectively to guide teachers' planning and to set challenging activities for more able pupils, particularly in English and science. More able pupils are not always well challenged by the tasks set, often because all pupils start lessons from the same point and more able pupils are given extension tasks if there is time, instead of more challenging work at the start of the lesson. For example, in a Year 4 English lesson different worksheets were given to pupils of differing ability but many of the early questions were the same and the time given to complete the tasks was insufficient for the more able pupils to tackle the more challenging questions.

The scrutiny of pupils' previous work in English and science shows that many of the exercises and experiments are the same for all pupils. This is successfully raising pupils' attainment as shown in the national tests. However, the school is aware of the need to set more challenging activities for the more able pupils to extend their learning even further. For example, in science pupils conduct experiments and accurately record their findings but there is no evidence to show that more able pupils devise their own experiments to answer specific questions or select their own equipment to test any hypothesis or prediction. While this was not a key issue in the last inspection, the point was made that pupils were less effective at devising their own experiments to test their predictions. The school has the continued improvement of all pupils' attainment as a focus in the school development plan and discussions have already taken place which include an examination of raising attainment still further for the more able pupils.

The school has made significant improvements to the quality of teaching and standards in information technology. However, standards are not yet high enough and pupils do not have sufficient opportunities to practise and improve their skills, particularly in mathematics and science.

Since the last inspection, the school has been successful in improving the quality of teaching and the curriculum and in raising standards to a level that is in line with expectations at the end of both key stages. The school has used the national grant for improving facilities for information technology and has recently ordered more up to date equipment specifically for Key Stage 1. The head teacher and co-ordinators are keen to raise standards further and have a very good plan for doing so.

Although the school has sufficient resources to cover the requirements of the National Curriculum, it is aware that the provision of extra resources, including more modern computers and a wider range of programs, is essential for the further development of the subject. The provision of the computer suite has been successful and has resulted in an improvement in the teaching of information technology because staff can teach larger groups of pupils the skills they need. However, during the inspection the suite was not sufficiently well used in the mornings to further develop pupils' independent research and information technology skills. There was a similar picture in Key Stage 1; although computers were often on all day there were times when they were not used sufficiently often to support pupils' work in other subjects. All staff have undertaken training in the use of personal computers and, especially in Key Stage 1, are awaiting the delivery of new resources to extend pupils' learning further. However, the school has recognised that teachers will need further training if they are to keep up to date with fast changing technology and in particular if they are to make use of the internet and electronic mail to support pupils' learning. Further development is now taking place; for example, pupils use the recently purchased software to create spreadsheets and are becoming more confident in manipulating data to produce tables showing the measurements of their own bodies taken in a science lesson. The school has made improvements in provision since the previous inspection and there is a clear commitment to provide the extra resources required to extend the range of pupils' experiences. As a result, the school is well placed to make further improvements.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To raise standards and further develop the quality of education the governors, head teacher and staff should:

- A. From the outset of the activity, provide more challenging activities for more able pupils, particularly in English and science, by clearly identifying what these pupils are expected to know, understand and be able to do by the end of a lesson, or sequence of lessons.
- B. Improve pupils' progress and raise the standards further by the end of both key stages in information technology by:
 - providing more up to date resources, particularly in Key Stage 1, to ensure that pupils have opportunities to cover the programmes of study of the National Curriculum in more depth;
 - giving all pupils more regular opportunities to practise and improve their information technology skills;
 - ensuring that information technology is used more consistently in other subjects, particularly mathematics and science, to further develop and extend pupils' independent skills in data handling.

NB. The school has identified both issues in its own priorities and has very good action plans in place to address these matters.

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	21

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
10	51	24	10	5	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		641
Number of full-time pupils eligible for free school meals		143

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		12
Number of pupils on the school's special educational needs register		156

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	51
Pupils who left the school other than at the usual time of leaving	43

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	5.3	School data	0.1
National comparative data	5.4	National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	51	52	103

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	45	50	50
	Girls	42	45	46
	Total	87	95	96
Percentage of pupils at NC level 2 or above	School	84 (86)	92 (81)	93 (78)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	47	50	50
	Girls	44	46	44
	Total	91	96	94
Percentage of pupils at NC level 2 or above	School	88 (79)	93 (81)	91 (83)
	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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	41	48	89

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	32	34
	Girls	42	36	42
	Total	73	68	76
Percentage of pupils at NC level 4 or above	School	82 (73)	76 (57)	85 (72)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	31	35
	Girls	42	36	38
	Total	71	67	73
Percentage of pupils at NC level 4 or above	School	80 (71)	75 (66)	82 (73)
	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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	3
White	550
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	0
Other minority ethnic groups	0	0

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

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	23.4
Number of pupils per qualified teacher	27.4
Average class size	30.5

Education support staff: YR – Y6

Total number of education support staff	15
Total aggregate hours worked per week	208

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Financial information

Financial year	1999
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	£
Total income	922,872
Total expenditure	934,500
Expenditure per pupil	1,457
Balance brought forward from previous year	23,294
Balance carried forward to next year	11,666

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	641
Number of questionnaires returned	192

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	37	3	1	1
My child is making good progress in school.	58	36	5	0	1
Behaviour in the school is good.	47	46	3	2	2
My child gets the right amount of work to do at home.	40	45	9	3	3
The teaching is good.	57	38	3	1	1
I am kept well informed about how my child is getting on.	61	28	8	2	1
I would feel comfortable about approaching the school with questions or a problem.	67	28	3	1	1
The school expects my child to work hard and achieve his or her best.	60	38	1	0	1
The school works closely with parents.	52	32	13	1	2
The school is well led and managed.	57	38	3	1	1
The school is helping my child become mature and responsible.	59	36	2	1	2
The school provides an interesting range of activities outside lessons.	33	34	13	3	17

