

INSPECTION REPORT

CLAYGATE PRIMARY SCHOOL

Claygate, Esher

LEA area: Surrey

Unique reference number: 125108

Headteacher: Darryl Taylor

Reporting inspector: Barrie Mahoney
18175

Dates of inspection: 4 – 6 June 2001

Inspection number: 191987

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

School category: Community

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: Foley Road
Claygate
Surrey

Postcode: KT10 0NB

Telephone number: 01372 465348

Fax number: 01372 462823

Appropriate authority: The governing body

Name of chair of governors: David Saunders

Date of previous inspection: February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
18175	Barrie Mahoney	Registered inspector
9086	Rosalie Watkins	Lay inspector
19824	Janet Sinclair	Team inspector
23009	Anne Hogbin	Team inspector

The inspection contractor was:

Serco QAA Limited
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Claygate is a community primary school for boys and girls aged 4 to 11. The school is bigger than other primary schools with 302 pupils on roll with slightly more girls than boys. There are six per cent of pupils from minority ethnic communities and there are eight pupils for whom English is an additional language, with Arabic, Tagalog, Bengali and Japanese as their home languages. There are 65 pupils on the school's register of special educational needs (21.5 per cent), which is broadly in line with the national average. There are 23 pupils on stages three to five of the register, with three pupils having a statement of special educational needs. Eight per cent of pupils are eligible for free school meals, and this is below the national average. There are eleven classes, and most are of mixed aged pupils. The average class size is 27.5 pupils. The attainment of children upon entry to the school is above average overall, but covers a wide range of ability.

HOW GOOD THE SCHOOL IS

Claygate Primary School is a good school with many strengths. Pupils attain high standards in English and mathematics by the end of Key Stage 2. Good quality teaching throughout the school helps pupils to learn well and to make good progress. Strong foundations for learning are established in the reception classes and in Key Stage 1 and these are built upon successfully in Key Stage 2. The school has good leadership and provides good value for money.

What the school does well

- Pupils attain well above average standards at the age of eleven and above average standards at the age of seven because the quality of teaching is good. They are achieving well.
- The headteacher, senior staff and the governors provide good leadership and management that promote good achievement and effective teaching and learning.
- The provision for pupils with special educational needs is very good, so these pupils make particularly good progress.
- The school provides a good quality and range of learning opportunities for pupils to achieve well in physical education.

What could be improved

- Standards in information and communication technology are below expectations by the end of both key stages, because pupils have insufficient opportunities to fully develop their skills.
- The hygiene of toilets throughout the school, and particularly those for boys, has a negative effect upon pupils' health and well being.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the previous inspection in February 1997. The key issues from the previous inspection report have been effectively addressed. Pupils' standards of attainment in English, mathematics and science have continued to rise each year. The school has improved schemes of work and the effectiveness of planning, which now successfully enables pupils to develop their skills steadily and systematically across the curriculum. The needs of higher attaining pupils have been successfully addressed and the setting arrangements in Key Stage 2 help to provide increased challenge and further extend their learning. The health and safety issues relating to old and unused technology equipment and the kiln have been resolved. There has been some improvement in staff expertise and confidence in information and communication technology and particularly in design and technology. However, due to the rapid pace of change in information and communication technology this has been insufficient to meet the needs of some staff and will be addressed shortly. Good quality leadership, including the development of the roles and functions of the senior management team, has helped to improve the morale of staff and to ensure that the needs of pupils and staff are paramount in the day-to-day management of the school.

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	A*
mathematics	A	C	A	A
science	A	C	B	A

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

Inspection findings confirm that the school's results continue to improve. Appropriate and relevant targets are set each year, and these are met. The work of the current Year 2 pupils shows that most pupils are attaining at least the expected level (Level 2) in reading, writing and mathematics. Similarly, most pupils in Year 6 are working at least at the expected level (Level 4) in English, mathematics and science, with a significant number of pupils reaching the higher levels, particularly in English and mathematics. This indicates that the attainment levels of pupils are well above the national average and also well above the average for schools of a similar type. Pupils are achieving well. In English, the school's performance is in the highest five per cent nationally. Standards in foundation subjects are at least in line with expectations, with the exception of information and communication technology where they are below. Although the school has worked hard to improve provision in this area, regular use of the newly created information and communication technology suite has yet to make a positive impact upon standards attained by pupils. Pupils with special educational needs make good progress and often catch up with the attainments of their peers by the time they leave the school. Pupils for whom English is an additional language, are well provided for and make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils like coming to school, they are keen to learn and have good attitudes to their work.
Behaviour, in and out of classrooms	Good throughout the school, in lessons and at play. There have been no exclusions.
Personal development and relationships	Good. Pupils use their initiative and act responsibly. They get on well together and with all the adults in the school.
Attendance	Good

Pupils new to the school are looked after well by others and this helps to make them feel welcome, valued and to settle quickly to their new surroundings.

TEACHING AND LEARNING

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

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

In the lessons seen by inspectors, the quality of teaching and learning was judged to be satisfactory or better in all lessons and very good or better in 30 per cent of lessons. Teaching was judged to be good in 52 per cent and satisfactory in the remaining 17 per cent of lessons, and no unsatisfactory teaching was observed. This is a significant improvement upon the previous inspection. Teaching is good in both key stages and this leads directly to pupils making good gains in learning so they attain standards in English and mathematics that are well above average and above in science by the end of Key Stage 2. The Literacy and Numeracy Strategies have been implemented effectively, pupils are well taught and they make good gains in their learning. Teachers have high expectations and set clear objectives for what they expect pupils to learn. This leads pupils to know what they are doing, to work hard, to concentrate upon what they should learn, and to meet the targets set for them in their work. Teachers' good management of pupils keeps them on task and ensures that lessons have a good pace. They give good praise and encouragement. This enhances pupils' self-esteem, so that individuals know they are valued, and are motivated to gain higher achievements. Teachers plan interesting work and pupils enjoy their learning. The setting arrangements for pupils in Key Stage 2 are effective in meeting the needs of all pupils and group work is well planned and effectively supported by well-briefed adult helpers. As a result, pupils of all abilities learn well and make good progress. The needs of all pupils are met well, and those pupils with higher attainments are challenged to reach even higher levels, while those with special educational needs and those for whom English is an additional language receive effective support that helps them to improve their work and understanding.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The curriculum meets the statutory requirements for the National Curriculum and religious education. Teachers plan effectively together. Provision for extra-curricular sport is very good.
Provision for pupils with special educational needs	Very good. Planning is strong with clear targets. The reading recovery programme is an effective strategy that is helping to raise standards. These pupils make good progress.
Provision for pupils with English as an additional language	Good. There are effective strategies to help these pupils to have equal access to learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. This contributes significantly to pupils' positive attitudes to their work and their responsible behaviour.
How well the school cares for its pupils	Satisfactory overall. Assessment procedures are good and the school provides good support and guidance for all pupils. Although satisfactory, child protection procedures need strengthening.

Teachers have worked hard to establish an effective curriculum and improve assessment procedures, and particularly for the core subjects. However, there is a lack of consistent assessment procedures in some subjects, for example in information and communication technology. The school effectively enriches the curriculum with a wide range of extra-curricular activities, and particularly sport.

Hygiene aspects of the condition of the toilets, and especially those for boys, give cause for concern. While the school plans to upgrade Key Stage 1 toilets, it has been slow to identify the need for remedial work in toilets for pupils in Key Stage 2, particularly for boys.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, together with the deputy headteacher and senior management team, provides good leadership that gives a clear direction to the work of the school and is focused upon raising standards and continuous improvement. The teachers, as co-ordinators, provide a clear direction for their colleagues and the staff are committed to pupils' success.
How well the governors fulfil their responsibilities	Good. The governors play a positive role in shaping the direction of the school and are aware of the school's strengths and weaknesses. They fulfil their statutory responsibilities well.
The school's evaluation of its performance	Good. The school has a good view of teaching and its impact upon learning. It has analysed the strengths and weaknesses in performance data to improve standards and is beginning to use the analysis well to set targets to further improve pupils' performance.
The strategic use of resources	Good use is made of staff, resources and of the building.

The good improvement in leadership and management since the previous inspection is shown by the positive and supportive way that staff work together and provide good quality experiences for pupils. It is also shown by the way that the school is always looking for ways to improve. The school applies the principles of best value appropriately and targets its spending to bring about improvements in standards.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The teaching is good. • Children like coming to school. • There is a good range of extra-curricular activities. • Parents feel comfortable about approaching the school with questions or a problem. • Children are helped to become mature and responsible. • The school is well led and managed. 	<ul style="list-style-type: none"> • The amount of homework provided for pupils. • Information about how their children are getting on with their work. • They would like the school to work more closely with them.

Inspectors agree with parents' positive views about the school. However, they find no justification for parents' concerns about homework. Appropriate amounts of homework are set, in accordance with the well-thought out policy circulated to parents. Similarly, in many respects, there is little foundation for parents' concerns about how the school develops partnership with them. The school is very active in seeking parents' views and taking them into account. There is generally a good flow of information in newsletters and other communications. Well-presented curriculum information is sent home, though, as recognised by the school, this has sometimes happened too late in the term to be really helpful. Inspectors agree that there is room to improve the flow of information about how children are doing by:

- increasing the information about the progress pupils have made, and their targets for further improvement in their annual written reports to reflect information made available in discussions with teachers,
- finding ways for parents to have face-to-face discussions with their child's numeracy and literacy teachers, when this is different from their class teacher.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils attain well above average standards at the age of eleven and above average standards at the age of seven because the quality of teaching is good. They are achieving well.

1. At the age of seven, the National Curriculum test results in 2000 in reading were well above average and those for writing and mathematics were above average when compared nationally and with similar schools. By the age of 11, National Curriculum test results in 2000 indicated standards in English and mathematics that were very high in comparison with schools nationally and with schools with a similar number of pupils with free school meals. In science, standards were above the national average. The work pupils were doing during the inspection confirmed these high standards in English and mathematics. Standards upon entry for a majority of pupils are above expectations for children of this age. However, the range of attainment is broad, and children successfully broaden and consolidate their learning in all areas, so that by the end of Key Stage 2, pupils achieve well in relation to their standards upon entry.
2. A majority of pupils enter the school with above average skills in communication, language and literacy and mathematics, and due to the good teaching through the school, they achieve well in reading, writing and mathematics. Teachers have a good knowledge and understanding of English and mathematics and teach the basic skills well in other subjects. Both the National Literacy and Numeracy Strategies are used effectively throughout the school.
3. The quality of teaching is good throughout the school, and as a result, pupils make good gains in their learning. Teachers in the reception classes plan appropriate learning activities that are well matched to the Early Learning Goals for children of this age. These activities continue to move children forward and prepare them well for the beginning of the National Curriculum. Teachers in the reception class have good communication and classroom management styles. In one good lesson seen, for example, children were well prepared to consider the habitat of snails, and they clearly expressed where snails could be found, "under logs" and "where it is dark and damp." Good use was made of books and other resources so that when children were given time to explore in the environmental area, they used their time well and quickly identified the places where snails could be found. The lesson was effectively consolidated by close observation of giant African land snails when children successfully identified parts of the snail's body.
4. Within Key Stage 1, teachers continue to have high expectations and work hard to help pupils develop the necessary classroom skills of listening carefully, waiting their turn and valuing the contributions made by others. A good example of this was seen in a Year 1/2 literacy lesson, which focused upon poetry. The lesson successfully developed pupils' understanding and use of imagery; for example, in their contribution of ideas such as "sandy seashore" and "salty sea". Pupils consider the work of the illustrator when looking at a picture of the sea horses in the poem and respond with ideas such as, "They have been painted to look like royal horses". Throughout the lesson, the class teacher successfully developed and enhanced pupils' creative ideas and thinking. As a result of lessons such as this, pupils go into Key Stage 2 with a solid foundation of knowledge that helps them to reach even higher standards by the time they are eleven.
5. Within Key Stage 2, pupils make good progress and attain results in National Curriculum tests that are well above the national average, and well above the standards attained by pupils in similar schools. Lessons are planned with clarity, teachers organise and manage the class well, lessons have clear introductions and activities are explained well. In one very good lesson observed, a middle ability Year 5/6 group of pupils very successfully used a text as a stimulus to write their own letters of complaint, using a good range of powerful words to enhance their writing. Very challenging questioning from the teacher, together with very high expectations and the teachers' own enthusiasm encouraged pupils to think deeply. Pupils responded by contributing an effective range of words that successfully enhanced the meaning and effect of the letters.

6. Throughout the school, teachers plan their lessons well. Consequently, lessons have clear objectives and in the best lessons these are shared with pupils at the beginning of the lesson and reviewed at the end. As a result, pupils have a good understanding of their own learning. Teachers have a good knowledge of their pupils' prior attainment and arrangements, in particular for pupils in Key Stage 2, are successful in ensuring that activities are appropriate for each of the attainment groups taught for English and mathematics. This organisation of ability grouped sets in English and mathematics helps teachers to match work accurately to pupils' needs and they often match work to different groups within the sets.
7. Teachers use a good balance of approaches to improve pupils' skills, knowledge and understanding. Their explanations are usually clear, they provide good opportunities for pupils to discuss issues and they provide suitable activities to match the objectives for their lessons. Classroom assistants are effectively deployed and good guidance is given to them, so they that are well aware of the expectations for each group of pupils. In one very good lesson for a Year 3/4 lower attaining set of pupils about writing postcards in an appropriate style, very good use of additional adults in the classroom ensured effective intervention and support of groups and individual pupils. One very good feature of this and other lessons observed during the inspection was the effective briefing of all adults helping within lessons. As result, the learning for all pupils, including those with special educational needs and those for whom English is an additional language is effectively enhanced.
8. The quality of teaching has improved overall since the previous inspection, when some unsatisfactory teaching was observed in Key Stage 1. There is now a good focus upon the needs of higher attaining pupils and these pupils are given an appropriate level of challenge in their work.

The headteacher, senior staff and the governors provide good leadership and management that promote good achievement and effective teaching and learning.

9. The leadership and management of the school is good. The headteacher, in close co-operation with his deputy headteacher and the senior management team, provides good professional leadership that gives a clear direction to the school and is focused upon raising standards. Teachers, who hold responsibilities for managing subjects, provide good leadership in their subjects.
10. The headteacher, who has been appointed since the previous inspection, has responded positively to the issues raised in the previous inspection report. There is good formal and informal monitoring of teaching and the curriculum by the headteacher and this is helping to raise standards. The school has identified appropriate priorities and targets, and is taking the necessary action to rectify deficiencies, and in particular, to raise standards. The school's ethos is good, and an effective learning environment has been established. The monitoring of the quality of teaching and learning has been improved since the previous inspection and is effective in raising standards attained by pupils by the time they leave the school.
11. The governing body fulfils its responsibilities well. The governors are committed to the school and take an active interest in all aspects. They are very supportive and have a clear understanding of the school's strengths and weaknesses. Communication between the school and governors is good and all governors visit the school and classes regularly to observe teachers and pupils at work in order to gain a greater understanding of the curriculum in action. Individual governors are linked to some important curriculum areas, including English, mathematics, physical education and the early years in order to increase their knowledge and to provide support for these subjects. There is an appropriate range of committees that report efficiently to the full governing body. The governors fulfil their responsibilities well and statutory requirements are met.
12. The weaknesses relating to leadership and management that were identified in the previous inspection report have now been successfully overcome. These included the development of the senior management team to include a strong focus upon monitoring and evaluating the quality of education provided and standards achieved, and improving the morale of staff. The present senior management team has been recently extended to include the co-ordinator for special

educational needs. The senior management team is successful in monitoring and evaluating the work of the school, and ensures that the needs of pupils and staff are paramount in the day to day management of the school. The school is working to achieve Investors in People accreditation, and the preparation for this is having a positive impact upon the work of the school.

The provision for pupils with special educational needs is very good, so these pupils make particularly good progress.

13. There are 65 pupils on the school's register for special educational needs (22 per cent), which is broadly in line with the national average, with 23 pupils on stages three to five of the register. There are three pupils with a statement of special educational needs (one per cent).
14. The school provides very good support for pupils identified as having special educational needs. Following an early assessment and identification of pupils when they start school, pupils identified as requiring additional support are included in a concentrated Reading Recovery programme for a period of 30 minutes daily for a 12-20 week period, with the aim being to improve these pupils' skills to at least the class average. Should this not be successful, pupils are moved to a programme of specialist support. This early identification, focused support, regular assessments and monitoring have been very successful in improving reading standards for these pupils. A substantial part of the school's success in improving standards in the National Curriculum tests at the end of Key Stage 1 is attributed to this strategy.
15. The school prepares good individual education plans for pupils at stage 2 or above, and these have sharply focused individual targets. They tell teachers exactly what the pupils should be concentrating on that term. The clarity of these targets makes them easier to review so that teachers can see if their strategies have worked. The good practice is also reflected in the way that staff are building upon target setting in a wider context – although other pupils do not have individual education plans, they do have some targets identified.
16. Pupils in Key Stage 1 are taught in mixed ability classes for English and mathematics. Pupils with special educational needs in this key stage are well supported, particularly in their literacy and numeracy, by learning support assistants working in class, or in small groups. Teachers give the support assistants very detailed information about the lesson, and make the objectives clear, but the assistants also use their own initiative to take the pupils forward in their learning. All staff know their pupils well as individuals and question them sensitively to draw out their understanding. As a result, pupils make good progress, and particularly in their literacy and numeracy skills.
17. In Key Stage 2, there are well-planned setting arrangements for pupils in Year 3 to Year 6, where pupils of similar attainment are grouped together for English and mathematics lessons. The learning needs of pupils with special educational needs are clearly identified in their individual education plans and these pupils are well supported by class teachers and classroom assistants. Clear planning, focused briefings, together with strong co-operation between all adults supporting pupils in these lessons were positive features of lessons observed during the inspection. As a result, pupils' needs are well addressed and they make good progress.
18. The work is well led and co-ordinated by a well-qualified and effective co-ordinator for special educational needs. The importance that the school places upon this area of work is reflected by the special educational needs co-ordinator being a member of the senior management team. Governors are well briefed about the school's progress in this area and the governor for special educational needs provides effective support. The needs of higher attaining pupils are also clearly identified and supported effectively, particularly in the setting arrangements for all pupils in Key Stage 2.
19. The school has made good progress in addressing the needs of pupils with special educational needs, higher attaining pupils and those for whom English is an additional language since the previous inspection.

The school provides a good quality and range of learning opportunities for pupils to achieve well in physical education.

20. In November 2000 the school was awarded Sport England's Activemark Gold Award, in recognition of the high quality provision for physical activity and the school's ongoing development in physical education. Inspection findings agree that activities within the school curriculum are successfully enhanced by a rich programme of high quality extra-curricular activities, including football, supported by Fulham football club, rugby, dance, cricket, tennis and athletics. A small number of activities, including football, are also available for younger pupils. These activities are well supported and attended by pupils and their parents; for example, in an athletics activity observed during the inspection more than ninety pupils took part.
21. The school's curriculum for physical education offers pupils a good balance and range of activities and is fully in line with National Curriculum and government guidelines. In addition, the school makes very good use of its heated on-site swimming pool and all pupils have good opportunities to swim on a regular basis during the summer term. These facilities are heavily supported both in time and financial assistance by the school's Parents' Association. As a result, the school reports that most pupils swim at least the national expectation of 25 metres by the time they leave the school. In one Foundation Stage swimming lesson observed during the inspection, the lesson was very effectively taught by a specialist instructor and well supported by a classroom assistant and parents. The good interaction between the instructor and children ensured that the development of confidence and the needs of individual children were clearly recognised and well supported by all adults. As a consequence, children gained confidence in water and developed their early swimming skills well.
22. In order to broaden the range of opportunities available to pupils, it is the school's stated aim to seek to make maximum use of local coaching personnel and sporting facilities. The school is successful in achieving this, and has developed a good range of links with outside organisations such as Fulham football club, and makes regular use of the facilities at Claygate Tennis Club during school physical education time. Pupils take part in inter-school and local tournaments in rugby, athletics, netball, cricket, football and tennis, and they also take part in events organised by national organisations, including the Cliff Richard Tennis Foundation.
23. Class teachers are responsible for teaching physical education lessons and it is a credit to the team spirit within the school that all contribute to the extra-curricular programme. Other adults, including support staff, parents and visiting staff also contribute to the programme of activities. All have a positive impact upon pupils' learning and the development of pupils' physical skills. A governor represents the subject on the governing body with a specific interest in the subject. The subject is well led and managed by the co-ordinator and is well supported by the headteacher, senior management team and governors. The school now provides appropriately for outdoor and adventurous activities, including a residential trip to Dartmoor for pupils in Years 5/6, wall and net climbing, and archery, which were weaknesses in provision identified in the previous inspection report. Equal opportunities are well provided for and all activities are open to both girls and boys. Provision for and standards in the subject have improved significantly since the previous inspection.

WHAT COULD BE IMPROVED

Standards in information and communication technology are below expectations by the end of both key stages, because pupils have insufficient opportunities to fully develop their skills.

24. Although there have been improvements since the previous inspection, standards in information and communication technology are below national expectations at the end of each key stage. The curriculum now covers all of the required strands in the programme of study for the subject, but there are insufficient opportunities for pupils to consolidate and develop their skills systematically. This is partly because there has been insufficient time for use of the newly equipped information and communication technology suite to become established within the curriculum. In addition, many staff are insecure in their own knowledge and application of the subject, and particularly that of control technology. The school has already identified this weakness and some in-school training has already taken place. All staff are due to take part in government sponsored training early in the new academic year.
25. The school has worked hard to create a small information and communication technology suite by recently converting a craft room. However, due to the small number of computers available, only half the class can be taught at any one time, the remainder of the class often following book based research until it is their turn. Nevertheless, this strategy is satisfactory and teachers manage it well. The school has also maintained at least one computer in each class to enable work to be continued at other times of the day. A school-wide computer network has also been installed with all computers, including those in classrooms, being linked to the new network. Most pupils are beginning to use the Internet confidently in school, as was observed in one Year 5/6 lesson, when pupils retrieved information about plants and animals, and some pupils cut and pasted the information into their own documents. However, the teacher's expectations of what pupils can achieve were insufficiently high for a number of pupils with advanced skills, whilst the majority of pupils were at the early stages of developing effective cut and paste techniques.
26. A good number of pupils have their own computers at home and a significant number of pupils enter school with well advanced skills for their age. However, the school does not build systematically upon these prior skills, and expectations of what most pupils can achieve are insufficiently high. This is partly because of a lack of staff confidence and expertise in some strands of the curriculum; for example, in control technology. Assessment strategies are under-developed in this subject, there are few records of what pupils have covered and the levels attained, and no systematic checklists of skills in use consistently across the school. As yet, the subject is under-developed to enhance learning in the full range of subjects across the curriculum. There were few examples in the scrutiny of pupils' work of instances where information and communication technology had been used effectively to enhance work in other subjects.
27. The subject is appropriately led and managed and there has been a substantial investment in new equipment since the previous inspection. As a result, the provision for the subject has improved, although there has been insufficient time for these improvements to be consolidated or reflected upon standards attained by pupils. The school has clearly identified measures to improve standards further in the school development plan. These are appropriate for the development of the subject and, together with a focus upon staff development next year, and consolidation and use of the new improved resources, the school is well placed to improve standards.

The hygiene of toilets throughout the school, and particularly those for boys, has a negative effect upon pupils' health and well being.

28. Pupils and their parents expressed concern about hygiene in toilets, and particularly in the boys' toilets. Inspection findings indicate that some of these concerns are justified. However, staff and governors have already identified weaknesses in Key Stage 1 toilet provision and work to improve them is due to take place shortly.

29. During the inspection, inspectors found that all toilets lacked the required standards of cleanliness. Key Stage 2 boys' toilets, in particular, regularly smelled strongly of urine, even at the beginning of the school day. Problems identified included faulty flushing of water in the urinals, and an air extractor not working. Problems were also discovered with a broken toilet seat and sinks and basins that were insufficiently clean. The boys' toilet area also includes the cloakrooms where pupils change for physical education and sometimes where packed lunches are stored, and this has further implications for pupils' health and hygiene.
30. Pupils also approached inspectors to express their concern and some expressed their reluctance in using the facilities. These pupils reported that they often preferred to wait until they got home to use the toilet rather than using the facilities in school. This is clearly unacceptable to pupils' health and well being. Inspectors recommend urgent attention is given to address this deficiency.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the standard of education further for pupils, the headteacher, staff and governors should focus upon the following key issues:

- (1) Raise standards in information and communication technology and increase opportunities for pupils to develop and extend their skills by:
 - Providing pupils with more direct teaching of information and communication technology skills. (paragraph 24)
 - Further raising the awareness of staff, through planned training, of the opportunities for the use of information and communication technology in other areas across the curriculum.* (paragraphs 24, 26)
 - Further increasing the confidence and skills of teachers so that they make better use of the existing facilities.* (paragraphs 24, 25, 26)
 - Developing an effective system of assessing pupils' competence in information and communication technology, identifying and recording what pupils know and what needs to be taught next. * (paragraphs 25, 26)
- (2) Improving the toilet facilities throughout the school and in particular, the cleanliness and hygiene of the boys' toilets. (paragraphs 28, 29, 30)

* This has already been identified as an area for improvement by the school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	30	52	17	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

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	302
Number of full-time pupils known to be eligible for free school meals	0	22

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	65

English as an additional language

	No of pupils
Number of pupils with English as an additional language	8

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	3.9%
National comparative data	5.2%

Unauthorised absence

	%
School data	0.4%
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	21	24	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	17	18
	Girls	21	22	23
	Total	39	39	41
Percentage of pupils at NC level 2 or above	School	87 (88)	87 (98)	91 (88)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	18	18
	Girls	20	23	23
	Total	38	41	41
Percentage of pupils at NC level 2 or above	School	84 (88)	91 (91)	91 (91)
	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	26	21	47

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	24	24
	Girls	20	16	19
	Total	43	40	43
Percentage of pupils at NC level 4 or above	School	91 (78)	85 (71)	91 (78)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	23	23
	Girls	19	16	18
	Total	41	39	41
Percentage of pupils at NC level 4 or above	School	87 (80)	83 (68)	87 (80)
	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	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	1
Chinese	1
White	252
Any other minority ethnic group	6

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)	14.2
Number of pupils per qualified teacher	25:1
Average class size	27.5

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	193

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

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	1	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
	£
Total income	581987
Total expenditure	556444
Expenditure per pupil	1801
Balance brought forward from previous year	16291
Balance carried forward to next year	41834

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	302
Number of questionnaires returned	164

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	42	6	0	0
My child is making good progress in school.	39	50	8	2	1
Behaviour in the school is good.	21	64	9	0	6
My child gets the right amount of work to do at home.	29	45	21	2	2
The teaching is good.	39	57	2	1	1
I am kept well informed about how my child is getting on.	28	52	17	3	1
I would feel comfortable about approaching the school with questions or a problem.	53	37	9	0	1
The school expects my child to work hard and achieve his or her best.	36	51	12	0	2
The school works closely with parents.	28	51	18	2	1
The school is well led and managed.	39	50	6	1	4
The school is helping my child become mature and responsible.	37	53	5	1	4
The school provides an interesting range of activities outside lessons.	54	37	7	0	2