

INSPECTION REPORT

GREEN LANE PRIMARY SCHOOL

Acklam, Middlesbrough

LEA area: Middlesbrough

Unique reference number: 111646

Head teacher: Mr G E Clark

Reporting inspector: Miss W L R Hunter
3277

Dates of inspection: 29 February – 1 March 2000

Inspection number: 190153

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 to 11
Gender of pupils:	Mixed
School address:	Green Lane Acklam Middlesbrough
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Appropriate authority:	The Governing body
Name of chair of governors:	Mrs S Crocker
Date of previous inspection:	October 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Green Lane Primary School is a large primary school close to the centre of Middlesbrough. It serves parts of Linthorpe and Acklam, but over a third of the school's population come from outside this area. The school's intake has changed over recent years as a result of families moving out of the area and ethnic minority parents living in the centre of Middlesbrough choosing to send their children to this school. There is now a much higher proportion of pupils from minority ethnic backgrounds and pupils for whom English is an additional language.

The school is much bigger than typical primary schools. There are 601 pupils in the school (313 boys and 288 girls) plus a further 78 children (43 boys and 35 girls) in the nursery. Fifty three pupils are eligible for free school meals – this is below the national average. Sixty three pupils have been registered with special educational needs, including one pupil with a statement of special educational need. These figures are also below national averages – most of these pupils have moderate learning difficulties or specific problems such as dyslexia. About one in eight of the pupils in the school are from minority ethnic families, representing Indian, Pakistani, Bangladeshi and Black African heritages, although predominantly Pakistani. Almost two thirds of these pupils speak a different language at home and are supported for English as an additional language.

When children start in the nursery their attainment is above average for three year olds. Children transfer into reception either in September or the following January, depending on their birthdays. The school has tried various ways of organising the reception classes. Since last September, there have been three reception classes and they were 'topped up' in January as the new children arrived. When children start in reception their attainment is above average for their age.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory quality of education. When children start in the nursery their attainment is above average – by the time pupils leave the school their standards are also above average in English and mathematics. By the age of 11, standards in science are average but standards in information technology are well below average. Pupils have good attitudes and relationships. The school is soundly managed and provides sound value for money, but there is a need for a clearer long term picture of how the school plans to develop in the future to take account of the changing nature of its intake.

What the school does well

- The school's performance improved significantly in the national tests for 11 year olds in 1999.
- Teaching is good in most classes.
- Pupils of all races have good relationships with each other and their teachers – they have positive attitudes to learning and their behaviour is good.
- The mental mathematics part of the numeracy hour is taught well – this is supporting pupils' good numeracy skills.

What could be improved

- The school has had a downward trend in its performance in the reading tests for seven year olds over the last three years.
- Standards in information technology are well below average by the age of 11.
- Standards in science could be higher by the age of 11.
- Teaching varies considerably (from very good to poor) particularly in Key Stage 2.
- The school needs a clearer long term strategic direction to drive its future developments.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection took place in October 1996. The school has made satisfactory progress against the key issues that were set at that time. Satisfactory assessment and recording systems have been developed to track and monitor pupils' progress, and teachers now focus more sharply on the range of pupils' different abilities, especially in English and mathematics. This shows in the improved test results for 11 year olds. Teaching has been monitored and the head teacher is fully aware of the strengths, weaknesses and inconsistencies in teaching in the school. The school's management structure has developed with the introduction of a senior management team and a school development team. Outside these areas, the pace of other developments has been quite slow. For instance, the school has been aware of issues in science and information technology for some time but has only recently started to make positive changes in these subjects. Similarly the trend in reading in Key Stage 1 was not picked up and dealt with soon enough to halt the downward trend.

STANDARDS

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

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1997	1998	1999	1999	
English	C	D	A	A	well above average A above average B average C below average D well below average E
mathematics	C	C	A	A	
science	D	C	C	C	

The school performed well in the 1999 national tests for 11 year olds in English and mathematics. The school's results were well above average, both nationally and when compared to similar schools. This was a clear improvement on the previous year's results and was due to a number of factors. The school soundly implemented the literacy and numeracy hours in Key Stage 2 but also introduced setting arrangements in Year 6 where pupils were re-grouped into classes for each of these subjects, based specifically on their previous assessments. This meant that teachers had a narrower range of ability in their classes and could focus their work more carefully on pupils' individual needs. The results in science were average but the pupils did not reach the same high standards in this subject as they did in English and mathematics. This is because the science curriculum has been too heavily based on the knowledge and understanding of science, with pupils' investigative and experimental skills being given a lower priority until recently. The school has shown erratic trends in its test results for 11 year olds over recent years but has set appropriate targets to aim for in future years.

Children under five achieve satisfactory levels of work. They develop sound language, literacy and mathematical skills. Their personal and social development is good. By the end of Year 2, pupils' attainment matches the levels expected for seven year olds in English, mathematics and science. Although pupils are currently reading at appropriate levels for their ages, the school is not performing sufficiently well in the national reading tests for seven year olds. This is because some teachers in Key Stage 1 were initially uncomfortable with the group reading part of the literacy hour and struggled to include this in their lessons effectively. Also, the school identified writing as a focus for development and this diverted teachers' attention away from focusing on reading. Both these issues have been

recognised and the school is aiming to improve its test performance this year.

By the end of Year 6, pupils' attainment is above the levels expected for 11 year olds in English and mathematics. In science, pupils are working at appropriate levels for their age but standards are not high enough since the same pupils are achieving much better standards in English and mathematics. Standards in information technology are too low. This is because the school is not delivering the full curriculum required, there is no effective scheme of work in place and teachers have shaky knowledge in this subject. The school has identified information technology and science as priority areas for improvement in the current school development plan.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are proud of their school and their work.
Behaviour, in and out of classrooms	Good. This is a big school with a lot of pupils – they move around sensibly and carefully. Behaviour in the yard is boisterous but pupils play together in a good-natured way.
Personal development and relationships	Good. There is mutual respect between pupils, teachers and other adults. Pupils like the school's merit system and respond well to it – they are keen to be rewarded for their efforts and achievements.
Attendance	Good – there is very little unauthorised absence.

Pupils' good attitudes and behaviour are strengths of the school. Pupils of all races work and play well together. They are keen to learn and are proud of their school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Varies from very good to poor

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 nine lessons were seen. Teaching was satisfactory or better in 90 per cent of lessons and was good (and sometimes very good) in 55 per cent of lessons. However, some unsatisfactory and poor teaching was seen in the remaining 10 per cent of lessons. The quality of teaching is good in most classes and this is a strength of the school, but the inconsistencies in teaching also make it an area for improvement, especially in Key Stage 2.

Some aspects of reading have not been taught sufficiently well in the past in Key Stage 1. As a result, pupils' learning (especially their comprehension skills) was not sufficiently developed until teachers became familiar and confident with the literacy hour requirements. This has shown in the school's test performance for seven year olds in recent years. Teachers' knowledge and understanding have now improved and pupils' learning has picked up again. English is now taught well – this contributes to the high standards reached by the end of Key Stage 2. Mathematics is also taught well. Teachers are particularly good at developing pupils' numeracy skills through well-focused mental arithmetic sessions at the start of their lessons. This makes a positive contribution to pupils' learning and has a good impact on the standards reached in mathematics by the end of Key Stage 2. Teachers lack sufficient

knowledge and expertise to teach information technology effectively – this is a major factor influencing the low standards in this subject.

Teaching varies considerably in Key Stage 2. For instance, teaching is very good in Year 6 across all classes, and pupils make very good progress in this year group. As a result, the pace of their learning accelerates and they do particularly well in English and mathematics. However, some pupils are not making sufficient progress in their learning in Year 3. Pupils’ literacy skills are not being developed well enough in this year group and this, added to the previous history of Key Stage 1 reading problems for these pupils, is affecting their attainment. Teaching in one Year 3 class is not meeting pupils’ needs and is also starting to have a negative influence on their attitudes to work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory although the school is not teaching the full requirements for information technology in Key Stage 2. There is a satisfactory range of sporting and other interesting extra-curricular activities.
Provision for pupils with special educational needs	Satisfactory. Pupils have detailed targets set in their individual education plans. The ‘setting’ arrangements in Years 5 and 6 support these pupils effectively in English and mathematics.
Provision for pupils with English as an additional language	Satisfactory. Pupils receive appropriate support when they are withdrawn from lessons to work with a specialist teacher. The provision for these pupils in normal day-to-day classroom lessons varies and depends on the quality of the teaching in each class.
Provision for pupils’ personal, including spiritual, moral, social and cultural development	Satisfactory. Provision for pupils’ spiritual and cultural development is satisfactory. Provision for moral and social development is good – this underpins the good attitudes, behaviour and relationships in the school.
How well the school cares for its pupils	Satisfactory. There are appropriate procedures in place to support and care for the pupils.

The school offers a broad curriculum but it is not sufficiently balanced to meet the full requirements in information technology. The school’s good provision for social and moral development contributes well to pupils’ good attitudes and behaviour. Effective systems have been introduced to monitor and track pupils’ attendance, and to award their efforts and achievements with merits and certificates.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The school is soundly managed but there is a need to develop a clearer long term vision of how the school is to develop in the future.
How well the governors fulfil their responsibilities	Satisfactory but governors need to become more heavily involved in monitoring the work of the school and setting a long term direction for its future development.
The school's evaluation of its performance	Satisfactory. The head teacher and other key staff monitor and analyse test results and teaching, and take action as a result.
The strategic use of resources	Satisfactory. The school provides sound value for money.

The head teacher delegates effectively and staff fulfil their responsibilities appropriately. The management structure is complex but it works in a school of this size. As a result, the school runs smoothly and efficiently. Teachers manage the limitations of the cramped accommodation well, but the shape and size of two of the reception classrooms make it difficult for teachers to provide the practical experiences expected for children under five. The leadership of the school is being diluted by the amount of delegation taking place – it has become reactive with insufficient clear strategic planning for long term development.

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. • Teaching is good in most classes. • They feel comfortable about approaching the school with questions or problems. • Their children are expected to work hard and achieve their best. 	<ul style="list-style-type: none"> • Teaching – they feel this is variable depending on the individual teachers. • The arrangements for supervision at lunchtime. • A consistent approach to homework. • The range of extra-curricular activities. • The quality of annual reports to parents – they feel they are impersonal and do not like the computer-generated comments.

Despite the issues raised, most parents are generally happy with the school. Inspectors' judgements support parents' positive views that their children like school and that their children are making good progress, especially in English and mathematics. Parents are right to suggest that teaching is good in most classes, but they are also correct in their view that teaching varies between classes. The arrangements for supervision at lunchtime appear to be satisfactory. The school has a lot of pupils to feed in a short space of time but pupils are given sufficient time to eat their food, although younger pupils tend to eat with their coats on after being out in the yard. It is true that homework is given more consistently in some classes than others, especially reading. There are sufficient extra-curricular activities offered to pupils, including a selection of sports and other interests. The content of the school's annual reports to parents meets requirements, but the computer-generated comments do tend to appear impersonal.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school's performance improved significantly in the national tests for 11 year olds in 1999.

1 The school's performance in the tests for 11 year olds has been erratic over recent years. For example, results were higher than the national averages in 1996 but dipped in 1997 and varied quite a bit across the subjects in 1998. However, in last year's tests, there was a clear and definite improvement in all subjects. In these tests, the school's performance was well above the national averages in English and mathematics, and close to the national average in science. When compared to similar schools, these results were also well above average in English and mathematics and average in science.

2 The school introduced setting into Year 6 last year. This meant that pupils in all the Year 6 classes were re-organised into specific groups for English and mathematics based on assessments of their achievements. For example, one group contained pupils who were expected to do particularly well in the tests. Another group contained pupils who were expected to achieve appropriate levels for their ages, while a third group contained pupils who needed some additional support to reach this stage. This arrangement was effective and contributed to the rise in the school's standards. It meant that teachers had a narrower range of abilities in their groups and allowed them to plan and focus their teaching more effectively to meet pupils' needs. As a result, a good number of pupils reached the higher levels in the English and mathematics tests – this is one of the reasons why the school's results compare so favourably with the national figures. Similarly, fewer pupils failed to reach the minimum level expected for 11 year olds. Again this means that the distribution within the school's results was better than the national picture.

3 The school has continued its focused approach in English and mathematics by introducing setting arrangements into Year 5 this year and, again, this is indicating an improvement in pupils' basic skills at the top end of the school.

4 In the 1999 science tests for 11 year olds, the school's results were not as high as its English and mathematics results, but this still showed an improvement over the performance in this subject in previous years.

Teaching is good in most classes.

5 Teaching was good, and sometimes very good, in over half of the lessons seen. Teaching is good in most classes, and the displays in classrooms and pupils' work indicate that this is a true reflection of the quality of work in the school.

6 Teachers in the nursery and reception classes have good knowledge and understanding of the needs of children under five. They make good use of resources to capture children's attention and hold their interest. For example, in a mathematical activity in the nursery, the teacher used the computer along with large models of two-dimensional shapes to reinforce recognition of shapes such as square, rectangle, triangle and circle. In a reception lesson, the teacher made good use of children's own coats to discuss the features of different materials and to encourage them to talk about which coat would be easiest to see at night. In two reception classes, the sizes and shapes of the classrooms are not conducive to good under fives practice, but the teachers manage to overcome this difficulty extremely well. For instance, in a literacy lesson in one class, the teacher made sure all resources were immediately to hand and minimised the need for children to move around the classroom. In another lesson, children were expected to stand perfectly still with their hand in the air when the teacher asked

them to stop, before moving into groups for different practical activities.

7 English and mathematics are taught well in most classes – this is contributing to the improvement in the school’s standards in these subjects. Teachers’ planning is thorough and matches work to the needs of the different groups in their classes. For example, in a Year 2 literacy lesson the teacher carefully planned the reading of “The Brownie King” poem to link in with the beat and rhythm from the previous music lesson. This is honed even further in Years 5 and 6 where teachers “set” pupils and can therefore focus their planning even more specifically. For example, in a Year 6 mathematics lesson with the lowest of the three sets, the teacher paid particular attention to the definitions of the key mathematical vocabulary that she wanted pupils to use, such as “factor”, “multiple” and “product”.

8 A strong feature of the teaching throughout the school is the good way that teachers use questions. For example, in a Year 1 literacy lesson where the class was reading “Mango Tree”, the teacher regularly stopped and asked pupils to interpret what they had read and to predict what they expected to happen next. In a Year 6 lesson, the teacher carefully questioned pupils to check their understanding of terms, such as “bibliography”, “glossary”, and “index”, before setting them the task to extract facts from a piece of text and present them as bullet points. Teachers use correct technical vocabulary themselves and expect pupils to follow their good examples. For instance, when a small group of pupils were receiving support for English as an additional language, the teacher insisted on pupils using the phrase “rhyming words” rather than simply accepting “words that sound the same at the end”.

9 Teachers have good knowledge and understanding of most of the subjects they teach – the exception being information technology. This good knowledge underpins their high expectations of pupils’ achievements and gives some teachers the confidence to relax and use humour effectively. For example, in a Year 5 science lesson where the class were looking at reversible changes of water from a liquid to a gas, it started to rain and some rain splashed through the window. When a pupil complained about “getting wet”, the teacher refused to do anything about it until the child used the correct terminology, i.e. “some precipitation is falling on my back!” This was a very good impromptu teaching opportunity that was seized by the teacher and used well to reinforce the purpose of the lesson. Most teachers pace their lessons well and keep pupils interested and motivated. For instance, in a Year 2 lesson when the teacher used a game at the end of a literacy lesson to get pupils to recognise “oi” and “oy” sounds in different words. This was a well-chosen activity to finish the lesson – it reinforced the initial teaching objectives and kept pupils enthusiastically involved in their work.

10 The good quality of teaching in most classes supports pupils’ learning and contributes well to the high standards reached by the end of Key Stage 2, particularly in English and mathematics. The teaching also sets a tone for the behaviour and relationships in the school and underpins pupils’ good attitudes and interest in their work.

Pupils of all races have good relationships with each other and their teachers – they have positive attitudes to learning and their behaviour is good.

11 The school has a wide social and racial mix in its population. Pupils from ethnic minority backgrounds integrate themselves well and become part of the school’s community. For instance, they mingle freely and play well with other pupils at break and lunch times. Pupils have good relationships with each other and with the adults in the school. They are friendly, polite and courteous. For example, they sit patiently and wait for their names to be called during registrations.

12 Pupils have good attitudes to their work. They enjoy coming to school and the vast majority of them are interested and keen to learn. Pupils behave well in lessons and when moving around the school. This is a cramped building with a lot of bodies in it and the potential for disruption and

misbehaviour is high. Pupils walk sensibly down the stairs and through the corridors. They wait patiently in the queue for their lunch and sit very sensibly during assemblies. A small number of parents raised questions about pupils' behaviour in the school yard at lunchtime – they felt it was too boisterous and criticised the lunchtime supervision arrangements. It is true that there is some lively behaviour in the yard, but pupils appear to enjoy their time outside and there were no inappropriate incidents seen. In fact, older pupils took their 'monitor' duties seriously and actively played with the younger children and kept an eye on their behaviour.

The mental mathematics part of the numeracy hour is taught well – this is supporting pupils' good numeracy skills.

13 The school has focused on developing mental mathematics and has bought a range of resources to help teachers with this aspect of their teaching. As a result, teachers are confident and comfortable to spend a short session at the start of each mathematics lesson where they focus specifically on developing pupils' mental and oral mathematical skills. This is proving effective and is having a positive impact on pupils' numeracy skills.

14 Teachers carefully plan the mental mathematics part of their lessons. They make sure that pupils know and understand the objectives for this work and often display the key vocabulary for pupils to refer to. For instance, in a Year 3 lesson where the mathematics co-ordinator was practising "rounding" to the nearest 10 and 100, she constantly referred to "tens", "units", "digits" and "place value" during the mental warm-up session. In a Year 6 lesson, the teacher carefully defined the difference between "any two factors" and "a pair of factors" before firing rapid questions at the class.

15 Teachers use resources well to support mental mathematics. All classes have been supplied with books of laminated number cards to allow pupils to build up their answers and hold them up for the teacher to see. These are used well. For example, in a Year 5 lesson pupils were engrossed as they were asked to mentally calculate what would need to be added to a given number to make 1000. These pupils concentrated very well and found successful answers, such as "468 needs another 532". Teachers supplement this work with resources of their own. For instance, in a Year 2 lesson, the teacher had made his own large number cards to help pupils put numbers into sequence and recognise patterns, such as their 3 and 4 times tables. In the Year 3 lesson, the co-ordinator had a large square of numbers on the wall and used "Boris" (a fluffy spider) to move onto numbers to help some pupils to visualise which was the nearest 10 to round to.

WHAT COULD BE IMPROVED

The school has had a downward trend in its performance in the reading tests for seven year olds over the last three years.

16 In the reading tests for seven year olds in 1999, the school's performance was below the national average. This was due to a number of factors. Firstly, the school identified a potential issue with writing and focused its energies in this direction. As a result, the steady downward trend in the reading tests over recent years was not picked up and dealt with soon enough. Secondly, teachers in Key Stage 1 struggled to come to terms with the requirements of some parts of the literacy hour, and this affected pupils' performance in the recent tests. Some teachers were more comfortable with their previous practice of listening to individual pupils read on a regular basis and were not confident with the 'group' reading approach that the literacy hour expects. This meant that pupils became technically competent, for instance in recognising letter patterns and sounds, and in decoding unfamiliar words, but their comprehension of what they had actually read was not being developed well enough.

17 The school has now recognised the problem it has had with reading and appears to have started

to rectify the situation by providing additional guidance for teachers in Key Stage 1. The reading that was sampled during this inspection suggests that standards are now back to an appropriate level, but the school has yet to undergo the tests for seven year olds this year.

Standards in information technology are well below average by the age of 11.

18 By the end of Year 6, pupils are not reaching the levels expected for their age in information technology. They lack some basic skills and have not experienced the full range of activities they should have. Pupils can use the simple features of word processors to produce text in different layouts (such as poems, prose and letters) but they do not have a clear understanding of how to use these skills to combine their text with other information, such as graphs and tables created in a spreadsheet. Pupils know that CD-ROMs hold vast quantities of information and can use these for simple research tasks, such as finding information about Hitler's speech at the Nuremberg Rally to support their work in history. However, they have very limited understanding of how information is stored using databases, or of how to phrase an enquiry to search for specific information. Pupils do not know how to use computers to control physical events or to sense and monitor the surrounding environment. They have had no experience of electronic mail or access to the Internet.

19 The school does not have sufficient reliable equipment to teach information technology and is not delivering the full requirements of the National Curriculum. In addition, teachers' knowledge and confidence are shaky – they do not have sufficient expertise in this subject to teach pupils the skills they need. The school is fully aware of these shortfalls and has made positive steps to rectify the situation. New equipment is already on order and there are plans to convert an existing classroom into a computer suite using national funding available to support information technology in schools. A new co-ordinator has recently been appointed. He has identified a programme of training for staff and has plans to introduce the nationally recommended scheme of work from September 2000.

Standards in science could be higher by the age of 11.

20 Standards in science are satisfactory in that they match the levels expected for 11 year olds by the end of Year 6, but they could be higher. In 1999, pupils performed much better in the English and mathematics tests and these same pupils did not achieve the same high standards in the science tests.

21 The school has prioritised science as a major focus in its current school development plan. A new co-ordinator has recently been appointed and the school is working with the local education authority as part of a project that encourages practical investigative approaches to science. The school has not had a coherent approach to science in the past, especially in Key Stage 2, and this has affected pupils' learning and achievement. For instance, science planning has been based on topics with no secure scheme of work to make sure that pupils are taught the skills they need in a systematic and logical sequence. The school has rectified this by accepting the nationally recommended scheme for science and modifying it slightly to fit into the long term curriculum plan, but this will not fully come into place until September 2000. However, the recent introduction of assessment and record keeping procedures in science is starting to identify the coverage of scientific knowledge, skills and understanding, and is beginning to give the school a clearer picture of what is actually happening in this subject.

22 Teachers have struggled with some aspects of science in the past, particularly the practical and investigative work. As a result, the emphasis has been on teaching pupils the knowledge and understanding of science, but without the practical skills underpinning this content. This has been recognised and the new co-ordinator has planned a programme of training for staff to develop their own knowledge and confidence. Resources have improved and the school now has a sound basis for developing a more consistent and coherent approach to the development of pupils' skills in this subject.

Teaching varies considerably (from very good to poor) particularly in Key Stage 2.

23 The quality of teaching in some classes in Key Stage 2 is very good, and this is a strength of the school. However, some poor teaching was seen in one Year 3 class, and work from other pupils in Year 3 suggested that teaching is not always as steady or satisfactory as it should be in this year group.

24 In the poor Year 3 lessons, the teacher did not hold pupils' attention and allowed them to become restless, fidgety and disruptive. In one instance, some pupils took little part in the lesson and were more interested in making rude gestures to each other across the classroom or exchanging Pokemon cards. The pace of teaching was too slow because the teacher had not prepared the activities sufficiently well and had to keep stopping to try to check pupils' behaviour. The teacher tried to continue teaching but struggled because pupils lacked interest and respect. This had a significant impact on the quality of this lesson and meant that few pupils made any gains in their learning.

25 Pupils' work in Year 3 shows a slowing in their progress in some areas, and particularly in literacy. The presentation of some work is untidy and often incomplete. Spellings are not always corrected and pupils' use of punctuation varies quite a bit. Pupils are not taking the same pride in their written work in this year group as they are elsewhere in the school.

The school needs a clearer long term strategic direction to drive its future developments.

26 The school has a complex but effective management structure involving a high level of delegation by the head teacher. This works and provides all staff with opportunities to feel part of the management of the school. However, this same structure does not provide a clear enough distinction between the need for "leadership" and "management" of the school. The leadership of the school is being diluted by the tiered structure where all staff are involved at different stages of the decision making process. There is insufficient long term strategic planning to set a clear path for the future direction of the school.

27 The school development plan is too big and bulky. It contains too many issues that have been identified by individual subject co-ordinators and as such, are "maintenance" areas for them to consider. The development plan only provides priorities for one year. There is no clear picture of what the school sees as its priorities and areas to develop over the next few years. This is due in part to the fact that the governing body relies too heavily on the head teacher to keep them informed about the school's priorities, rather than being actively involved in helping to set the educational direction of the school. Another reason is that the school has correctly picked up on the national initiatives of literacy, numeracy and information technology but, in so doing, has lost sight of its own specific areas that also need to be considered, such as the issue about reading at the end of Key Stage 1.

28 This need for clearer long term planning is particularly important given the changing nature of the school's population with a greater number of minority ethnic families opting to send their children to the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29 The governors, head teacher and staff should:

- (a) Set a clear agenda and direction for the long term strategic development of the school, to take the changing nature of the school's population into account.
(paragraphs 26 - 28)
- (b) Raise standards in information technology by the age of 11, by:
 - using the planned scheme of work to make sure that the school delivers the full requirements in this subject;
 - improving teachers' knowledge and understanding in information technology;
 - improving the range and quality of resources.
(paragraphs 18 - 19)
- (c) Improve performance in reading in the national tests for seven year olds by making sure that teachers are confident in what they are teaching and that pupils are taught the full range of skills they require.
(paragraphs 16 - 17)

The school should also consider:

- Raising standards in science by the age of 11, by paying greater attention to the investigative skills pupils need in this subject, and by using the newly planned scheme of work.
(paragraphs 20 - 22)
- Improving the consistency of the teaching, especially in Year 3, to a higher level.
(paragraphs 23 - 25)

The school has already identified information technology and science as priorities in the current school development plan, and has started to take action to meet these issues.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
-	17%	38%	35%	3%	7%	-

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)	39	601
Number of full-time pupils eligible for free school meals		53

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	62

English as an additional language

	No of pupils
Number of pupils with English as an additional language	100

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	30
Pupils who left the school other than at the usual time of leaving	31

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
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	55	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	42	48	49
	Girls	26	25	25
	Total	68	73	74
Percentage of pupils at NC level 2 or above	School	81% (92%)	87% (77%)	88% (90%)
	National	82% (80%)	83% (81%)	87% (85%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	42	51	50
	Girls	25	25	26
	Total	67	76	76
Percentage of pupils at NC level 2 or above	School	80% (91%)	90% (90%)	90% (99%)
	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	37	50

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	32	33	34
	Girls	40	38	42
	Total	72	71	76
Percentage of pupils at NC level 4 or above	School	83% (63%)	82% (58%)	87% (77%)
	National	70% (65%)	69% (59%)	78% (69%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	32	34
	Girls	38	37	41
	Total	63	69	75
Percentage of pupils at NC level 4 or above	School	72% (74%)	79% (72%)	86% (74%)
	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	2
Black – other	0
Indian	4
Pakistani	55
Bangladeshi	2
Chinese	1
White	447
Any other minority ethnic group	11

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	0	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)	24
Number of pupils per qualified teacher	25
Average class size	28.6

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	84.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39

Total number of education support staff	3
Total aggregate hours worked per week	50.5

Number of pupils per FTE adult	9.8
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FTE means full-time equivalent.

Financial information

Financial year	1998 - 1999
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	£
Total income	876,395
Total expenditure	832,998
Expenditure per pupil	1,276
Balance brought forward from previous year	-9,413
Balance carried forward to next year	33,984

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	679
Number of questionnaires returned	198

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	38	2	0	1
My child is making good progress in school.	55	38	4	1	3
Behaviour in the school is good.	40	48	6	3	4
My child gets the right amount of work to do at home.	35	48	11	3	3
The teaching is good.	52	40	5	1	3
I am kept well informed about how my child is getting on.	43	40	15	2	0
I would feel comfortable about approaching the school with questions or a problem.	60	34	5	1	1
The school expects my child to work hard and achieve his or her best.	49	41	5	1	4
The school works closely with parents.	38	46	11	2	4
The school is well led and managed.	42	33	11	4	11
The school is helping my child become mature and responsible.	46	41	3	1	9
The school provides an interesting range of activities outside lessons.	30	31	18	4	17