

INSPECTION REPORT

TICKTON C.E. PRIMARY SCHOOL

Beverley, East Riding of Yorkshire

LEA area: East Riding of Yorkshire

Unique reference number: 117995

Headteacher: Mrs. C. L. Bailey

Reporting inspector: Mrs. Brenda Iles
2000

Dates of inspection: 19 – 21 June 2000

Inspection number: 190478

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:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Tickton Beverley East Riding of Yorkshire
Postcode:	HU17 9RZ
Telephone number:	01964 542498
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Appropriate authority:	The governing body
Name of chair of governors:	Mr. R. Vickers
Date of previous inspection:	November 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Tickton Church of England Primary School educates 139 boys and girls aged from four to eleven; it is smaller than most primary schools. Attainment on entry is broadly above average. The majority of pupils live in the village and surrounding area and are well supported by parents. Most families live in owner occupied housing and more parents have higher educational qualifications than usual. Consequently, very few pupils are entitled to free school meals. Just over nine per cent of pupils come from backgrounds beyond Europe. Almost seven per cent of pupils have special educational needs, which is below average, and two have statements, which is about average for a school of this size. Pupils are admitted to the reception class at the start of the year in which they become five.

HOW GOOD THE SCHOOL IS

Tickton Primary School provides a caring learning environment and effectively meets the needs of all pupils. The school is very well led and managed and the staff and governors work as a committed team to continuously influence school improvement. They have a very clear understanding and knowledge of the school's priorities. Teaching is consistently at least of good quality and many lessons have very good features. This results in standards by the age of eleven that are well above average in the important areas of literacy and numeracy and above average in science. The school provides good value for money.

What the school does well

- Teaching is of consistently good quality and consequently standards in English and mathematics are well above average by the age of eleven.
- The school is very well led and managed and there is a clear direction to its work.
- Attitudes to learning are very positive and behaviour is excellent because pupils are excited by the wide range of opportunities provided in lessons.
- Provision for spiritual, moral, social and cultural development is excellent. The caring ethos for learning enables pupils' individual needs to be well met
- The creative arts are a strength of the school

What could be improved

- While standards in information and communication technology match the levels expected of pupils, they could be higher.
- The quality of two temporary classrooms is poor and this adversely affects learning in extreme weather.

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

The school has accurately identified the areas for improvement highlighted by the inspection team and has a plan to address them. Governors are rigorously and continuously taking action to try to gain support to improve the quality of temporary accommodation. The school has no key issues for action.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996. Pupils' standards at the age of seven and eleven are now higher and the quality of teaching has improved. Very good progress has been made in addressing the key issues for action identified in the last report. The school management plan now sets out clearly a

realistic number of priorities for development and is of very good quality. It makes effective links between provision, targets and raising standards. The curriculum has been revised and is now well planned, offering a broad range of interesting activities. The national initiatives in literacy and numeracy have been implemented effectively. Teaching is now consistently good and assessments of pupils' learning are used well to plan lessons and to monitor progress. The library has been moved to a new location and supports well the development of the research skills of older pupils. Due to limitations of the accommodation, younger pupils continue to have restricted access.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in the 1999 National Curriculum tests.

Performance in:	Compared with			
	All schools			similar schools
	1997	1998	1999	1999
English	B	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

These results show that pupils' standards at eleven were well above average in English and mathematics and well above those of similar schools. In science, results were above average and similar to those of the same type of schools. Inspection evidence supports these findings. Over the last four years standards have improved faster than the national trend. The targets set by the school for the year 2000 are likely to be achieved.

In the 1999 tests for seven year olds, standards in reading were below average, writing was above average and mathematics average. When compared to similar schools pupils' achievements in reading were well below average and below average in writing and mathematics. Over the last four years the standards attained by seven-year-olds have been lower in relation to the national average than those attained by eleven-year-olds. Action taken to improve attainment at seven has involved organising teaching in smaller groups in the infant classes. The unconfirmed 2000 test results for seven-year-olds indicate that all pupils achieve at least the expected levels in writing and mathematics and in reading the proportion of pupils who achieve the expected level is also higher. This year more pupils achieve the higher level 3 in reading, writing and mathematics. Inspection evidence supports the view that seven-year-olds attain standards above those usually expected in all three areas.

Standards in information and communication technology are in line with those expected nationally but are not yet as high as they could be. Standards in the creative arts are a strength of the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like school and have very positive attitudes to their learning.
Behaviour, in and out of classrooms	Behaviour is excellent in lessons and in the playground. The very small proportion of challenging behaviour is very well managed.
Personal development and relationships	Relationships are very good and staff provide very good support to pupils because they have a very good understanding of their individual needs.
Attendance	Attendance is well above average.

The caring Christian ethos permeates the life of the school and influences the strong emphasis placed on success and achievement in all aspects of school and community life. All pupils feel valued and there is a high level of mutual respect between adults and pupils.

TEACHING AND LEARNING

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

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

Teaching in all classes is consistently of good quality. It is very good in a third of lessons. Teachers' planning effectively identifies learning which is well matched to the needs of groups and individuals including those with special educational needs. Introductions hold pupils' attention and interest and very good use of questioning enables all pupils to be included in class discussions. Very good teaching of literacy and numeracy supports the high levels of achievement by the age of eleven. Pupils have very good knowledge of number, and oral skills are a particular strength. The quality of writing and the ability to retrieve information for research is well above that of most eleven-year-olds. Very good teaching was also observed in art and reflects the strong emphasis placed on providing a broad range of high quality learning experiences to promote spiritual, moral, social and cultural development.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is very well balanced and planned to provide continuity in learning across the age range.
Provision for pupils with special educational needs	Pupils with special needs make good progress because the provision is well matched to individual needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is excellent. The values promoted by the school underpin the warm and caring ethos for learning.
How well the school cares for its pupils	There is a very good understanding of pupils' needs and procedures for ensuring pupils' welfare are very good

The national literacy and numeracy strategies are successfully implemented and the curriculum is of very good quality offering a broad and balanced range of interesting learning opportunities. Particular strengths are the development of the creative arts and the links made between literacy and numeracy and other subjects such as science, art and music. Assessment information is used to plan the learning for groups of pupils and this effectively supports pupils to achieve their best. The school identifies the needs of pupils at an early stage and this information is well used to structure learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The quality of leadership and management is very good and the staff work together as a committed team. Senior staff have a very clear vision for the future of the school which is reflected fully in the plans.
How well the governors fulfil their responsibilities	Governors provide very good support and work in close partnership with teachers.
The school's evaluation of its performance	The school effectively monitors and evaluates its work and this shapes future planning. Monitoring by governors is effective but is not yet set out in a systematic format.
The strategic use of resources	The school makes very good use of available resources and applies the principles of best value constructively.

The headteacher, who is currently working as an adviser for the local authority, and acting headteacher provide strong and effective leadership. There is a shared commitment by all staff and governors to move the school forward and a very clear analysis of the school's strengths and priorities for future development. The school plan is of very good quality and evaluation procedures are very effective. Governors take an active role in the life of the school and make a significant contribution to its success

through their involvement in important decision making. Great care is taken to ensure that funds are used to improve the quality teaching and learning and raise the standards in the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents are pleased with the standards achieved • Most parents feel comfortable to approach the school with a problem. • Teaching is good and children are expected to work hard. • Most parents say their children like school and that there is good communication between home and school • The school is well led and managed. 	<ul style="list-style-type: none"> • A large minority want to see more clubs and a broader range of interesting activities. • Some parents expressed concern that their children had been taught by too many temporary teachers.

Parents strongly commend most aspects of the school's work. Inspectors also support parents' positive comments. The minor criticisms are not upheld by inspection evidence. During the inspection, cricket, choir, instrumental music and community performances took place. In discussion with pupils they express excitement and interest about the range of activities that are provided. The opportunities provided are good for a school of this size. The school does its best to provide continuity for pupils when temporary staff are employed. During the inspection the shared teaching arrangements provided a good quality of learning for pupils.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Teaching is of consistently good quality and consequently standards in English and mathematics are well above average by the age of eleven.

In one third of lessons the quality of teaching is very good and in the remaining two-thirds it is good. The quality of teaching during the inspection was never less than good. This is the reason why all pupils make good progress. In all classes teachers and support staff have very good relationships with pupils and individual needs are identified and planned for to ensure pupils achieve their best and recognise themselves as successful learners. Teachers have high expectations of pupils. Praise and encouragement are used appropriately and the very positive strategies used by teachers to challenge and correct errors enable pupils to understand their own strengths and weaknesses and to strive to improve.

In all the lessons observed there were clear and precise objectives for learning. In literacy, numeracy and art they identified particularly well what was to be learned and were communicated very clearly and precisely to pupils. For example, in literacy in Years 5 and 6 the teacher explained in detail the purpose of non-chronological writing and motivated pupils through her personal interest and enthusiasm for writing in different styles. The focus of the lesson, the pupils' first hand experience of school visits to enhance learning in history, provided a stimulus to writing of a very good quality. All pupils, including those experiencing difficulties, made good use of punctuation. Pupils used bullet points and descriptive words to capture interest and had a good knowledge of terms such as 'persuasive', 'chronological' and 'non chronological writing.' Work was well presented. Pupils showed a high regard for their teacher, valuing her constructive comments and responding eagerly to opportunities to contribute to discussions and to improve their work. In Years 3 and 4 pupils described the purpose of note-taking accurately because it had been concisely explained by the teacher and formed part of a structured sequence of stages in writing a report. The teacher used terms such as 'synonym' and expected pupils to draw on a broad range of descriptive vocabulary to capture the interest of the listener and reader. This led to good progress being made in formulating ideas and vocabulary lists to write weather reports later in the week.

In the infant classes pupils are now grouped into three sets for literacy and numeracy and teachers make excellent use of the nursery nurse who is training to be a teacher and provides support of high quality. These arrangements work well, staff plan lessons together to ensure progression in learning across the range of ability groups and pupils of all abilities receive good attention to support their needs. This supports the aim of achieving higher standards by using extra support to fully challenge all pupils. For example, in a mathematics lesson the teacher focused on working with numbers to 20 and over a third of pupils met the challenge of adding three numbers together and then explaining the strategies they had used to calculate their answers. They used appropriate language in their answers because the teacher had modelled the language well and encouraged all pupils to use terms such as 'add' and 'subtract.' The use of digit cards also enabled the teacher to assess how well pupils could calculate numbers. All pupils learned that the order in which numbers are presented in a problem makes no difference to the answer. The presentation of pupils' work was of high quality and the teacher's marking showed very clearly the successes and the areas to be developed. Pupils were so engrossed in their investigations they were reluctant to stop work and expressed their enjoyment of the task. Within the Year 5 and 6 class the teacher made learning objectives clear and introduced both horizontal and vertical lines of symmetry in the investigation of shapes and patterns. Through carefully timed and structured tasks pupils made good progress and developed a secure understanding of reflective symmetry, trying out their own ideas and explaining their hypotheses and how they carried out their operations and checked their results. Pupils analyse their outcomes and evaluate their success together; they have been taught to do so as part of the investigative process. This enables the most able to reach standards which are well

above those usually expected. Teachers ensure that their assessments are used to extend and reinforce key learning points and this supports all pupils to achieve their best.

Because teachers share their planning and have opportunities to monitor teaching and learning there is a high level of consistency in the approaches used in all classes. For example, behaviour management is very good because all teachers reinforce the school rules and have high expectations of all pupils to succeed. Teachers provide firm, fair and constructive guidance to pupils and this enables them to feel well supported and to take risks when answering questions. As a result, speaking and listening skills are well developed and above those usually expected of pupils aged five, seven and eleven. Teachers value the contributions of all pupils to discussions; they phrase questions to involve less able or less confident pupils and thereby ensure the involvement of everyone in discussions and feedback sessions. This was evident in the teaching of numeracy to Years 1 and 2 when the teacher introduced a game which required every pupil to pose a mathematical question to their neighbour. The adjustment of the lesson's timing to enable each pupil to achieve this objective ensured success for everyone.

Very good use is made of specific vocabulary to support learning. For example, within the reception and Year 1 class the teacher and nursery nurse ensured the consistent reinforcement of terms such as 'shoot' and 'root' when planting bean seeds on wet paper. They repeated the words regularly and required children to use the terms in their own sentences. Another very good example was observed in the teaching of art to Years 4 and 5 when the work of Turner was studied and pupils used an interesting range of activities to describe and interpret his pictures.

Teachers have good subject knowledge in literacy, numeracy and art and maintain the interest and motivation of pupils in introductions, tasks and plenaries. They make good links between reading, writing and mathematical skills and other subjects of the curriculum and this enables pupils to understand the relevance of their learning to different situations. For example, a book describing how pupils worked with a sculptor to build cardboard animals and life-size people links together the skills and processes of designing and making while also providing opportunities for writing labels, instructions, factual accounts and sensitive poetry which reflects pupils' responses and enthusiasm for the project. The quality of writing across the age groups was of a high standard and the opportunity had been taken to use word processing packages for the final presentation.

The school is very well led and managed and there is a clear direction to its work.

The headteacher and acting headteacher provide very good leadership and are well supported by all staff. The strong team spirit drives school improvement and the very thorough evaluation of strengths and weaknesses accurately identifies and actions areas for development. Regular monitoring has raised the quality of teaching since the school was last inspected. The evaluation of pupils' performance is also thorough and has led to the introduction of smaller teaching groups in the infants to more effectively raise standards.

The school improvement plan is a clear and concise document which reflects current priorities and the long-term direction for the school. It is a working document which constitutes a diary for action, monitoring and evaluation and which sets achievable targets for staff and pupils. It is drawn up in consultation with staff and governors and there is a common understanding of the aims and goals to be achieved and how well the school is on track to meet them. The very recent promotion of the headteacher has led governors to evaluate carefully the qualities they are seeking in making a future permanent appointment. There is a clear and common understanding of the need to maintain the current level of success while offering opportunities for imaginative initiatives that will help maintain the spirit of the school and its lively and enthusiastic learning ethos.

Governors provide very good support and, whenever possible, spend time in school to help staff and pupils and monitor current initiatives. For example, governors have monitored the teaching of literacy and numeracy. To ensure that they are fully aware of the school's methods they have attended curriculum evenings when approaches to teaching and learning are shared with parents. They are aware that their next step is to formalise their programme of monitoring alongside the school's annual plan. Governors are clear about their roles and responsibilities, and financial planning and monitoring is thorough. The chair of the finance committee receives monthly reports and frequent meetings are held with the headteacher to review patterns of expenditure. Governors are aware of the principles of providing best value. They challenge, consult and seek every opportunity to gain the best possible value for money from their delegated budget and grants. Governors sub groups meet regularly and feedback to the full governing body. They structure and write the annual report to parents and encourage good attendance at the meeting to ensure the views of parents are considered and valued. Governors also provide good links with local churches and this supports well the Christian nature of the school.

The roles of curriculum co-ordinators have developed and they provide good guidance to staff, monitoring standards in subjects through sampling work and teaching when their subjects are the focus of development. Funding has been set aside to support this aspect of the school's work and the quality of monitoring, led by senior staff, is very good.

Attitudes to learning are very positive and behaviour is excellent because pupils are excited by the wide range of opportunities provided in lessons.

Pupils' behaviour is excellent in lessons and assemblies, as they move around the school and at play. When they arrive at school in the morning they play happily together and respond instantly to the bell which signals the time to begin the school day. During registration they reply politely and share significant, recent events in their lives with their friends. Pupils talk politely, answering and asking questions and respecting the views and opinions of others. This was observed in the Year 3 and 4 class when pupils described their different responses to texts in the literacy hour. Pupils also support one another well because they are encouraged to evaluate their work in order to improve. This results in pupils valuing the comments of their friends and adults. They listen intently in lessons, concentrating on instructions and the teacher's guidance. They settle quickly to group tasks to ensure that they meet the high expectations made of them to complete work within specific time scales. Pupils, therefore, make good progress because they are keen and eager to learn and to please staff. They know that bullying will not be tolerated and say that their school is friendly and happy.

Pupils take pride in their work and are confident that their best efforts will be rewarded. Pupils welcome visitors and eagerly talk about school. They have very good manners, opening doors, explaining how features such as the school garden contribute to their school environment and politely but confidently describing their discomfort in the temporary accommodation during very hot and cold weather.

Teachers are skilled in managing behaviour. The very small proportion of pupils with emotional and behavioural difficulties are very well managed. By ensuring their inclusion in discussions and by planning specific, well focused tasks, teachers maintain the pace of learning and the work of other pupils is not disrupted. Teachers ensure pupils are well focused by explaining clearly what they need to learn and why. This is why research skills are effectively applied to opportunities for independent learning.

Parents support the school rules and reinforce these expectations at home. This provides most pupils with continuity of expectations between home and school. Reading diaries provide an effective dialogue

between home and school and help ensure that pupils feel well supported in their learning. The good communication between staff and parents also contributes to promoting positive attitudes.

From the youngest reception aged children to the oldest pupils in Year 6, children say they love their school and want to do well. In discussions pupils frequently described literacy, numeracy and art as their favourite lessons. They enjoyed the rigour of mental mathematics and said mathematics is fun because games help them to learn quickly. They described a range of books and opportunities for writing introduced through the literacy hour and talked about their best pieces of work. Pupils were also very proud of their own school book which provided a record of their sculpture work with visiting artists including poems and descriptions of the outcomes of their work. They showed a keen interest in their new computer suite and resources. In discussion pupils explained how a digital camera had been used to create photographic images to decorate cubes and how their teachers supported them when learning new skills. Pupils value opportunities to perform in local festivals and school productions; they regularly give up lunchtimes to practise with their teachers. They are stimulated by the wide range of opportunities to learn provided by the school and these, together with the firm management of teachers and the support of parents, form a very positive foundation for their development.

Provision for spiritual, moral, social and cultural development is excellent. The caring ethos for learning enables pupils' individual needs to be well met

This aspect of the school's work continues to be a significant strength. Cultural provision has improved since the last inspection when it was described as good. The values of the school are reflected throughout its work. Pupils have opportunities to think about special people, events and places within their experiences and those of others. This is reflected in pupils' writing, for example when describing events in the Christian calendar such as Easter and when describing the beauty of their school garden. Through the study of Christianity and other world religions they learn about the importance of beliefs, customs, festivals and artefacts. Their understanding is reflected well in displays of work. Assemblies make a valuable contribution to sharing important events in the life of the school. Achievements are celebrated and every pupil is valued. Older pupils in Years 5 and 6 help the younger children of reception age. They join in their playtime games and help them to resolve minor problems successfully. They also reinforce the expectations of pupils to care for each other and maintain the friendly atmosphere that is evident at work and at play. The strong emphasis placed on honesty, trust and respect underpin the school's ethos for learning and make a significant contribution to the development of self-esteem and the perseverance to succeed.

Provision for developing cultural awareness is planned through a wide range of subjects including history, geography, literature and the creative arts. Pupils are aware of the works of a wide range of artists and sculptors including the Impressionists and Elizabeth Frink. They recognise how different media and skills enable artists to express their feelings. Their understanding of differences between different civilisations, past and present, shows awareness of how lifestyles change over time. Links to information technology enable pupils to recognise how invention contributes to communication systems and daily life at the turn of the Millennium. They recognise the options that this opens up for research and instant worldwide communication. Links with a village in India also provide opportunities for pupils to recognise the similarities and difference between village schools across the world.

The strong moral code is well maintained and pupils have a clear understanding of right and wrong and the importance of maintaining rules. Staff provide excellent role models and, through their positive firm insistence to maintain high standards of behaviour, pupils learn trust, respect and tolerance. This is evident in lessons, assemblies and at playtimes. Pupils ensure that visitors are welcomed and eagerly talk about their school with pride.

The creative arts are a strength of the school

Displays throughout the school are of high quality and reflect the emphasis placed on developing a wide range of cross-curricular opportunities to ensure pupils receive a broad and balanced education. Pupils of all ages learn about artists and sculptors and have exciting opportunities to work alongside visiting professionals. Cardboard models of animals and people, observational drawings and paintings in the style of Turner are just some of the examples of work observed during the inspection. The quality of their work reflected, for example, in the attention to detail is well above that usually expected of eleven-year-olds. By the age of eleven pupils have a much better understanding of art than is usual for pupils of this age; for example, they are able to clearly describe the differences between artists they have studied, such as Turner and van Gogh.

The school participates in local festivals and concerts, one of which took place during the inspection. On this occasion pupils made a very good contribution, singing a range of songs tunefully and expressively. Awareness of music is fostered through the 'thought for the day' when pupils are told an interesting fact about a selected musician or style of music in assembly. Opportunities for pupils to learn to play musical instruments, for example the violin, enhance the teaching of music, and through the study of dance pupils learn to express their feelings and emotions. Music and dance make a very good contribution to pupils' cultural development.

A special evening for parents celebrated the school's achievements in the arts. Art displays, poetry, dancing and musical presentations provided a valuable insight into the school's approach to developing the creative aspects of learning. The staff foster a love of art and enable pupils with artistic talent and strength to excel in this area of their learning. Very good use is made of the strengths and subject expertise of individual members of staff and this motivates and inspires pupils to experiment with textures, fabrics and paints. For example, a collage of butterflies enhances displays of science work in the infant classes.

Staff and pupils willingly give up lunchtimes to rehearse and practice their skills to ensure that performances are of very good quality. They enjoyed singing 'Here Comes the Sun' by Paul McCartney and listened intently to the teacher's advice in order to improve clarity, tone and the skills of group performance. Singing in assemblies is tuneful and expressive and makes an important contribution to whole school celebrations.

WHAT COULD BE IMPROVED

While standards in information and communication technology meet the expected levels at the ages of seven and eleven they could be higher.

Standards in information and communication technology are at the expected levels for pupils aged seven and eleven. By the time they leave the school most pupils word process, cut and paste text, work with art programs to create designs and understand how to create tables, insert data and make calculations. In discussion they understand how the Internet provides a valuable means of communication and access to information for research. Pupils who have computers at home know how to use e-mail but this facility is not yet available at school. By the time they are nine pupils are introduced to modelling programs, for example 'My World' and these are linked to subjects such as geography to interpret and model descriptions of environments. During the inspection pupils positioned icons on islands responding to oral and written instructions and used the points of the compass to locate position. Pupils in the reception and Year 1 class also manipulate the mouse with reasonable accuracy,

and delight in using painting and drawing tools to enhance their pictures of seed growth linked to work in science.

The subject is a current identified as a priority for improvement. Teachers are still adapting to teaching in the new technology suite, which is only six weeks old, but have made a good start in teaching a structured programme of skills to their classes. While subject knowledge and expertise is not as secure as in other subjects, teachers ensure they have sufficient competence to teach the required skills for each lesson and the overall quality continues to be good. They give particularly good attention to those pupils who have limited experience of working with computers because they do not have one at home and ensure that more competent and experienced pupils are challenged by extended tasks. This was evident in the three lessons observed for reception and Year 1 pupils, and those in Years 4, 5 and 6. Teachers give precise directions which pupils follow well and then encourage independence by supporting pupils who are keen to experiment with programs. For example, some reception and Year 1 pupils successfully clicked and dragged icons to create a picture of a plant. They then used a range of drawing, brush and fill techniques to complete their pictures, experimenting with colour changes and positions of stems and leaves. Attainment in information technology is at present in line with national expectations. It is improving as the good quality teaching and frequent and regular use of the computer suite enhances current levels of achievement.

The computer suite does not yet have e-mail facilities but the new resources are already supporting raising standards well. The targets set out in the school improvement plan are being systematically met. Resources are in place, the timetable has been restructured and the curriculum and staff training are under review. The school is on the right course to raise standards higher and is giving the appropriate attention to pupils who do not have home computers to ensure they are not disadvantaged.

The lack of ventilation in the computer suite means that staff and pupils experience uncomfortable teaching and learning conditions in periods of extreme temperature. The door had to be left open to enable air to circulate and prevent discomfort in the very hot weather during the inspection. There are plans to improve the ventilation of the room.

The quality of two temporary classrooms is poor and this adversely affects learning in extreme weather.

In the very hot weather experienced during the inspection the conditions for teaching and learning in the two temporary classrooms were unacceptable. Despite windows being opened fully, temperatures rose to very high levels. Teachers had to move pupils to outdoor shaded areas to complete lessons. At playtimes pupils described the uncomfortable conditions and several pupils said they were pleased to be moving back into the main building next year.

Teachers do their best to ensure these classrooms are attractively displayed but the window frames are rotting and metal handrails are rusting. This contrasts sharply from the good condition of the main building. Over the last two years these rooms have also been redecorated and flooring replaced.

Parents, staff and pupils see these buildings as a weakness in provision and vigilant action has been taken to seek grant funding to extend the school. This has been unsuccessful so far but attention is consistently drawn to the deterioration of these classrooms. The school improvement plan identifies the objective 'To create an acceptable environment in the mobile classrooms'. It gives a range of options including replacement and quotations for repair. In discussion governors rightly prioritise the replacement of these buildings as their goal. The cost of repairs and installing air conditioning is high. Quotes have been obtained following best value principles but there is concern lest large sums of money

be applied to buildings that will continue to deteriorate further with age. This weakness is being addressed appropriately through the school plan.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school has accurately identified the minor areas for improvement highlighted by the inspection team and plans to address these issues are already in place. The school has no key issues for action.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

15

Number of discussions with staff, governors, other adults and pupils

4

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	33%	67%	0%	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	139
Number of full-time pupils eligible for free school meals	3
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	6
English as an additional language	No of pupils
Number of pupils with English as an additional language	2
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	3.5
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	7	11	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	7	7
	Girls	9	11	10
	Total	14	18	17
Percentage of pupils at NC level 2 or above	School	78 (74)	100 (91)	94 (87)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	4	7	7
	Girls	9	9	9
	Total	13	16	16
Percentage of pupils at NC level 2 or above	School	72 (78)	89 (95)	89 (96)
	National	82 (80)	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	18	10	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	13	15
	Girls	10	10	9
	Total	26	23	24
Percentage of pupils at NC level 4 or above	School	93 (93)	82 (87)	86 (87)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	12	13
	Girls	9	10	9
	Total	22	22	22
Percentage of pupils at NC level 4 or above	School	79 (73)	79 (80)	79 (93)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	2
White	117
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	0	0
White	0	0
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)	5.6
Number of pupils per qualified teacher	24
Average class size	27

Education support staff: YR– Y6

Total number of education support staff	4
Total aggregate hours worked per week	77

Financial information

Financial year	1999
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	£
Total income	232227
Total expenditure	226698
Expenditure per pupil	1532
Balance brought forward from previous year	18801
Balance carried forward to next year	24330

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	137
Number of questionnaires returned	81

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	40	2	0	0
My child is making good progress in school.	56	36	5	1	2
Behaviour in the school is good.	40	54	4	0	2
My child gets the right amount of work to do at home.	32	44	19	1	4
The teaching is good.	58	41	1	0	0
I am kept well informed about how my child is getting on.	60	31	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	73	23	4	0	0
The school expects my child to work hard and achieve his or her best.	67	31	1	0	1
The school works closely with parents.	57	32	6	1	4
The school is well led and managed.	52	42	5	0	1
The school is helping my child become mature and responsible.	53	44	1	0	1
The school provides an interesting range of activities outside lessons.	20	22	43	6	9