

INSPECTION REPORT

LIPSON VALE PRIMARY SCHOOL

Plymouth

LEA area: Plymouth

Unique reference number: 113298

Headteacher: Mr J Burden

Reporting inspector: Mr S Hill
21277

Dates of inspection: 21st – 23rd May 2001

Inspection number: 191265

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Bernice Terrace Lipson Plymouth
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs J Straw
Date of previous inspection:	January 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a larger than average primary school with 12 classes and 372 boys and girls on roll. The school is in an urban area on the outskirts of Plymouth. Pupils' social circumstances are wide ranging, including a significant proportion from relatively deprived backgrounds. Twenty two percent of pupils are entitled to free school meals, which is above average. Nearly six percent of pupils have a home language other than English, and about half of these are at early stages of learning English. This is a significant increase since the last inspection. Pupils start in the reception class when they are 4, at two points during the year, September and January. Pupils' attainment on entry covers a wide range but overall is below average, with relatively few high achievers. The number of pupils with special educational needs is broadly average, and most of these have moderate learning difficulties. An above-average number of pupils (2.5%) have statements of special needs. The school was built for only 200 pupils and has been somewhat lacking in space. An extensive building programme to remedy this has caused some disruption to the school's work over the last eighteen months.

HOW GOOD THE SCHOOL IS

This is a very good school. Achievement is high in the light of attainment on entry, and teaching and learning are consistently good. Pupils' behaviour and attitudes are very good and they form excellent relationships. The school is very well managed and gives very good value for money.

What the school does well

- Pupils' achievements are high in English, mathematics and, in particular, in scientific knowledge.
- Teaching and learning are consistently good across the school.
- Pupils behave very well and form excellent relationships, because of the school's very good provision for their personal development.
- The school consistently reviews what it does, and strives constantly to improve what is provided for pupils.
- The leadership from the headteacher and other key staff is excellent.
- Provision for pupils with special educational needs is very good.
- Links with parents are very good.

What could be improved

- Standards are too low in information and communication technology at Key Stage Two.
- More emphasis could be given to pupils' investigative skills in science, particularly for older pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The improvement since the school was last inspected in January 1997 has been very good. Standards in most subjects have been maintained, and in science, mathematics and music they have improved significantly. The quality of teaching has improved and over three-quarters of lessons are now good or better.

The key issues have been addressed very well. The key skills of reading, writing and speaking and listening have been improved. Spelling and handwriting policies are implemented consistently. Teaching is now consistent in approach at each key stage. Pupils read a very wide range of books, and respond to them very positively. Attainment in music at Key Stage Two has been improved; the co-ordinator is now very effective and the programme of work is well balanced.

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	D	D	B
mathematics	A	D	A	A
science	A	D	A*	A*

Key		
well	above	A
average	above	B
average		
average		C
below average		D
well	below	E
average		

Over the last few years, results of national tests for 11 year olds have generally been better than average in mathematics and science but below average in English. This has varied from year to year because of the different abilities of each group of pupils, and their differing levels of special educational need. In 2000, results in science were particularly strong, being in the top 5% nationally when compared with all schools, and when compared with similar schools (those with a similar proportion of pupils entitled to free school meals). Results in mathematics were well above average when compared to all schools and to similar schools. The results in English were slightly below average in comparison to all schools, but above average in comparison to similar schools. The weaker results in English reflected a relative weakness in pupils' scores in writing, as opposed to reading, and relatively few pupils attaining the higher grades (level 5) in the tests.

Inspection evidence confirms that standards for 11 year olds are good in mathematics, and are particularly high in science. Standards in English have improved, however, and pupils are now attaining average standards in writing, and their standards in reading are good. This is because of an intensive concentration on improving English standards this year, particularly writing, by all teachers, supported by excellent leadership from the subject co-ordinators. Standards in other subjects at the end of Key Stage Two meet national expectations, except in information and communication technology, where standards are low. Pupils are currently making good progress in ICT, from a low base, following improved equipment and extensive staff training.

Results of national tests for 7 year olds have generally been in line with national averages. Inspection evidence shows that standards at the end of Key Stage One meet national expectations in all subjects. In the Foundation Stage, the majority of pupils are on line to meet the early learning goals by the end of their reception year.

As pupils enter the school with standards generally lower than average, their achievements at each key stage are good, and they are attaining standards higher than might be expected. The school sets challenging targets for each group of pupils, based on a thorough assessment of their abilities, and is currently on course to meet these.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic, interested, try hard and are keen to learn. They like talking about their work and sharing their successes, and they enjoy school.
Behaviour, in and out of classrooms	Very good. Pupils show mature, sensible behaviour for their ages and there have been no recent exclusions. A few pupils, who have difficulty in conforming to the expected standards, are dealt with sensitively by staff, so that their behaviour improves, and any lapses have minimal impact on the learning of their classmates.
Personal development and relationships	The excellent relationships between pupils and with staff, which are based on mutual respect and affection, are a major factor in supporting pupils' learning. Pupils enjoy taking on more responsibility as they get older, and do so effectively. The work of the School Council and the involvement of older pupils in mediating disputes between their fellows are illustrative of the high standards of personal development in the school. Pupils show high levels of both collaborative skills and independence, as appropriate.
Attendance	Good.

TEACHING AND LEARNING

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

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

Teaching is good throughout the school, and is very good at Key Stage Two. During the inspection, examples of good teaching were observed in every class. No unsatisfactory teaching was seen, and 79 percent of lessons were good or better. Thirty nine percent of lessons were very good, a high proportion.

The skills of literacy and numeracy are taught very well, and the teaching of science is a particular strength. Most subjects are taught well, including information and communications technology (ICT), although many teachers are still insecure about using ICT to support work in the full range of other subjects.

A major strength of teaching is the very good management of pupils, based on excellent relationships. Teachers treat pupils with respect and affection, which is returned by pupils, who are keen to please their teachers and work hard to do so. In the best lessons, teachers are enthusiastic in their presentation and gain pupils' interest through exciting and challenging work. Good use is made of humour, and pupils enjoy lessons, working hard and making good progress.

Planning is very good. Teachers are very good at providing work that is well matched to pupils' needs, whatever their ability. Marking is a particular strength in English and mathematics, and this helps pupils to understand what they need to do to improve, so that they build effectively on previous knowledge, and learn from their mistakes. Pupils with special education needs learn well, because of the good support they receive from their teachers and from skilled learning support assistants. Pupils who have a home language other than English are well integrated into lessons, and learn very well. Good support from specialist staff helps their learning effectively.

Lessons generally have a brisk pace, so that pupils learn a lot in the time available. In lessons that are only satisfactory, the pace sometimes is more pedestrian, and not all pupils maintain their interest and enthusiasm. Very occasionally, teachers are not sufficiently successful in involving all pupils in answering questions, and a few then lose interest.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is generally broad and balanced. The school's hard work to write new curriculum schemes of work provides a very firm basis for this. Recent improvements have made the curriculum for literacy a particular strength. The curriculum for ICT has also improved recently, although the use of ICT across the curriculum still has weaknesses. There is a need, identified by the school, to give greater weight to investigative work in science. Extra curricular activities are good. Links with the local community support the curriculum well.
Provision for pupils with special educational needs	This is very good and supports pupils' good achievements. Provision is very well managed. Documentation is of good quality and is effective in helping staff to support pupils' learning. The extra help given to pupils, both in class and in the special "Darts" programme is firmly based on their needs and helps them to learn effectively and make good progress towards their targets.
Provision for pupils with English as an additional language	This is good and is well managed. Good use of specialist staff, who work effectively alongside class teachers, helps pupils to learn English quickly and to have full access to all of the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Provision for pupils' moral and social development is a particular strength. Cultural and spiritual development are good.
How well the school cares for its pupils	This is a strength of the school. Pupils are cared for very well on a day-to-day basis. Staff go out of their way to ensure that all pupils feel safe and secure in school, so that they can enjoy their learning. Assessment procedures are good and excellent use is made of them to support pupils' progress. Systems to support pupils' welfare, health and safety are very thorough, including very good procedures for child protection.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher and deputy give a very strong, clear lead to colleagues, and support them well in their work. As a result all staff work very effectively as a team to do the best they can for all the pupils. Subject co-ordinators' work has a very positive impact on provision, and supports improving standards. Recent examples include the improvements in writing and in ICT.
How well the governors fulfil their responsibilities	Good. They are supportive and have a good understanding of the school's strengths and weaknesses.
The school's evaluation of its performance	Excellent. This is a major strength of the school which supports many of the other positive aspects of provision. Good use is made of all data, both formal and informal, to analyse strengths and weaknesses, and all staff work hard to build on the former and address the latter.
The strategic use of	Very good. The principles of getting the "best value" are applied

resources	very well. The school is particularly good at consulting with all interested parties about its work.
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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.• The school is well led and managed.• The teaching is good.• The school expects children to work hard and achieve their best.• Their children are making good progress.• The school is helping children to become mature and responsible.	<ul style="list-style-type: none">• A minority of parents would like there to be more activities outside lessons.• A few parents would like pupils to spend more time on physical education.

The school works very effectively in partnership with parents, providing them with excellent information, and their views of the school are very positive. The inspection team agrees with parents' positive comments as listed above. The provision of extra curricular activities is good in relation to schools generally. Although the school spends slightly less time on physical education than the national average, this is because it has relatively limited facilities. Lessons during the inspection showed that pupils are still attaining appropriate standards in the subject.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils' achievements are high in English, mathematics and, in particular, in scientific knowledge

1. Pupils achieve well in **English**. Teachers set challenging targets and closely monitor progress towards them. When children enter the school their skills in language and literature are below average. A wide range of activities provides a rich learning environment in the reception classes. Teachers are enthusiastic and make lessons interesting, so that learning is both meaningful and enjoyable. For example, the introduction of a puppet in one lesson provided a memorable experience for the children as they helped him sound out the letters at the beginning and end of words. Children have poor control in handwriting at the beginning of the reception year. They make good progress so that by the end of the year most are able to form their letters correctly and higher achievers are able to write short "stories" with most words spelled correctly.
2. Throughout the school, teachers' good subject knowledge and enthusiasm set high standards. Great care is taken to ensure that pupils read regularly and that they read a wide range of texts. By the time that pupils are seven they are able to read well. They can talk in detail about stories and are able to predict what will happen next. By the time they are nine, pupils show a good understanding of the features of poetry and are able to explain rhythm and rhyme. They join in reading together with great expression and enthusiasm. The work is very highly structured, enabling pupils to build on previous learning and so make very good progress. By Year 6, pupils can identify imagery and personification in poetry. For example, using the teacher's excellent model they produced their own Haiku, with every pupil, including those with English as an Additional Language, working to their full potential. Pupils' writing is lively and interesting and they write in a wide variety of styles. Pupils are able to use words and punctuation appropriately in simple and complex sentences, which they organise in paragraphs. Every pupil has a 'Once a Month Book'. This is used to monitor pupils' progress very closely. By assessing their work and setting clear targets, which are shared with pupils, teachers are raising standards throughout the school.
3. Standards in **mathematics** are high by the time pupils are aged 11, confirming the well-above-average scores gained last year in national tests. This represents good achievement, based on consistently good learning across the school. A particular strength of pupils' work is their ability to use their mathematical skills to solve or create problems that are related to real life. They frequently apply their numeracy skills in other subjects, for example in geography and in design and technology. Because pupils understand the purpose and relevance of the challenges they are presented with, and always ask questions to clarify their understanding, they achieve well.
4. Pupils achieve well in **scientific knowledge** at both key stages. At Key Stage One, pupils attain standards in line with national expectations. This represents good achievement in the light of their low standards when they start school, and is the result of good teaching. Work in books shows that they have a secure understanding of a range of scientific topics, and a number are in line to exceed the national expectation by the end of the key stage. In lessons observed during the inspection they show good standards in some aspects of their work. Pupils in Year 1, for example, showed a good understanding of the need of plants for water and the reasons for plants to have roots, and demonstrated good observational skills. Pupils at Key Stage Two make very good progress in their understanding of scientific facts, because of very good teaching. Their knowledge across the range of scientific topics is very good, and they have satisfactory investigative skills. In lessons, pupils from Year 4 showed a good understanding of vertebrates and invertebrates, and of different skeletons. Pupils in Year 6 showed a

good knowledge of electrical theory, and could predict that extra cells in a simple circuit would result in brighter light from bulbs, and could “read” a circuit diagram and predict results.

Teaching and Learning are good throughout the school

5. Literacy teaching has improved well over the last year because of excellent support from the co-ordinators. Teachers provide a wide range of interesting activities for pupils, which enthuse them and lead to good gains in learning. For example, in a very good lesson where pupils in Year 4 learned about aspects of poetry, they showed a rapidly increasing understanding of a range of technical terms such as stanza and alliteration, and many started to use them effectively in their own writing. The interesting choice of poems, the lively and humorous presentation, a brisk pace and the secure discipline based on excellent relationships, all contributed to very good progress.
6. Teaching in mathematics is good and a particularly effective aspect is the preparation of different work for pupils’ different needs. This was observed during the inspection in a lesson with Year 1, when all pupils made good progress in their learning about three-dimensional shapes and nets for cubes and cuboids, because of work that was appropriately challenging for each group.
7. High quality teaching in science results in consistently good learning at each key stage. The best lessons feature good use of practical experiences that engage pupils’ enthusiasm and interest. In a very good lesson with pupils in Year 1, for example, pupils learned a lot about the needs of plants because of the good, individual hands-on experience provided. The lesson was well-planned so pupils built up their understanding systematically, and this was supported by careful questioning from the teacher, so that pupils described their observations thoughtfully.
8. Teaching in ICT is clearly improving, following a concentration on more training for teachers over the last year. Teachers are now more secure in using a range of programs and this is having a major impact on standards, which are rising quickly.
9. A major strength of teaching is the very good management of pupils, based on excellent relationships. Teachers treat pupils with respect and affection, which is returned by pupils, who are keen to please their teachers and work hard to do so. Clear routines are established, so that classrooms are relaxed, purposeful places, where pupils learn very effectively. In the best lessons, teachers are enthusiastic in their presentation and gain pupils’ interest through exciting and challenging work. Good use is made of humour, and pupils enjoy lessons, working hard and making good progress. Pupils are able to enjoy a joke with their teachers, and feel able to offer opinions and comments in discussion, because they know they are valued.
10. High standards of discipline prevail throughout the school. Where pupils have recognised behavioural difficulties, teachers plan carefully to help them improve, and work hard with the skilled learning support assistants to ensure these pupils are fully involved with the work. When there are lapses in behaviour, these are dealt with sensitively but firmly, so that good order is maintained, and the learning of the class as a whole is not adversely affected.
11. Planning is very good. Teachers are very good at providing work that is well matched to pupils’ needs, whatever their ability. Teachers have high expectations of all pupils, making good use of their informal knowledge of pupils, as well as assessment data, to ensure that work is challenging and takes forward learning well. Teachers are clear about what they intend pupils to learn. This is often shared with pupils at the start of the lesson, so that they understand what they are doing, and do not get sidetracked by irrelevancies. During lessons, teachers carefully track how individuals are getting on.

They give them good feedback verbally, during the lesson, and written marking is a particular strength in English and mathematics, detailing how pupils can make further progress. These systems help pupils to understand what they need to do to improve, so that they build effectively on previous knowledge, and learn from their mistakes. Pupils with special education needs learn well, because of the good support they receive from their teachers and from skilled learning support assistants. Pupils who have a home language other than English are well integrated into lessons, and learn very well. Good support from specialist staff helps them to learn effectively.

12. Lessons generally have a brisk pace, so that pupils learn a lot in the time available. Good use is made of a wide range of interesting resources.

Pupils behave very well and form excellent relationships, because of the school's very good provision for their personal development

13. Behaviour, in and out of the classroom, is very good. Pupils respond quickly to the high expectations of teachers. They collaborate well when working in groups, for example when discussing how to plan an experiment in science or a traffic survey in geography. Pupils are well aware of how their behaviour affects others. They have a good understanding of the school's systems for resolving misbehaviour, and they appreciate the frequent recognition they receive for good behaviour. Pupils have very positive attitudes to school. They are eager to learn and respond with interest to lessons. They are enthusiastic and make every effort to improve their knowledge and skills. Because they know their ideas are valued, they give time and thought to giving their views and explaining their reasoning; this takes their learning forward well. At all ages, pupils are developing independence in their learning. They have a clear understanding of what they need to achieve to raise their personal standards.
14. Pupils' learning is strongly supported by the excellent relationships formed with each other and with the adults in school. They enjoy coming to school because, as pupils in Year 6 said, "Teachers make learning fun, and we respect them and they respect us." They respond positively to the good opportunities provided to help each other or adults around the school. They value the support given to them by their friends, and consider their teachers as being among their friends. They are confident in challenging their teachers in a respectful exchange of views. In discussion, they were able to explain that all children are of equal value, and related how they support and befriend different groups of pupils in the school. Older pupils display a very mature approach when helping others resolve playground quarrels through the school's system of "peer mediation". Pupils are encouraged to produce a signed agreement after discussion and reflection on possible solutions to their problem. The School Council is very effective in sharing views and communicating ideas for events and other school matters, such as improvements to the school grounds.

The school consistently reviews what it does, and strives constantly to improve what is provided for pupils

15. This is an excellent feature of the school that supports many other positive aspects of provision. The school analyses data from national tests thoroughly and systematically, and clearly identifies any weaknesses found. For example, the relative weaknesses in writing scores last year were identified, and careful attention paid to individual questions to identify how pupils went wrong. The issue was designated as a school priority, and all staff have worked very hard, with excellent leadership from the subject co-ordinators, to address the identified shortcomings. As a result, standards in writing have improved, and continue to improve. By Year 6, standards are now in line with national expectations and continue to rise throughout the school.
16. The school has responded very positively to the new requirements of the National Curriculum, which came on line last September. All planning and schemes of work have been modified to take account of these changes, while still building upon the school's existing strengths. Despite gaining results in science last year that were in the top 5% nationally, the school has not been complacent. There has been a thorough audit of the curriculum and pupils' achievements, and a relative weakness in investigative skills identified. The planning for science has been extensively modified as a result, and results in terms of improved provision for pupils are starting to be seen.
17. All the issues arising at the last inspection have been addressed carefully, and some former weaknesses are now significant strengths of the school, such as the very effective work by the music co-ordinator.

18. To support its work, the school consults extensively, systematically seeking the views of staff and governors, of parents, and of the pupils themselves. Because the school is never content to rest on its laurels, it is continually making improvements in many aspects of its provision, and keeps all its efforts focused on improving standards.

The leadership from the headteacher and other key staff is excellent

19. The headteacher and deputy give an excellent lead to colleagues, and support them well in their work. A good range of carefully thought out systems to support teaching, planning and other aspects of the curriculum are in place. As a result all staff work very effectively as a team to do the best they can for all the pupils. For example, the good systems, and the consistent support from colleagues have enabled teachers who are new to the profession to be very effective despite their relative inexperience.
20. Subject co-ordinators' work has a very positive impact on provision, and supports improving standards. Improvements in writing over the last year have been as a result of the thorough, painstaking hard work of the subject leaders. The music co-ordinator provides a good level of support, significantly raising standards since the last inspection. The leadership and training provided in ICT by the deputy headteacher and the subject leader have supported improvements in staff expertise, and consequent improvements in pupils' attainment. The other subject leaders have all worked hard and contribute to the effective provision right across the curriculum.
21. The quality of monitoring is very good. Teaching, planning and standards are carefully monitored by both the senior management and by subject leaders. Results are recorded systematically and issues are fed back to colleagues and followed up well. All this supports the consistent improvements that the school makes.

Provision for pupils with special educational needs is very good

22. The school has a tradition of well-trained staff who are motivated to achieve the best learning environment for pupils with special educational needs. There is a well-established programme of early intervention, so that pupils' difficulties are addressed as soon as possible. The school also works hard to establish close links with parents, and has a positive working rapport with staff from outside agencies. Regular discussions are held with the educational psychologist who holds half-termly consultations with relevant parents. Individual education plans to support pupils' learning are developed in full consultation with parents, and include practical and achievable targets, based on things which can and will be done. Learning support assistants (LSAs) are highly valued and work closely with the teaching staff to plan for individuals.
23. A support programme, featuring Daily Achievable, Realistic Targets (DARTS), provides sessions of intensive help targeted on the specific needs of groups or individuals. Pupils enjoy the programme. A group of seven-year-old children made good progress when they worked with their LSA for twenty minutes. By the end of the session pupils were able to predict confidently whether a number was higher or lower than the previous number by using a pack of playing cards. The children derived obvious pleasure from the work and it was also a productive learning experience. They also gained a lot of confidence from the positive spirit in which the group was conducted. A group of eleven-year-old pupils were given the opportunity to contribute their ideas thoughtfully in a twenty-minute session on how to manage feelings without hurting others and how to cope with conflict. Carefully structured questions encouraged pupils to contribute their ideas and think things through, so they make good progress in their speaking and listening skills.
24. Pastoral care for pupils is very good and good provision is made to help pupils who find it difficult to conform, both in and out of lessons. There is a 'Time Out' room, which is staffed, to support pupils who are in need of a respite period. It is provided with good resources. All pupils with special educational needs receive appropriate, targeted support on a daily basis

because of the school's policy of making special education needs provision an element of each lesson plan. As a result, pupils have full access to the curriculum and are given the support and structure that they need to make good progress.

Links with parents are very good

25. The inspection confirms the very positive views of the school held by the vast majority of parents. In views aired at the parents' meeting, in questionnaires and from speaking to parents during the inspection, it is clear that they think this is a very good school for their child. The overwhelming majority say that their children like coming to school, are making good progress and are being taught how to be mature and responsible people. They feel that their child gets the right amount of homework, and inspection confirms that the homework set is appropriate, and that parents successfully support their children's progress by being involved in this. The school is anxious to involve parents in their children's education, and actively seeks their views about many aspects of the school, for example through the recent "grids" survey of parental opinion. The school is welcoming to parents, so that they feel confident in approaching staff if they have a concern about their child. The school intends to continue to extend this "open door" policy, and has designed an attractive area, currently being built, for parents to wait for their children at the end of the day.
26. The information provided for parents is excellent, confirming parents' own views on this. The governors' report to parents and the prospectus contain all required details. Reports on individual pupils' academic progress are very informative, individual and detailed. They clearly report on strengths and weaknesses in pupils' attainment, and give clear targets for improvement. Regular open evenings and curricular events also keep parents well informed about the school's work. All parents have been sent the home-school agreement and returned this to school. Parents appreciate the value that the school places on their contribution, and many comment favourably on the social and fund-raising aspects of the work of the Parents, Teachers and Friends Association, which contributes effectively to the school's work.

WHAT COULD BE IMPROVED

Standards are too low in information and communications technology at Key Stage Two

27. For a long time the school's resources for information technology were wholly inadequate to teach the full National Curriculum. In addition, staff lacked confidence about many aspects of the subject. Over the last year major improvements have taken place. The school has installed a computer suite in which half a class can work with a computer each. In addition, more modern computers have been placed in classrooms, and staff have had training from two members of staff who are well-qualified "platinum" trainers, raising the level of staff expertise considerably. Pupils are now making good progress in ICT lessons and pupils at the end of Key Stage One attain standards in line with national expectations. Pupils in Year 6, however, are working well below the expected level. Despite their current good progress, their lack of experience in the past means that they are still working at the level expected for pupils a year or two younger. The school has sensibly modified the curriculum for older pupils to match their current level of expertise, so that they are doing work which is challenging but which they can cope with.
28. Although progress in dedicated ICT lessons is good, scrutiny of work shows that too little use is made of ICT to support work in other subjects. During the inspection, few examples were seen of computers being used routinely to support work in other lessons. This is partly due to a lack of suitable programs in some subjects, and partly due to many staff lacking expertise in how this can be most effectively done. The

school has recognised this and has identified further improvements in ICT as a priority. Plans are in place to extend staff training and to improve the range of software available to support work across the curriculum.

More emphasis could be given to pupils' investigative skills in science, particularly for older pupils

29. Pupils attain very good standards in their knowledge of science across a range of topics. Their standards in understanding and performing investigations, while satisfactory, are more limited. This is because the balance between the time spent on the different attainment targets has been weighted away from investigative work, particularly for older pupils as they prepare for Key Stage Two national tests, when a lot of time is spent on revision. The school has identified this as an area for development and has already started to improve provision. Some good work in practical and investigative work is now happening throughout the school. During the inspection, a very good lesson with Year 6 enabled them to learn a lot about performing investigations when working on electrical circuits. Work with pupils in Year 1 helped them make good progress in their understanding of plants because of the well-designed practical work. There is a need to consolidate this work, and change the balance in the curriculum, particularly for older pupils, if standards in investigative work are to match the standards reached in other aspects of science. The co-ordinator has already produced a plan to continue to monitor and improve this aspect of the subject.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to build upon pupils' current good achievement, the school should, in line with the priorities outlined in its planning:-

- (1) Improve standards in information and communications technology (ICT) by
 - a. Making more use of ICT to support work in other subjects.
 - b. Continuing to develop and implement the new curriculum planning.
 - c. Improving the provision of resources for using ICT to support other subjects.
 - d. Providing staff training in line with current plans.
 - e. Continuing to make use of the subject leaders to monitor and support provision.(Paragraph No. 27. 28)

- (2) Increase the emphasis given to investigative skills in science by
 - a. Making consistent use of the new schemes for planning work.
 - b. Providing more training for staff as needed.
 - c. Making use of the expertise of the subject leader to monitor and support standards and provision in the subject, in line with current plans.(Paragraph No. 29)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
-	39.5	39.5	21	-	-	-

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	372
Number of full-time pupils known to be eligible for free school meals	n/a	80

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		9
Number of pupils on the school's special educational needs register		67

English as an additional language	No of pupils
Number of pupils with English as an additional language	20

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	31
Pupils who left the school other than at the usual time of leaving	38

Attendance

Authorised absence

%

Unauthorised absence

%

School data	5.2
National comparative data	5.2

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	26	24	50

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	22	25
	Girls	23	22	23
	Total	44	44	48
Percentage of pupils at NC level 2 or above	School	88(86)	88(92)	96(86)
	National	83(82)	84(83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	23	21
	Girls	23	22	22
	Total	46	45	43
Percentage of pupils at NC level 2 or above	School	92(88)	90(92)	86(94)
	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	29	26	55

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	27	29
	Girls	22	22	25
	Total	44	49	54
Percentage of pupils at NC level 4 or above	School	80(70)	89(63)	98(65)
	National	75(70)	72(69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	24	28
	Girls	16	17	24
	Total	35	41	52

Percentage of pupils	School	64(67)	75(72)	95(67)
at NC level 4 or above	National	70(68)	72(69)	79(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	1
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	5
Chinese	2
White	296
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13.8
Number of pupils per qualified teacher	26.96
Average class size	31

Education support staff: YR – Y6

Total number of education support staff	14
Total aggregate hours worked per week	319

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.

Financial information

Financial year	1999-2000
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	£
Total income	630285
Total expenditure	620285
Expenditure per pupil	1743
Balance brought forward from previous year	16436
Balance carried forward to next year	26436

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	372
Number of questionnaires returned	239

Percentage of responses in each category (rounded to nearest whole number)

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	36	2	1	1
My child is making good progress in school.	59	38	1	0	1
Behaviour in the school is good.	49	44	4	0	3
My child gets the right amount of work to do at home.	41	53	3	2	0
The teaching is good.	67	30	0	0	3
I am kept well informed about how my child is getting on.	48	44	6	0	1
I would feel comfortable about approaching the school with questions or a problem.	69	25	4	2	0
The school expects my child to work hard and achieve his or her best.	71	26	1	0	2
The school works closely with parents.	44	49	3	3	1
The school is well led and managed.	64	33	2	0	2
The school is helping my child become mature and responsible.	55	41	2	0	2
The school provides an interesting range of activities outside lessons.	26	47	9	4	14

Other issues raised by parents

A few parents felt that not enough time was spent on physical education.