

INSPECTION REPORT

BALSHAW LANE COMMUNITY PRIMARY SCHOOL

Euxton, Chorley

LEA area: Lancashire

Unique reference number: 119312

Headteacher: Mrs J George

Reporting inspector: Mr B Holmes
15215

Dates of inspection: 5th – 6th February 2001

Inspection number: 191135

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Bredon Avenue Euxton Chorley Lancashire
Postcode:	PR7 6NS
Telephone number:	(01257) 278722
Fax number:	(01257) 233129
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs A Stafford
Date of previous inspection:	20 th January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
15215	Mr B Holmes	Registered inspector
11349	Mrs J Moore	Lay inspector
29703	Mr R Barton	Team inspector

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

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33 Kingsway
London
WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school serves the community of Euxton near the town of Chorley. It is a community primary school, which provides education for boys and girls between the ages of four and eleven. There are a total of 254 pupils of which 128 are boys and 126 are girls. The school is similar in size to the national average for primary schools.

The majority of the pupils live in the community surrounding the school, where accommodation in the area is mainly privately owned. About seven per cent of the pupils join or leave the school other than at the usual time. The number of pupils known to be eligible for free school meals is 6 (2.3 per cent), which is well below average. There are a total of 19 pupils (7.5 per cent) who are on the special educational needs register. These totals are well below the national average. There are 34 pupils under the age of five and they well provided for in the Reception class. The level of attainment of the majority of children on entry to the school is above the level expected.

HOW GOOD THE SCHOOL IS

This is a good school, which places a high priority on providing pupils with an all-round education. Standards in English, mathematics and science are above average. In comparison with similar schools, pupils' attainment is above average in English and mathematics and in line with the average in science. The quality of teaching and learning are good overall and often very good. Teachers have particularly high expectations of what pupils can do. Pupils' attitudes to learning, their behaviour and personal development are very good. The provision for pupils' personal development is good overall, with moral, social and cultural development being the strongest areas. The headteacher, supported by the senior staff, leads the school well and the governing body plays an effective role in helping to shape the direction of the school. It needs to become more fully involved in advising the school of what it is doing well and what it could do better. The school has sustained a good rate of improvement since the previous inspection in 1997. Overall, the school provides good value for money.

What the school does well

- Standards in English, mathematics and science are above average by the time pupils are eleven. Pupils make good progress throughout the school, including those with special educational needs.
- Pupils' attitudes, behaviour, relationships and personal development are very good. Relationships are very good throughout and are a strength of the school.
- The provision for pupils' moral, social and cultural development is good.
- The quality of teaching is good, with some very good teaching observed. Skills of literacy and numeracy are taught well.
- The leadership of the headteacher and senior staff is good and provides a clear direction for the school.
- The school provides a good level of care for its pupils.
- The school has a strong partnership with its parents.

What could be improved

- The role of the governing body in advising the school of what it is doing well and what it could do better needs to become more prominent.
- The quantity and quality of hardware and software in information and communication technology is well below the average and needs to be improved to enable pupils to gain more frequent access to computer facilities.

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 in January 1997. Since that time, the school has sustained a good rate of improvement in addressing the issues identified in the report and other aspects of its work. There is a good capacity for further improvement. Standards of attainment in English, mathematics and science have improved over time and are above average by the age of eleven. Leadership and teamwork have been improved and ensure a clear direction, as well as support for school development. The monitoring and

evaluation of teaching and learning has been firmly established and has had a clear and positive impact on the quality of teaching. Procedures for assessing pupils' progress have improved and are fully in place, especially in English and mathematics. The school makes very good use of the information it gains from assessing pupils' level of attainment to inform lesson plans and to set pupils realistic targets for future improvement. The curriculum is sufficiently broad and balanced and requirements are met in design and technology and all other subjects. Pupils' behaviour and attitudes to learning have improved to be very good and the school now provides a good level of care for its pupils. The quality of teaching has improved to the extent that there is a good proportion of very good teaching, especially for pupils between the ages of seven and eleven.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	B	A	B
Mathematics	A	A	A	B
Science	A	B	B	C

Key

well above average A

above average B

average C

below average D

well below average E

By the age of five, most pupils are in line to exceed the Early Learning Goals in the Foundation Stage. Over the last three years, pupils have consistently attained standards that are above average at the end of Key Stage 2 in English, mathematics and science. The standards of attainment observed during the inspection were judged to be above the national average at the ages of both seven and eleven in English, mathematics and science. Over the last three years, standards have improved broadly in line with national trends. Pupils' achievement, including those with special educational needs, is good overall. It is good for pupils throughout the school. Standards in information and communication technology are satisfactory, although pupils' access to computer facilities is affected by the low ratio of computers to pupils. The school has set challenging targets for its pupils in literacy and numeracy and is on course to meet them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to their learning. They are keen to succeed and very interested in their work.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is very good. The pupils show respect for their teachers and respond positively to their high expectations for behaviour.
Personal development and relationships	Pupils show a good level of personal responsibility. Relationships throughout the school are very good and are a strength of the school.
Attendance	The attendance of pupils is good.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
24 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.

The quality of teaching is good overall and meets the needs of different groups of pupils well. Thirty-three per cent of teaching was very good. Fifty-four per cent of teaching was good and 12 per cent of teaching observed was satisfactory. No unsatisfactory teaching was seen during the inspection. The quality of teaching in literacy and numeracy is strong. Teachers have a very secure subject knowledge, which they use well to support pupils' learning. Particular strengths are that teachers have high expectations of what the pupils can do and they manage their pupils extremely well. In the best lessons, teachers use skilful questions, which challenge pupils' thinking and they use a very good range of teaching methods. These methods give pupils opportunities to think for themselves and to work creatively. Pupils respond very well to the challenging activities set for them and make good progress. They have very positive attitudes to their work and try hard to do their best.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum includes all National Curriculum subjects, is relevant to pupils' needs and provision for extra-curricular activities is good.
Provision for pupils with special educational needs	Good. Individual education plans identify clear targets to support pupils' achievement. Special educational needs staff have a beneficial effect on pupils' progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' moral, social and cultural development is good. This provision has a positive impact on pupils' personal development. Pupils' spiritual development is satisfactory.
How well the school cares for its pupils	Good. Procedures for child protection and ensuring children's welfare are good. Assessment procedures and those for monitoring pupils' academic performance are also good. Procedures are particularly strong in English and mathematics.

Parents have positive views of the school. The school works well with its parents and parents feel very comfortable about approaching the school to deal with a problem. Some of the information the school provides for parents is good, but parents would like more detailed information about their children's progress and about the curriculum taught at the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good overall. The headteacher has a strong sense of purpose and, together with senior staff, has a clear view of where the school should be heading.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities satisfactorily. They are generally aware of the strengths and areas for development within the school and, together with the staff, share a commitment to improvement. Their role in developing the school needs to be more prominent.
The school's evaluation of its performance	Good. The headteacher, senior staff and subject co-ordinators monitor and evaluate the school's performance and the quality of teaching and learning regularly throughout the school year. A detailed analysis is made of test results to support curriculum planning.
The strategic use of resources	Good. Staff, accommodation and learning resources are used well to support the work of the school. Specific grants are directed well to enrich pupils' learning. The principles of best value are effectively applied to the purchasing of resources.

Financial planning and administrative procedures are effective. Procedures for staff appraisal and opportunities for the professional development of staff are good.

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 make good progress at school. • The teaching is good. • Behaviour is good. • The school expects children to work hard and achieve their best. • The school is comfortable in dealing with parents' questions and problems. • The school helps children to become mature and responsible. 	<ul style="list-style-type: none"> • The information provided on their child's progress. • The amount of work pupils are expected to do at home.

Inspectors agree with parents' positive comments. Children do like the school and their behaviour is very good. They make good progress through the good quality of teaching and the school sets them high expectations to aspire to. Inspectors feel that the amount of homework pupils are expected to do is satisfactory. The school provides adequate information for parents on their children's progress, but might consider making this information more specific and targeted towards pupils' future development.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science are above average by the time pupils are eleven.

1. The school has been successful in improving standards of attainment in English, particularly writing, mathematics and science since the last inspection. By the time pupils are seven, standards of attainment are above average and this trend is maintained so that, by the time they are eleven, pupils continue to achieve standards of attainment which are above the national average. In national tests and tasks, over the last three years, pupils have consistently attained above or well above the national average in English, mathematics and science by the time they are eleven. Over the last three years, the average points score attained in national tests and tasks has risen broadly in line with national trends in the three core subjects of English, mathematics and science. In comparison with similar schools, results by the end of Key Stage 2 are above the average in English and mathematics and in line with it in science. The findings of the inspection, although slightly different from the results achieved in the Year 2000 National tests, are consistent with the trends in maintaining and improving standards of attainment at the school and reflect the ability levels of the pupils in the current Year 6 cohort.
2. The school has implemented the Literacy and Numeracy Strategies successfully and this is helping to ensure that standards in English and mathematics are good. Pupils' speaking and listening skills are good. Most pupils speak confidently and use interesting and appropriate vocabulary. For example, in a Year 5/ 6 religious education lesson, pupils responded very well to teacher input about the life of Mohammed and were able to deduce lessons about religion. They discussed these points and asked their own questions. Pupils have very good standards of reading. They read with fluency, good expression and obvious enjoyment. For example, pupils in Year 2 used their understanding of story settings to identify key words and phrases in a story, 'The Snow Lambs.' Teachers often provide good opportunities, particularly towards the end of a lesson, for pupils to listen, discuss, develop and extend their vocabulary. In Year 4, pupils develop a deeper understanding of what an explanation text is through whole class shared reading.
3. In numeracy, the school has placed appropriate emphasis on improving pupils' mental agility. This has had a positive impact on pupils' ability to solve problems. Teachers have a very secure understanding of numeracy and this, together with well planned lessons, helps pupils to recognise and understand that there may well be different but correct ways of solving the same problem. The school has recognised the need to provide pupils with challenging, investigative and practical work, especially in work on shape and space and using and applying mathematics.
4. In science, Year 6 pupils attain high levels by using their scientific knowledge to support their conclusions in an experiment on the effects of exercise on the body. They show good knowledge and understanding of gravity and upthrust in their work on forces. Pupils in Year 2 understand the principles of a fair test. In a lesson seen during the inspection, pupils are able to predict which material they think will be the best for making a wheel and then devise simple tests to see if their ideas are correct. They form simple hypotheses, which they are then able to test.

Pupils' attitudes, behaviour, relationships and personal development are very good. Relationships are very good throughout and are a strength of the school.

5. The school has a strong ethos based upon developing the whole child as a responsible member of the school through self-discipline and partnership with the adults in the school and their parents. It provides a very good environment where pupils' personal development is supported. This ethos is shared by all who work in the school and is supported well by parents. Staff and pupils treat each other with respect and work together to achieve their best.
6. Pupils have very positive attitudes towards their work. They enjoy coming to school, are interested in their activities and work together in an atmosphere of mutual respect and support. This, together with the caring and informed work of the staff, helps to ensure that pupils' personal development is very good. In lessons, pupils settle to their work quickly and show sustained levels of interest and

concentration. This was evident in all classes throughout the school. Children in the Reception class listen to a taped story together and concentrate extremely well. Pupils in Year 1 collaborate extremely well in handling resources during a mathematics investigation. In a Year 5/ 6 literacy lesson, pupils show high levels of independence and concentration in their written work.

7. Relationships between pupils and with the adults around them are very good and are a strength of the school. In all classes, pupils show very good levels of respect for others and appreciation of others' contributions to lessons. Parents feel strongly that the ethos of the school supports their children in becoming mature members of the community. These important aspects of the school have a very positive impact on pupils' learning and the standards attained.

The provision for pupils' moral, social and cultural development is good.

8. The curriculum is well supported by good provision for pupils' moral, social and cultural development. The school provides a good framework within which pupils can develop their moral awareness. Staff provide a consistent approach to dealing with moral issues and pupils have a strong sense of right and wrong. Teachers provide good role models for pupils which underpins the importance of appropriate moral behaviour for pupils. The school ethos is one of self-discipline in which pupils develop a sense of responsibility and ownership in partnership with their parents and the adults around them. In lessons, pupils behave extremely well and respond promptly and without question to teachers' instructions. They show very good levels of respect for others' contributions to lessons. In a Year 5/6 literacy lesson, pupils share ideas in writing narrative poetry and listen carefully to each other in their groups without disturbing other pupils.
9. The school provides good opportunities for pupils to develop their social awareness. They are expected to take care of others. This attitude is promoted well through the way that staff build relationships with pupils. In lessons, pupils are provided with opportunities to take responsibility for their own learning and to co-operate and collaborate with other pupils in paired and small group activities. Pupils are provided with opportunities in their classes to undertake responsible duties for the benefit of all the class. Older pupils help Reception children at the end of the school day. Pupils are provided with opportunities to help around the school, for example, by preparing the hall for assemblies and helping in the dining hall. Pupils' social development is also supported through the activities available after school, for example, through the PTFA. Pupils regularly raise money for others. For example, they decided to raise money for the Blue Peter appeal and took the initiative in organising a party for senior citizens in the local area.
10. Pupils' cultural development is supported well. Their awareness of other cultures and faiths is developed in a number of ways. They learn about Hinduism, Islam, Buddhism and Sikhism through their religious education lessons. The school is consciously seeking to improve provision for multi-cultural education and is establishing a link with a school which has a high proportion of pupils from an ethnic background. Pupils go on visits to places of local and wider interest in their work on history, religious education and geography. Good use is also made of theatre companies to enrich their learning experiences in drama. Older pupils have the opportunity to participate in both a French 'pen pal' exchange, writing letters to children in those countries. German is offered to pupils as an extra-curricular activity.

The quality of teaching is good with some very good teaching observed. Skills of literacy and numeracy are well taught.

11. The good quality of teaching has a strong impact on pupils' learning. Since the previous inspection, the quality of teaching has improved and become more consistent across the school. During the week of inspection, no unsatisfactory teaching was seen. The vast majority of teaching observed was good, with a significant proportion of very good teaching, particularly in classes for pupils between the ages of seven and eleven. The quality of teaching was good in all three phases of the school – the Early Years, the Infant classes and the Junior classes.
12. Teachers plan well and make clear what they want the pupils to learn in lessons. They have a very secure knowledge and understanding of the subjects they teach which they use to stimulate pupils' learning and deepen their understanding. Teaching is founded on the very good relationships which have been established between staff and pupils. A positive feature of teaching are the high

expectations that teachers have for what pupils can do. Pupils rise well to the challenges set for them and try their best. Another positive feature of teaching is the very good use of a range of teaching strategies, especially between Years 3 and 6. In a very good literacy lesson in Year 4, pupils' understanding of explanation texts was developed through whole class reading and paired and small group activities were then used extremely well to develop specific aspects of learning such as the contents and index pages. Teachers teach the basic skills of literacy and numeracy very well and this results in pupils making good gains in both their phonic and computational skills. In a very good lesson in the Reception class, a 'swinging' teddy bear was used extremely well to help pupils count from one to ten with loud and soft sounds for odd and even numbers. Teachers expect and achieve very good behaviour from pupils.

13. Staff have a very clear view of what they expect pupils to learn and, by focusing their planning and assessing pupils' progress and understanding, they help to ensure that pupils are provided with activities which build well on their prior level of attainment. Teachers plan their lessons very thoroughly. Work is supported appropriately by the use of regular homework, which consolidates pupils' learning and allows parents to take an active part in their child's education. They use time well in lessons. At the end of lessons, they often bring pupils together to assess pupils' progress to consolidate learning and to prepare pupils for the future activities. This helps pupils to assess their own progress and begin to identify areas where they need to focus to improve their level of attainment. This was particularly evident in a Year 1 Numeracy lesson where the plenary session was used extremely well to evaluate pupils' investigations into capacity and mass.
14. Teachers have a clear idea of how long they wish to spend on different parts of lessons; for example, introductions to lessons are clear and proceed at a brisk pace, thereby keeping pupils' attention and ensuring high levels of motivation. Teachers create a positive climate for learning. They choose and use resources effectively to support pupils' learning and use praise well. Pupils respond to this by working hard and completing good quantities of work. The very good management of pupils by teachers goes a long way to explaining why lessons proceed so smoothly and why pupils respond so positively. This aspect is one of the strengths of teaching throughout the school.
15. Pupils are enthusiastic and totally involved in tasks and this contributes to the good working atmosphere in classrooms. For example, in a very good Literacy lesson in Year 5/6, pupils were asked to develop their understanding of the features of narrative poetry. This challenged pupils' thinking to produce extended writing in a newspaper style and resulted in some extremely well-planned articles which gave pupils the opportunity to think independently, be creative and extend their use of vocabulary. Higher attaining pupils expressed their ideas well and were given the opportunity to extend their thinking.
16. The school supports pupils with special educational needs well. The staff work hard to ensure that these pupils are valued and play a full part in the life of the school. The pupils with special educational needs have well-focused individual education plans, which provide clear, attainable targets to help pupils make good progress. Teachers and learning support assistants work closely together. Careful and regular assessments of pupils with special educational needs are made so that the rate of learning is closely monitored and future learning is planned to build on what pupils already know, understand and can do. The result of this provision is that those pupils with special educational needs make good progress throughout the school.

The leadership of the headteacher and senior staff is good and provides a clear direction for the school.

17. The headteacher, leadership team and subject co-ordinators work well together. The senior management of the school is developing into a strong team, based on a shared vision and commitment to high standards. The school has made good progress in this aspect of its work since the previous inspection, when the shared contribution of senior staff was a key issue. The school is well advanced in terms of becoming a self-evaluating school. The headteacher and deputy head have undertaken training to this effect and there are plans for other members of the senior management to do so.
18. The headteacher has been in post for 18 months and has developed much stronger links with services offered by the local education authority to the benefit of the pupils at the school. She has worked

extremely hard to develop a shared vision of the school with her staff and has focused strongly on a team approach. There is recognition of the importance of good academic standards and this, together with the strong ethos of personal development, provides a very good learning environment for pupils to develop and grow. The school has set itself suitably challenging performance targets for the future, based on pupils' prior attainment, and is on line to achieve them.

19. The headteacher, senior staff and subject co-ordinators carefully monitor quality and standards throughout the school. The headteacher and deputy headteacher monitor the quality of teaching and there is a programme in place for subject co-ordinators to monitor provision in their subject areas. This programme has given subject co-ordinators a clearer insight into standards in their subject, for example, in English and mathematics. The process is now seen by all concerned as an important element in moving the school forward. Planning is analysed in all subjects and there is a structured programme of work scrutiny in place in the core subjects. The school uses the information gained from monitoring and evaluation well to further develop the school. Priorities identified as a result of this process are fed back into the School Development Plan. The School Development Plan is the basis for the long-term improvement and development of the school and contains appropriate high level priorities for the short and medium-term.
20. Effective financial management helps to ensure that developments are suitably supported and specific grants are used well. The work of the school is well supported by the efficient administrative and financial staff. Although the school has had a substantial surplus of reserves in its budget for the last few years, there is a good long-term financial plan in place which charts how this surplus will be managed and gradually reduced.

The school provides a good level of care for its pupils and has a strong partnership with its parents.

21. Arrangements for child protection and procedures for ensuring pupils' welfare are good. The school knows its pupils well and puts their personal development and welfare as a priority. There are very clear procedures for promoting good behaviour. Self-discipline among pupils is actively encouraged and promoted as a means of eliminating oppressive behaviour and developing positive relationships. Pupils are confident about approaching staff if they have a problem and are well supported in their learning. Assessment procedures are well developed and are good, particularly in the core subjects. There are very good procedures in place in English and mathematics, and pupils' performance is analysed regularly to identify action that will lead to improvement. The school has worked hard to embed these systems in its work. The information gained from assessment activities is used well to plan for pupils' future learning, both in the short-term and in the longer-term.
22. The school has a very good partnership with its parents. Parents have extremely positive views of the school. The school works well with its parents and parents feel very comfortable about approaching the school to deal with a problem. Parents are supportive of the school's ethos and feel that the school does well in helping their children to become mature and responsible. Parents are actively involved in their children's learning and a number of parents work in school as parent helpers. The PTFA is also very active, raising a substantial amount of money for the school and organising a wide ranging programme of social events for pupils and their families which are well supported by the school community. The school provides parents with a good range of general information and annual reports to parents are satisfactory.

WHAT COULD BE IMPROVED

The role of the governing body as a critical friend of the school.

23. Although the governing body is invariably supportive of the school's management and makes a satisfactory contribution to leadership, it does not yet act as a 'critical friend' in its role to develop the school. It successfully meets statutory requirements and has a suitably clear view of its role within the school. Governors are beginning to become more involved in the life and work of the school and effectively carry out their duties and responsibilities as governors of the school. In some areas of its work, such as financial planning, it is able to make decisions based on a satisfactory number of options. This provides the governing body with an opportunity for input into strategic planning. However, several governors are recent appointments and have limited experience or knowledge of

school governance. Consequently, their role in monitoring the work of the school and evaluating the effectiveness of spending is somewhat constrained. Although there is a clear and committed partnership between the governing body and the school leadership team, governors are not yet sufficiently informed about the day-to-day work of the school in order to be able to think more critically about the decisions they need to make. Developing this role is an important element of successfully fulfilling their role as governors of the school.

Pupils' access to information and communication technology facilities.

24. Although standards in information and communication technology by the end of Key Stage 2 are broadly in line with the level expected, they could be higher. This is because there are too few computers to give pupils sufficient access to continuously practise their skills and develop their ability to use information and communication technology as an integral part of their learning. The school does make very good use of the resources at its disposal, but the ratio of pupils to computers is well below the national average. Some of the computers in use in the classrooms are also of insufficient quality to meet the demands of the curriculum in the medium to long-term. There is an appropriate scheme of work in place and the subject leader has worked hard to provide teachers with guidance and advice in relation to the management of the subject in their classrooms. The subject leader has a clear vision of the direction in which the subject needs to go and has produced an effective development plan for the subject. This plan is at an early stage of development and targets the gradual improvement and development of information and communication technology resources over time.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

25. The governors, head teacher and staff should work together to:
- i. Improve the role of the governing body in advising the school of what it does well and what it could do better by:
 - Governors becoming more involved in the day-to-day life of the school; and
 - providing in-service training on governors' roles and responsibilities.

(Refer to paragraph 23)
 - ii. Further raise standards and improve pupils' progress in ICT by:
 - building on the good start made to increase pupils' access to ICT facilities;
 - improving both the quality and quantity of ICT hardware and software available to help pupils learn.

(Refer to paragraph 24)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

24

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

16

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	33	54.5	12.5	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)

254

Number of full-time pupils eligible for free school meals

6

FTE means full-time equivalent.

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs

0

Number of pupils on the school's special educational needs register

19

English as an additional language

No. of pupils

Number of pupils with English as an additional language

0

Pupil mobility in the last school year

No. of pupils

Pupils who joined the school other than at the usual time of first admission

9

Pupils who left the school other than at the usual time of leaving

8

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.2

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
	2000	12	18	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	9	12
	Girls	16	17	16
	Total	28	26	28
Percentage of pupils at NC level 2 or above	School	93 (82)	87 (86)	93 (93)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	12	11
	Girls	16	15	14
	Total	27	27	25
Percentage of pupils at NC level 2 or above	School	90 (82)	90 (89)	83 (96)
	National	84 (82)	88 (86)	88 (87)

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
	2000	18	21	39

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	16
	Girls	18	20	20
	Total	32	35	36
Percentage of pupils at NC level 4 or above	School	82 (80)	90 (85)	92 (88)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	15	15
	Girls	18	17	17
	Total	31	32	32
Percentage of pupils at NC level 4 or above	School	79 (80)	82 (83)	82 (83)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	215
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	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)	10
Number of pupils per qualified teacher	25.4
Average class size	28.2

Education support staff: YR – Y 6

Total number of education support staff	5
Total aggregate hours worked per week	68.5

Financial information

Financial year	2000/2001
	£
Total income	422,586
Total expenditure	424,013
Expenditure per pupil	1,638
Balance brought forward from previous year	52,809
Balance carried forward to next year	51,382

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

190+

Number of questionnaires returned

96

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	27	3	0	0
My child is making good progress in school.	54	36	4	2	3
Behaviour in the school is good.	49	49	1	0	1
My child gets the right amount of work to do at home.	24	42	24	6	4
The teaching is good.	50	44	3	1	2
I am kept well informed about how my child is getting on.	33	50	13	3	1
I would feel comfortable about approaching the school with questions or a problem.	64	33	1	2	0
The school expects my child to work hard and achieve his or her best.	55	44	0	1	0
The school works closely with parents.	31	57	8	0	3
The school is well led and managed.	39	47	2	2	10
The school is helping my child become mature and responsible.	45	53	1	1	0
The school provides an interesting range of activities outside lessons.	43	39	6	0	13