

INSPECTION REPORT

**Lancaster Lane Community Primary
School**

Leyland, Lancashire

LEA area: Lancashire LEA

Unique Reference Number: 119325

Headteacher: Mr M. J. Mihell

Reporting inspector: Mr P. M. Allen
OIN 17531

Dates of inspection: 7th – 8th June 2000

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 – 11

Gender of pupils: Mixed

School address: Hunters Road
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Lancashire

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Appropriate authority: Governing Body

Name of chair of governors: Mr S. Suggitt

Date of previous inspection: 1st July 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lancaster Lane Community School is a below average sized primary school in the village of Clayton-le-Woods close to Leyland, with the M6 motorway dividing the two. The school, sited on a large estate, serves a wide range of social backgrounds. Most of the pupils live on the estate, although around 12 per cent live out of the immediate area. Although there has been a reduction in the numbers on roll in recent years which led to the loss of a class, numbers are now building up again; a consequence of this is the planned extension to provide a further classroom. The 163 pupils are in five classes, two for Key Stage 1 and three for Key Stage 2. There are seven children for whom English is an additional language. There are 31 pupils on the special educational needs register, of whom two have a Statement of Special Educational Need. Most children receive pre-school education, usually through the Early Learners' playgroup, which is based within the school's buildings. When children start school there is a wide range of attainment, which overall is broadly in line with what might be expected. The school aims to provide a safe environment which will stimulate learning across all areas, particularly in the basics of literacy, numeracy and scientific investigation. The school has further plans for development, the main priority being in information technology.

HOW GOOD THE SCHOOL IS

This is an effective school with a will to become more effective. Most pupils achieve well in relation to their abilities and the evidence of the National Curriculum results indicates that standards have risen steadily since the previous inspection. The quality of teaching is good overall. The headteacher is very committed to the school and provides positive leadership. The school gives overall good value for money.

WHAT THE SCHOOL DOES WELL

- ◆ The national strategies for literacy and numeracy have been implemented very successfully.
- ◆ The provision for pupils with special educational needs is good.
- ◆ The school has very good arrangements for teaching science.
- ◆ The provision for the pupils' spiritual, moral, social and cultural development is good.
- ◆ The school promotes positive attitudes, good behaviour and good relationships.
- ◆ There are effective relationships with parents who are very supportive of the school.

WHAT COULD BE IMPROVED

- ◆ The information technology curriculum and provision.
- ◆ Standards of written work.
- ◆ The attainment of boys at Key Stage 1.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected four years ago. Since that time it has built on its strengths and improved the quality of education provided. Standards have steadily improved in the core subjects. The quality of teaching has improved. The issues from the previous report have largely been addressed. The school is well on the way in developing effective systems of self-evaluation. There is a shared will to further improve the quality of education through focused review and development.

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	D	A	A	A	well above average A above average B Average C below average D well below average E
Mathematics	C	A	A	A	
Science	E	B	B	A	

Standards of attainment at the end of Key Stage 1 are good and above national averages in reading. Standards in writing and mathematics are sound and broadly in line with national averages. These standards are reflected in the National Curriculum Key Stage 1 results in 1999. Standards at the end of Key Stage 2 are sound and broadly in line with national averages in English, mathematics and science. These standards are not reflected in the 1999 results which were higher. Due to the significant number of pupils with special educational needs, the 2000 results will not match those achieved in 1999. In tests at both key stages, results over recent years have generally been higher than those achieved in similar schools in England. There is recognition in the school that standards in writing could be higher at both key stages. Standards in information technology are sound across the school but can improve with the further development of the subject.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes; they are keen to learn and to co-operate with each other. They are interested in all aspects of their learning.
Behaviour, in and out of classrooms	Levels of behaviour are good for all age groups. Pupils are helpful and polite towards visitors.
Personal development and relationships	Personal development is good; there is a strong emphasis on independence and making sensible decisions. Relationships are good and this has a positive effect on the quality of learning.
Attendance	Levels of attendance are good; pupils enjoy coming to school.

The pupils' attitudes, behaviour, relationships and attendance all have a positive impact on the

standards achieved.

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 strengths outweigh any weaknesses.

The quality of teaching is good overall. During the inspection 27 per cent of lessons seen were very good, a further 40 per cent were good and all the remainder were satisfactory. The teaching benefits from the good support of the classroom assistants and there is a shared commitment to the raising of standards. The skills of literacy and numeracy are taught well, making effective use of the national strategies. The needs of the pupils, including those with special needs and those for whom English is an additional language, are well met. The teaching has a positive impact on the response and learning of the pupils. They usually sustain their concentration well and they are developing good skills in working together.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Although the curriculum is generally broad and balanced, there is a need to significantly develop the information technology curriculum. There is an important need to review all the curriculum policies so that they are up to date and guide and reflect current practice. The school's innovatory 'science afternoons' ensure interesting, comprehensive coverage of the curriculum.
Provision for pupils with special educational needs	Work is carefully planned in all classes for pupils with special educational needs. Through the effective support of the teachers and classroom assistants, pupils make good and sometimes very good progress.
Provision for pupils with English as an additional language	The pupils are valued and well provided for; they make good progress in their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for spiritual, moral, social and cultural development is good and has a positive effect on the life of the school.
How well the school cares for its pupils	The school caters for its pupils well within its caring ethos. Health and safety and welfare arrangements are appropriate. The culture of the school promotes positive behaviour.

The provision for pupils with special educational needs and the provision for spiritual, moral, social and cultural development are two of the school's most significant strengths.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management ensures that the school is positively led with improving standards and a good team spirit. The school development plan has clear targets for improvement.
How well the appropriate authority fulfils its responsibilities	The governing body is very supportive of the school and ensures that its statutory requirements are met. Governors are becoming more involved in monitoring the work of the school.
The school's evaluation of its performance	The school has made a good start in monitoring its performance including the teaching and learning. Staff and governors show a clear commitment to further improvement.
The strategic use of resources	Overall, the school makes good use of its resources. The spending decisions relate to priorities for improvement and benefit for the pupils. The principles of best value are appropriately applied.

The school makes satisfactory use of its accommodation, although the quality of parts of the internal environment do not reflect the school's pursuit of high standards.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What some parents would like to see improved
<ul style="list-style-type: none"> ◆ The good progress being made and the information given on children's progress. ◆ The standards of behaviour. ◆ The quality of teaching. ◆ The approachability of the school. ◆ The expectation that children will work hard and do their best. ◆ The quality of leadership and management. ◆ The support given to help the children become more responsible. 	<ul style="list-style-type: none"> ◆ A number of parents are concerned about the large class sizes. ◆ Some parents would value more information on the curriculum and the topics being studied. ◆ Some would appreciate more guidance on the school's expectations on homework.

National funding will reduce class sizes at Key Stage 1, initially for two terms. The homework policy is currently being reviewed to ensure that it provides clear information on the school's expectations. In the view of the inspection team, the school already provides a good level of information each half term on the work being covered. Virtually all the views expressed by parents were very supportive of the school and inspectors' judgements broadly support the views of the parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The national strategies for literacy and numeracy have been implemented very successfully

The school gives clearly focused time for literacy and numeracy. The teaching of reading is viewed as a priority by both the school and the parents, and this is reflected in the good standards achieved by most pupils. The National Literacy Strategy has been successfully implemented at both key stages and is central to the school's planning for English teaching. The school has appropriately adapted the initiative to cater for the needs of the pupils, given the split-classes and the wide range of abilities. Exactly the same principles have been applied to the more recent, but very successfully implemented National Numeracy Strategy. The activities are well planned and thoughtfully delivered. The work benefits from a good level of resources, including big books and group readers for literacy and a good range for numeracy, including equipment and games.

Most of the teaching observed during the inspection was part of the literacy hour and was judged to be good. The teaching in the literacy hour was helped significantly when the work was supported by extra adults who supervised the group work. Teachers have a good subject knowledge and an enthusiasm for language and literature which rubs off on the pupils. This means that texts are chosen imaginatively, often with much humour. Teachers manage the pupils well and use good questioning skills. Care is given to making each activity appropriate to the needs of the pupils.

During the inspection, good examples were seen of teachers enthusing the pupils to undertake interesting writing tasks. For example, pupils in one class were able to create non-rhyming couplets in the style of Ezra Pound and, in another inspired by the play on words in a poem called 'School is Closed Today', pupils created their own versions with lines such as "the music teacher is on the fiddle" and "the geography teacher has lost his way". The teaching is invariably enhanced by good quality storytelling and valuably emphasises the importance of speaking and listening. Good support is given to pupils with special educational needs and the work as a whole benefits from the supportive relationships throughout the school. Some opportunities are given to acquire word processing skills, although this area could benefit from significantly more opportunities to practise them. Work is marked regularly and includes detailed personalised comments that move learning forward.

Interviews with teachers prior to the inspection evidenced the enthusiasm of the staff towards the National Numeracy Strategy. A number of numeracy hours were observed with some good and some very good teaching. Teachers have a secure understanding of the subject. Lessons are well structured and organised and contain an appropriate mix of class teaching and individual and group activities. Teachers' planning formats are appropriately based on the numeracy hour. Most lessons begin with a useful short mental session and it is clear that the work is having a very positive effect in improving pupils' mental skills. Effective, whole class instruction and skilful questioning help to raise the quality of pupils' thinking. Teachers encourage pupils to find economical ways of doing simple calculations. They rightly place emphasis on developing mathematical vocabulary.

Teachers use the time available during independent working sessions effectively to help individuals and monitor progress. Work is marked regularly. In most lessons there are high expectations of the amount and quality of work produced, there is a brisk pace and the plenary

session is used very effectively to move pupils on to the next stage of learning. The school recognises the need to enhance the provision through the increased use of software to reinforce learning and aid the practising of skills.

The strategies are being used as the basis for most of the planning in English and mathematics, although the policies for both subjects need urgent review as they are not up to date and do not currently refer to the literacy and numeracy hours. Procedures for assessing and monitoring pupils' attainment and progress have been appropriately developed and inform the effective planning that guides the work. The pupils enjoy the literacy and numeracy hours which are making a very positive contribution to standards and to the quality of education provided.

The provision for pupils with special educational needs is good

The previous report stated that the measures taken to implement the national Code of Practice for pupils with special educational needs required further development, noting that the targets in individual education plans were insufficiently detailed. In recent times the provision has improved significantly so that the school's effective arrangements more than meet the requirements of the national Code of Practice.

The special educational needs co-ordinator is knowledgeable and well organised. She began the role around two terms prior to the inspection. Since that time she has rationalised the organisation of the work, reviewed the individual education plans, provided support to the other teachers and, recently, reviewed the role of the classroom assistants. This work has had a positive impact on the quality of support for the pupils. The school values the support it receives from the local education authority support staff.

There are 31 pupils on the special educational needs register, of whom two have a Statement of Special Educational Need. These pupils are making good and sometimes very good progress, especially in the acquisition of basic skills. In some cases, this progress is clearly evidenced through formal assessments which have been undertaken. A significant number of pupils who were placed at stage 1 of the special educational needs process, have made sufficient progress to be taken off the register.

The needs of the pupils are well met. There is well recorded evidence of both early identification of special educational needs and effective parental involvement. Parents are appreciative of the support given to their children. The pupils are fully integrated into the life of the school and, within classes, work is usually planned which carefully caters for their special needs. The pupils have appropriate targets which are identified in clear and helpful education plans. The co-ordinator has oversight of the plans and, valuably, makes herself available for consultation most afternoons after the close of school.

The recent review of the classroom assistants' roles, which involved a good level of consultation, has enhanced the effectiveness of their support. They are well briefed and work alongside children in the classroom promoting self-esteem and supporting the pupils' learning development and well being. Pupils are helped to learn new skills and practise them in ways which makes learning enjoyable.

The work is generally well resourced and prudent use is made of the money allocated to special educational needs. The approach towards the needs of these pupils reflects the caring ethos of the school. The enthusiasm and hard work of the co-ordinator, the good level of support from the classroom assistants and the quality of the relationships between the pupils

and the adults each have a positive impact on the provision for pupils with special educational needs which is one of the school's strengths.

The school has very good arrangements for the teaching of science

In an innovatory and interesting way, the school has chosen to teach all of its science on one afternoon a week when all staff and all pupils are involved. This started in September 1998 and is now a well established and integral part of school life. It benefits from the enthusiasm of both staff and pupils who all look forward to Thursday afternoons.

The system has several advantages, principally that it allows the National Curriculum for science to be taught to the age group for which it is specifically intended, overcoming the difficulties for a school with mixed aged classes. Staff plan carefully for their own groups with guidance provided through the nationally prescribed scheme of work. The work benefits from both the very good quality teaching provided by the headteacher and that provided by the two nursery nurses who work effectively as a team with the Reception children.

Activities of a very practical nature are provided for pupils and, as well as gaining scientific knowledge, pupils are able to develop scientific skills and learn about the processes of both investigating and conducting fair testing. This very practical involvement of pupils in their work leads to them having positive attitudes to science and is raising their attainment. These points were apparent during the time of the inspection, when each year group was observed during the science afternoon.

The wide range of activities on offer engaged the pupils' interest. In Year 1 when, during the introduction of a new topic, the pupils listened to and explored sounds and made sounds themselves in a variety of ways. In Year 4, pupils used magnifying glasses to make interesting oral and written observations of different types of snails and slugs. Pupils were able to create a fair test to see which food attracts the snails, using cucumber, lettuce, sedum and broccoli.

Some very good teaching was observed which had a positive impact on pupils' behaviour, productivity, quality of learning and levels of understanding. The approach the school has adopted is ensuring that each pupil gets their full entitlement to the curriculum and that the time given to the subject is broadly in line with that which is recommended. The work is well resourced and benefits from the leadership of the co-ordinator who is the recipient of a national award for science teaching. The approach used by the school is beginning to have a positive impact on the standards the pupils attain and on the quality of education provided.

The school makes good provision for spiritual, moral, social and cultural development

Reflecting the aims of the school and underlying the good provision for spiritual, moral, social and cultural development, are the good relationships which exist within the school. Pupils are happy and learn well and this earns the sense of trust and confidence which parents and the community have in the school. The previous inspection report acknowledged the good standards achieved; this has been maintained and further improved, especially in the area of multicultural awareness.

The caring and positive role models that the pupils see around them each day in the staff of the school enhance opportunities for spiritual and moral development. The improved curriculum for religious education and the quality of collective worship extend spiritual development. The close observations that Year 4 pupils make of a live snail during a science lesson help to create a sense of wonder of the life and habits of the creatures around them.

Pupils know right from wrong and appreciate that their own actions and behaviour have

considerable impact upon the lives and feelings of other people. This leads to pupils being considerate and polite and they show good awareness of such social conventions as holding open doors. Pupils are encouraged to accept responsibilities which they carry out diligently. Opportunities are provided by the 'school council' for involvement in, and responsibility for, their school and community. This can involve pupils in the monitoring and improving of behaviour and attitudes in the school.

Directly after the inspection the older pupils were due to embark on residential education. This annual event gives them the opportunity to learn about living and co-operating together in a community setting away from home. Pupils learn of their own cultural heritage; they learn of past events and of different places through their studies in history and geography. Through its curriculum, visits and events the school provides well for cultural experiences.

In the area of multicultural awareness, the school has made considerable improvement since the last inspection. The society in which we live is diverse and the school is making good efforts to ensure that its pupils are aware of both the positive aspects of other cultures and the contributions made by customs and beliefs that may be different from their own. The school recognises and values the achievements of its own pupils with backgrounds from other cultures. There are established productive links with another school with 95 per cent ethnic minority pupils. Displays around the school celebrate festivals and achievements of various religions and cultures.

The school's good provision for spiritual, moral, social and cultural development permeates the life of the school and has a positive impact on the quality of education provided.

The school promotes positive attitudes, good behaviour and good relationships

All staff have consistently high expectations of pupils' attitudes and behaviour and this contributes to the very pleasant and well-ordered community in which learning is supported. The positive attitudes enable pupils to learn and progress at a good rate. Parents' positive views of pupils' attitudes and behaviour strongly endorse the school's success in promoting them. The school's high standards are upheld by staff in lessons, at lunchtimes and during activities such as assemblies. Pupils enjoy coming to school. Lessons are interesting and pupils are enthusiastic about the challenges set for them. From a very early age, pupils learn to settle quickly to tasks and show a good level of interest in their work and apply themselves well to their learning. This plays an important part in the progress they make.

Children in the Reception class are very well behaved. They quickly gain an understanding of school routines and expectations. Children readily ask questions if they need guidance and respond positively to adults and each other. During a literacy lesson, children co-operated well together, persevering with their task of drawing and labelling a map of a farmyard. At the end of the lesson, these children were delighted when asked to show their finished maps to the rest of the class.

Pupils at Key Stages 1 and 2 have good attitudes to their work. They are confident and well able to express their views and contribute to discussions with enthusiasm. Pupils respond well and listen carefully both to the class teacher and to each other. In mathematics lessons, pupils are prepared to tackle number problems in a variety of ways. They give good explanations of how they work things out. Pupils are happy to answer questions and learn from each other because they know that whatever they say, whether right or wrong, it will be valued and they will not be ridiculed or made to feel inadequate.

Inspectors agree with parents' positive views about their children's behaviour at school. All pupils behave well, both in class and around school. At play times pupils mix well and play together in a friendly way. Relationships throughout the school are of a high standard. Pupils are courteous, polite and helpful to adults and they give good support and encouragement to each other. In a literacy lesson, pupils applauded spontaneously to acknowledge each other's efforts in writing Haiku poems. Pupils show good levels of co-operation in group and class activities; for example, the very young children in the Reception class make good progress, which is influenced by working successfully alongside older pupils. The school is a happy, harmonious community and bullying is not an issue.

There are effective relationships with parents who are very supportive of the school

Parents' views indicate strong support for the school. This was demonstrated by the good number who attended the meeting prior to inspection and returned questionnaires. Virtually all the views expressed were extremely supportive of the work done by the school. In many cases, responses on the questionnaire showed unanimous or over 95 per cent support for the school. Parents have a clear view that this is a friendly, approachable school where their children make good progress and achieve high standards. Inspectors' judgements generally support parents' positive views. The partnership with parents is effective and is one of the school's strengths.

The school has done much to maintain the effective relationships with parents and works hard to encourage and welcome them into school. The practice of the headteacher in welcoming parents and children in the mornings means that he is accessible and able to build up a rapport with them. As soon as parents approach school they are encouraged to take an active part in the life of the school and their child's education. The 'open door' policy is appreciated by parents. A well planned induction programme including home visits prior to children starting school ensures each family is well prepared for their child to start school.

There is a thriving Parent Teacher Association which organises a varied programme of social and fund-raising events. The school has changed the timing of its meetings in order to attract more parents. This has been successful and many parents help raise substantial sums of money for school funds each year. The school gives some useful information to parents and encourages them to become involved in their children's work. Class teachers provide detailed information on topics and work to be covered at the beginning of each half-term. Good information about the school's daily life and events is available in the prospectus, governors' annual report and newsletters which are all well presented and useful for reference. Parents are always welcome to talk informally to staff at any time if they have any concerns regarding their child. There are also formal opportunities three times a year for them to meet with teachers to discuss their child's progress. Parental attendance at meetings and school events is good. The written reports to parents on their child's progress are good highlighting their strengths and weaknesses in the core subjects. The new format report includes a useful section on targets for improvement.

Parents have very positive views about the school's organisation of reading and are supportive of this. They are more than happy to listen to their children read at home and make regular comments in the home-school reading diaries. The school seeks parents' views formally and informally and listens to their views and suggestions; for example, the school responded to parents' requests for an additional consultation evening in the spring term. In addition, an after school club is offered to parents who need child-care facilities for their children after normal school hours.

WHAT COULD BE IMPROVED

The information technology curriculum and provision

At present the school is not sufficiently well equipped to allow the pupils enough suitable activities to fully access all the elements of the programmes of study of the National Curriculum. The school has insufficient computers and programs to develop skills well enough. The school is well aware of the deficiencies and plans to remedy them as outlined in the school development plan.

Although there is every indication that the provision the school makes for information technology has improved and continues to improve, there is still some way to go. The work benefits from the contribution of the co-ordinator who is both well informed and enthusiastic. She is able to provide a great deal of help and advice for her colleagues whose confidence and skills have improved. The approach to development the school has taken has been systematic, addressing each strand of the curriculum for information technology in turn. At the present moment this development is not complete and there remain areas of the curriculum to be more fully addressed. Staff clearly recognise that modelling is the weakest aspect.

It was not possible during a short inspection to make sufficient observations to provide judgements about the quality of teaching. In some classes more efficient use could be made of the equipment, allowing pupils more opportunity to systematically practise and develop the necessary skills. In time, the school needs to develop its range of programs to support pupils' learning in most areas of the curriculum. Teacher confidence needs to be further developed, skills need to be taught systematically and then practised and links need to be made with other areas of the curriculum. Future plans include the school becoming networked and gaining access to the Internet.

Standards of written work

There is recognition in the school that standards in written work could be higher at both key stages and a start has been made in addressing this issue. In the Key Stage 1 test results for 1999, pupils performed higher in reading and mathematics than they did in writing, where no pupil achieved a higher level 3 grade. Taking the years 1996 to 1999 together, the figures reflect this lower pattern of attainment in writing compared to reading and mathematics. At Key Stage 2, national performance data indicates that, taking the four years from 1996 to 1999 together, English results are close to the national average; standards in reading and speaking and listening are generally higher than they are in writing. Although standards have started to rise in writing, inspection findings indicate that they could be higher.

The school has extended opportunities for writing, partly through timetabling weekly extended writing lessons. The evidence of the work in books indicates that pupils are benefiting from some interesting writing experiences. Towards the end of Key Stage 1, pupils write their own versions of Bible stories such as 'Noah's Ark' and about favourite books such as 'Fantastic Mr Fox'. They write imaginative stories such as 'The Dog that Ran Away' and, following a well-loved story, they write an letter of apology from the wolf to 'The Three Little Pigs'.

At Key Stage 2, pupils experience writing for different audiences and for different purposes. Older pupils write biographies of their teacher and autobiographies of their own lives. They write a 'report' on themselves, write letters protesting at attempts to ban 'Harry Potter' stories and they create a written argument against zoos. During the inspection there was evidence that, in some classes, pupils are often given the chance to share a writing task by co-operating

to produce one piece of work. Although this has some social value, the pupils are better able to practise and develop their writing skills through making their own personal response in writing tasks.

The school needs to continue to develop opportunities to write for a wide variety of audiences and purposes and to develop writing in other subjects. In a Key Stage 1 topic on 'Health and Growth', although the pupils were given valuable opportunities to make a personal response in writing on 'how we made cheese', most of the work involved filling in worksheets with some cutting and sticking activities. The school needs to continue using historical and geographical texts as part of the literacy hour and as a stimulus for writing.

During the inspection, standards in written work were highest when teachers had high expectations of what could be achieved, time targets were set to ensure that the pupils worked productively and gave of their best and good feedback was given, both orally and in the quality of marking. Standards of handwriting and presentation are variable across the school and can benefit from clearer guidelines on the use of different types of pens and pencils. The promotion of high standards of care in presentation could help to promote the harnessing of high quality work in the written work, enabling the raising of standards in this important part of the curriculum.

The attainment of boys at Key Stage 1

In the National Curriculum tests at Key Stage 2, national performance data gives little indication of any overall significant differences between the performance of boys and the performance of girls, although girls do perform higher than boys in English. In tests at Key Stage 1, girls have consistently achieved higher results than boys in reading, writing and mathematics. National performance data indicates that, taking the four years from 1996 to 1999 together, the performance of boys in reading and mathematics was slightly below the national averages for boys and in writing it was clearly below.

During the same period of time, the performance of girls in the same tests was clearly above the national averages for girls in writing and mathematics, and in reading it was quite significantly higher. The available data indicates that the higher attainment of girls compared with boys is particularly significant in reading.

The school has not sufficiently considered this evidence of underachievement by boys and there is an important need for staff to investigate this area further. During the short duration of the inspection, it was not possible to consider the cause of this pattern of attainment. The school needs to consider strategies for raising the standards of attainment for boys at Key Stage 1, particularly in the critical area of reading.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors' action plan will set out how the areas for improvement identified during the inspection are to be addressed. In order to further raise the standards and quality of education provided, the governing body, headteacher and staff should:

- ◆ improve the information technology curriculum and provision by:
 - *striving to improve the level of resources, both hardware and software;*

- *continuing to develop staff confidence through further support and training;*
- *developing more opportunities to use computer programs to reinforce learning and to practise skills in other curriculum areas;*
- *developing more routine use of computers with opportunities to practise the skills which have been taught;*

◆ target raising standards in written work by:

- *increasing pupils' productivity in their writing;*
- *raising the profile of writing in the school;*
- *raising expectations of what higher attainers can achieve;*
- *involving parents and pupils in setting clear targets for improvement;*
- *continuing to improve the good quality special educational needs support;*

◆ raise standards of attainment for boys at Key Stage 1 by:

- *reviewing school practice to investigate possible reasons for underachievement;*
- *reviewing the interest level of reading materials for boys;*
- *setting targets for raising attainment, especially in reading;*
- *giving specific support for boys in the development and practice of reading skills, enlisting the help of parents.*

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

23

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	27	40	33	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

	No of pupils
Number of pupils on the school's roll	163
Number of pupils eligible for free school meals	37

Special educational needs

	YR – Y6
Number of pupils with Statements of Special Educational Need	2
Number of pupils on the school's special educational needs register	31

English as an additional language

	No of pupils
Number of pupils with English as an additional language	7

Pupils mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	12	14	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 or above	Boys	10	10	12
	Girls	14	12	13
	Total	24	22	25
Percentage of pupils at NC level 2 or above	School	92 (88)	85 (83)	96 (92)
	National	82 (80)	83 (80)	87 (84)

Teacher Assessments		Reading	Mathematics	Science
Numbers of pupils at NC level 2 or above	Boys	9	12	12
	Girls	12	14	14
	Total	21	26	26
Percentage of pupils at NC level 2 or above	School	81 (88)	100 (88)	100 (88)
	National	82 (80)	86 (84)	87 (85)

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

Attainment at Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	8	12	20

National Curriculum Test Results		English	Mathematics	Science
Numbers of pupils at NC level 4 or above	Boys	7	8	8
	Girls	11	10	11
	Total	18	18	19
Percentage of pupils at NC level 4 or above	School	90 (81)	90 (86)	95 (86)
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 or above	Boys	6	8	8
	Girls	11	10	10
	Total	17	18	18
Percentage of pupils at NC level 4 or above	School	85 (81)	90 (76)	90 (76)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	3
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	6
White	135
Any other minority ethnic group	0

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	27.8 : 1
Average class size	33.4

Education support staff: YR –Y6

Total number of education support staff	3
Total aggregate hours worked per week	52

FTE means full-time equivalent.

Financial information

Financial year	99/00
	£
Total income	288,070
Total expenditure	293,155
Expenditure per pupil	1,880
Balance brought forward from previous year	26,820
Balance carried forward to next year	21,735

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out:	165
Number of questionnaires returned:	71

Percentage of responses in each category

	Strongly agree	Tend to Agree	Tend to disagree	Strongly disagree	Don't know
My child likes school	54	35	4	3	4
My child is making good progress in school	54	42	3	0	1
Behaviour in the school is good	44	54	2	0	0
My child gets the right amount of work to do at home	37	50	11	1	1
The teaching is good	66	31	0	0	3
I am kept well informed about how my child is getting on	59	37	3	1	0
I would feel comfortable about approaching the school with questions or a problem	90	10	0	0	0
The school expects my child to work hard and achieve his or her best	77	22	1	0	0
The school works closely with parents	61	34	5	0	0
The school is well led and managed	75	25	0	0	0
The school is helping my child become mature and responsible	63	35	0	0	2
The school provides as interesting range of activities outside lessons	42	42	10	3	3