

INSPECTION REPORT

**WOODTHORPE JUNIOR AND INFANT
SCHOOL**

Birmingham

LEA area: Birmingham

Unique reference number: 103334

Headteacher: Mr Roger Billingham

Reporting inspector: Richard S Moseley
16886

Dates of inspection: 12th – 13th February 2001

Inspection number: 192587

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Infant and Junior
Age range of pupils:	4-11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr T Rose
Date of previous inspection:	March 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Woodthorpe Junior and Infant school is an average size primary school with 225 pupils consisting of 109 boys and 116 girls. There are 33 pupils with English as an additional language. However, all these pupils speak English on entry to the school and do not require any specific support. An average number of pupils, 16 per cent, are registered as being entitled to free school meals. Six per cent of pupils are registered as having special educational needs, which is well below the national average. Two pupils have statements of special educational needs, which is below the national average. Attainment on entry to the school is slightly above average. The inspection of this school included a detailed inspection of its provision for pupils with special educational needs.

HOW GOOD THE SCHOOL IS

This is an effective school with many good and very good features. Pupils make good progress overall in most subjects but often very good progress in English, mathematics and science, and standards are very high in these subjects by the time they leave the school. The quality of teaching is mainly good, with just over 40 per cent being very good or excellent. The school has developed a very good and challenging climate for learning. Pupils' attitudes to their work are very good and there are very good relationships in the school. The school gives good support to pupils with special educational needs and the way they are integrated into the school is outstanding. The school is well led and managed and gives very good value for money.

What the school does well

- It provides a successful and challenging climate for learning and pupils develop a very good attitude to their work. This has resulted in very high standards in English, mathematics and science by the time pupils leave the school.
- Strong teaching helps children to learn effectively.
- The arrangements for the care of its pupils, including those with special educational needs, are good. Provision for moral and social development is very good. This ensures pupils' relationships and behaviour are very good.
- The curriculum pupils experience is enhanced and enriched by a number of special features, such as the teaching of the French language, musical performance and a good range of extra-curricular activities.
- The headteacher, with the support of the deputy headteacher and governors, provides very good leadership and a clear educational direction for the school.

What could be improved

- Standards in information and communication technology, particularly in connection with staff expertise and the use of computers to support learning in a range of subjects.
- The provision for the teaching of design and technology.
- The provision for the teaching of geography.

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 March 1997. It has overcome all of the weaknesses and has improved in a number of other ways. The school now monitors the development of the curriculum. It has improved the school development plan by linking it to budget requirements. It has developed its assessment procedures well. The provision for pupils' spiritual development is now satisfactory and the information given to parents about the school is clear.

In addition, the school has improved in a number of other ways. For example, the quality of resources for the teaching of information and communication technology is now very good. The number and range of extra-curricular activities have increased. The support for pupils with special educational needs has improved with the increased use of external support agencies. The literacy hour and numeracy strategy have been successfully implemented and adapted to the needs of the school. The school is well placed to maintain these and other improvements and has a good capacity to make further improvements.

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	A*	A*	A*
mathematics	A*	A	A*	A*
science	A	A	A	A

Key	
Very High	A*
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E
Very low	E*

- The results over the last few years have been either well above average or very high. The results in 2000 indicate very good progress in English and mathematics and good progress in science from the level of attainment on entry, which is only slightly above average.
- In 2000, all children attained at least the expected Level 4 in English, mathematics and science.
- When the 2000 results are compared to similar schools, they indicate very high results in English and mathematics and well above average results in science.
- Current pupils, in Year 6, are already well above average in English, mathematics and science with some months still to go before the National Curriculum tests.
- Attainment in literacy and numeracy is well above average in Year 6.
- Attainment in information and communication technology is below the national expectation for pupils aged 11.
- The school has made good progress against the challenging targets it has set.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are eager to learn. They are responsive and show very positive attitudes in all they do.
Behaviour, in and out of classrooms	The behaviour of most pupils in lessons and around the school is very good. They are polite and courteous to each other and to adults.
Personal development and relationships	Relationships at all levels are very good and contribute effectively to pupils' personal development.
Attendance	Good.

Pupils are proud of their school. They demonstrate very positive attitudes in all aspects of school life. They care about each other and respect each other's views. Most pupils, including those with special educational needs, show a great deal of confidence by the time they leave the school.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Very 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.

- As this was a short inspection, only a small number of lessons could be seen. Also, these were not necessarily evenly distributed throughout the school. Nevertheless, inspectors judged that the quality of teaching has improved since the last inspection.
- Almost 90 per cent of the teaching is good or better and just over 40 per cent is very good or excellent. One hundred per cent is satisfactory or better.
- Strengths are the high levels of teachers' expectations of pupils' work and behaviour, and the teaching methods and the ideas they use. Lessons proceed at a good pace; teachers' assessment of pupils' capabilities is developing and they use these records well to plan future work. These strengths encourage pupils' intellectual, physical and creative effort, ensuring that lessons are productive and that pupils retain interest to the end of the lesson.
- Teachers support each other well. For example, the school has budgeted for a number of extra teachers above the number needed for the seven classes. There are often therefore two teachers to support in each class. This also ensures that lessons are productive and successful and that pupils learn well, often with individual support.
- The teaching support given for pupils with special educational needs is good. There is good attention to providing tasks that meet the pupils' special requirements. This ensures that their progress is good.
- Throughout the school, the teaching of literacy and numeracy is very good and has been adapted well to the needs of the pupils. It is skilfully planned to include various levels of work for pupils with different needs and abilities. This ensures that pupils' skills in literacy and numeracy are very good.
- Teachers' short-term lesson planning in some non-core subjects is occasionally unstructured and limited and does not always indicate precise learning objectives or specific work planned for pupils of different abilities.
- Teachers' use of information and communication technology to support learning across a range of subjects is underdeveloped.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good broad and balanced curriculum. The curriculum for children who are five and under in the Foundation Stage is very good. Extra-curricular activities are good and the provision for the teaching of French enriches pupils' experiences well. The curriculum provided for the teaching of geography and design and technology, although satisfactory, is in need of further development.
Provision for pupils with special educational needs	Overall, provision for pupils with special educational needs is good with some outstanding features. For example, these pupils experience a full curriculum and the support given in literacy and numeracy lessons is excellent.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	The provision for spiritual and cultural development is satisfactory and it is very good for moral and social development.
How well the school cares for its pupils	The school has good arrangements for caring for its pupils.

The procedures for child protection are good. The school does not undertake regular health and safety checks on some of its equipment or carry out risk assessments systematically.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management by the headteacher are very good. He is very ably supported by the deputy headteacher and curriculum co-ordinators.
How well the governors fulfil their responsibilities	The governors fulfil their roles effectively. The chair of the governing body is very supportive and works closely with the headteacher.
The school's evaluation of its performance	The headteacher, staff and the governors are fully aware of the school's performance and this enables them to plan for the future.
The strategic use of resources	Very good. Resources are readily available and used effectively. All money available to the school is spent wisely and carefully.

The headteacher has been very effective in identifying the school's priorities for development. For example, he has created a very successful team of teachers, including specialist teachers, who all ably support each other. The provision of extra teachers to reduce the pupil teacher ratio and to work in partnership with other teachers is a strength of the school and an example of the headteacher's educational priorities.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like the school. • Children are making good progress. • Teaching is good. • They can approach the staff with any problems. • Children are expected to work hard and do their best. • The school is well managed. • The school helps their children to become more mature and responsible. • The school provides an interesting range of activities outside lessons. • Children get the right amount of work to do at home. • Behaviour in the school is good. • They are kept well informed about how their children are getting on. 	<ul style="list-style-type: none"> • A very few parents felt that they would like to be better informed about their child's progress. • A very few parents felt that their child did not get the right amount of homework.

- All views expressed by the parents were brought to the attention of the headteacher.
- Inspectors support parents' very positive views about the school. The way the school reports to parents about their children's progress is satisfactory and the amount of homework given is appropriate.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

It provides a successful and challenging climate for learning and pupils develop a very good attitude to their work. This has resulted in very high standards in English, mathematics and science by the time pupils leave the school.

1. The headteacher and staff have created an atmosphere in which pupils want to learn. Classrooms are laid out effectively to stimulate learning and pupils are encouraged to take a pride in their work in their books and in that which is displayed on the walls. The caring attitudes, which are displayed by all the staff, together with a high expectation that pupils should always produce their best work, create a very good working atmosphere. Pupils' successes are always celebrated. Regular assemblies are held where these achievements are shared. Displays around the school also reflect pupils' successes. For example, there is a good display showing the school receiving a national science award for its work on reversible changes. These types of displays stimulate a great deal of pride in the efforts made by pupils and encourage them to work hard and do their best. Teachers do their best to make learning exciting and fun and this, combined with their good understanding of each pupil's needs, enables each individual to feel that he or she is important and can succeed. This encourages pupil's self-esteem and confidence. This was seen in a mathematics lesson for pupils in Year 2. One pupil was keen to give an answer to the teacher's question. He got the answer wrong, however, but instead of the teacher moving to someone else for the right answer, she encouraged the pupil to think again as she felt sure he would then know the answer. After a little time, he was successful and this helped to develop his confidence in his own abilities. This approach is a strong feature of the school. It is part of the school's ethos to encourage the pupils' confidence and a belief that they can attain a great deal of success. This has been particularly effective with pupils who have special educational needs. The school's policy for these children is to ensure that they are included in every aspect of the school life and are supported and respected in exactly the same way as all the other pupils. In this way, many pupils, who have lower abilities or special educational needs, raise their attainment levels much higher than might be expected. This develops their confidence and helps them overcome many of their weaknesses.
2. Pupils' attitudes to learning are very good and they are interested in their work. For example, in a science lesson in Year 1, pupils investigated the forces associated with a toy car moving down a wooden ramp. All were able to discuss what they thought was happening. They learned that the toy car seemed to go further and faster as the slope increased. They remained interested and fascinated to the end of the lesson. Some could talk about making the test fair so that the only thing that changed was the angle of the slope. Pupils are always keen to participate in lessons and sustain concentration. They enjoy learning; they work in pairs and listen closely to their teachers. This was seen in a music lesson for pupils in Year 4. Pupils co-operated well to provide three layers of tempo to accompany a song.
3. The contribution of staff and the challenging environment, together with the attitudes of the children, have resulted in high achievement in many areas but particularly in the National Curriculum tests. There have been consistently high results in English, mathematics and science over the last few years. The latest national tests in 2000 indicate well above average results in reading, writing and in mathematics at the end of Key Stage 1 and well above average results in science at the end of Key Stage 2. In English and mathematics at the end of Key Stage 2, the results are very high. These results indicate very good progress in English and mathematics and good progress in science by the time the pupils leave the school. However, it is also clear from the National Curriculum results that many children are making excellent progress for, although attainment on entry to the school is above average, it is only just above average and the intake has a high proportion of children with average ability. The results in 2000 indicate that all the pupils achieved the expected Level 4 in English,

mathematics and science by the time they left the school, which was a very good achievement. Current pupils in Year 6 are on course to achieve similar standards.

Strong teaching helps children to learn effectively.

4. As this was a short inspection, only a small number of lessons could be seen. Also, these were not necessarily evenly distributed throughout the school. Nevertheless, through observation and an examination of teachers' planning, inspectors judged that all teachers are continuing to develop their skills well and the quality of teaching has improved since the last inspection where three-quarters of the teaching was good and 17 per cent very good. The teaching seen in this inspection indicated that nearly 90 per cent of teaching was good or better and 44 per cent was very good or excellent. No unsatisfactory teaching was seen. In most lessons, teachers prepare their lessons well by identifying precise learning objectives. These are usually shared with pupils, which helps them to be clear about what they are expected to learn by the end of the lesson. Lessons proceed at a good pace and are well structured with a step-by-step approach. This results in motivating pupils and sustaining their interest to the end of the lesson. These features, together with teachers' enthusiasm about their work and their very good class management and discipline, contribute significantly to the standards achieved and the very good progress pupils make. However, this good planning is not always evident in all subjects. On occasions, lesson planning for some of the non-core subjects is weaker and lacks detail as it sometimes omits specific work planned to support pupils of different abilities, including pupils with special educational needs. Also, teachers use a variety of different formats for their short-term lesson planning and this makes it more difficult for the headteacher, the subject co-ordinators or the special educational needs co-ordinator to monitor and evaluate the lesson planning.
5. Another strong feature of the teaching is the level of support teachers receive from extra teachers working in the same classroom. They support the main teacher as they work with pupils on a one-to-one basis or by taking a group of pupils from the class for a specific task. In addition, there are also specialist teaching staff who have skills in particular areas. For example, the specialist science teacher often leads the lesson with the support of the class teacher. At other times, the science specialist helps the class teacher with lesson preparation. The trained support for pupils with special educational needs is also good and this support is given in such a way that these pupils take a full part in the main activity of the lesson and therefore feel totally included in all the work.
6. Teachers also plan a wide range of stimulating and well thought out ideas. This was seen in a Year 4 science lesson. The teacher introduced the lesson on sound by playing a violin and demonstrating that the pitch of a note was lower as the string was thicker. Also, that the pitch got higher as the string was tightened. This phenomenon was compared to the sound of a drum with a tighter or looser skin. This introduction was fascinating to the pupils. As a result, they listened carefully and were anxious to move on to the second stage of the lesson. Their investigations indicated to them that they could obtain similar results by tapping milk bottles with different quantities of water in them or by making box guitars with different thicknesses of elastic bands. These well thought out ideas were very effective and made a strong impression on the pupils.
7. The teaching of the basic skills of literacy and numeracy is good and often very good in all lessons. For example, good quality written work was observed in pupils' history books. Also, in a literacy lesson in Year 6, pupils were able to analyse the grammar and structure of a poem very well. After their analysis, they were able to discuss the meaning of the poem with the rest of the class, which developed speaking and listening skills effectively. The quality of pupils' writing is a strength of the school and in this aspect of English, pupils achieve very high standards. This is because pupils are encouraged to write in full sentences from an early age and there is minimal use of work sheets. Also, handwriting skills are very good, especially by the time pupils leave the school.

8. Teachers' subject knowledge in many areas is very good and this enables them to prepare stimulating lessons with interesting activities. This was seen in a mathematics lesson for pupils in Year 6. The teacher's good knowledge of mathematics and how to teach the subject enabled her to devise an exciting activity with triangles and angles using the protractor. The lesson began with a simple question and answer session to consolidate previous knowledge about angles and then, in a step-by-step approach, moved to the skills of using the board protractor. Eventually, pupils used their own protractors to develop acute and obtuse angles with many pupils being able to explain isosceles and equilateral triangles by the end of the lesson. Pupils responded well by constructing a range of triangles rapidly and effectively. They enjoyed the stimulating lesson. Although teachers' knowledge of all subjects is at least satisfactory and often better, there are still areas for improvement in information and communication technology, geography and design and technology. This would bring teachers' skills in these subjects up to the high level evident in mathematics and English.
9. Teaching and learning for children who are five and under in the Foundation Stage is of very good quality. It was a similar picture in the last inspection. Children experience a very good 'early years' curriculum based on the Early Learning Goals. The class teacher and support staff have a strong understanding and a consistent approach to children's learning and provide a rich environment. Relationships are warm and supportive. Lessons are delivered with well-chosen activities that capitalise on the growing interests and understanding of the children. This environment is resulting in the rapid development of confidence. Good home school links have been established. The teacher keeps good assessment records and uses these well to plan future work.

The arrangements for the care of its pupils, including those with special educational needs, are good. Provision for moral and social development is very good. This ensures pupils' relationships and behaviour are very good.

10. The written aims of the school are reflected in its everyday life. It provides very well for the moral development of its pupils. For example, very caring and responsible relationships exist between staff and pupils and this emphasises the principles of distinguishing right from wrong. The teachers expect very good behaviour from their pupils and treat them with a great deal of respect. This develops their self-discipline skills very well.
11. The procedures for child protection are good. There is a named teacher who has undergone the correct training and all staff are aware of all the procedures. The procedures to raise attendance are also very effective and, as a result, attendance is higher than the national average. Many aspects of health and safety are sound and the headteacher reports to the governing body on these matters regularly. However, the school does not undertake systematic health and safety checks on some equipment or carry out risk assessments consistently, and it does not undertake fire-drills often enough.
12. The provision for the support of pupils with special educational needs is good, both within the classroom and during withdrawal sessions. The well-qualified support staff for children with special educational needs are particularly effective. They encourage pupils to think for themselves and they are effective in providing guidance through clear explanation. A strength of the school is the way pupils with special educational needs are included in lessons and in all aspects of school life. This inclusion, which is set out clearly in the school policy for special educational needs, is excellent. Pupils are encouraged to be independent and this shows in their confidence in lessons to answer questions and offer their ideas. Staff place a strong emphasis on making sure questions are suitably focused so that pupils of all abilities are included. Pupils with special educational needs work in groups with pupils of similar ability in literacy and numeracy. This arrangement is very effective and encourages their good progress by helping to develop their confidence.

13. The headteacher and staff have developed very good relationships throughout the school by encouraging pupils to be polite and helpful to each other. They share resources during lessons and work well together, giving mutual support and help. For example, this was seen in the computer suite during an English lesson. Pupils were helping each other on the computers to prepare a multi-media presentation using images and text. This ensured that the more capable pupils helped the less confident ones.

The curriculum pupils experience is enhanced and enriched by a number of special features, such as the teaching of the French language, musical performance and a good range of extra-curricular activities.

14. The overall range and quality of the curriculum is good and meets the requirements of the National Curriculum in all subjects, including personal, social, health and sex education. The programme provided is broad and imaginative and develops the interests and experiences of pupils well. However, there are a number of extra and enriching aspects. For example, pupils in Key Stage 2 get the opportunity to learn the French language. Pupils in Years 3 and 4 begin by studying aspects of life in France and engage in simple conversational French. Pupils in Years 5 and 6 study more detailed aspects of French life and look at language for example, associated with holidays. They often role-play situations, such as the conversation that might take place in a doctor's surgery or French café. The teacher with special skills uses a very good range of resources and there is a regular link with a school in France. Teachers and parents are convinced of the value of these lessons in developing pupils' interest, not only in another language but also of another culture.
15. A great many pupils sing in the school choir and some play in the school brass group. They are encouraged to perform in front of others, both in and out of school, developing their confidence. The quality of their performance is good. In school, there are at least three productions per year: a musical concert, a school play or musical, and children in Key Stage 1 stage a Christmas performance. The school's musical abilities are well known in the surrounding area. For example, the choir was invited recently to perform in the Birmingham Symphony Hall with other school choirs. Also, every two years, the choir is chosen to sing in the Birmingham Adrian Boult Hall with an orchestra and a secondary school choir.
16. Many pupils take part in a large range of extra-curricular activities. These include sporting activities such as football, athletics, unihoc, netball, cricket and rounders. Other activities include the choir, recorder group and art. There is a well-attended computer club, which has become popular since the provision of the new computer suite. The extra-curricular activities seen during the inspection were of good quality. For example, in the computer club, pupils were seen taking part in a good variety of activities. Some pupils were seen using a painting program effectively, while others were following a CD-ROM about Birmingham City Football Club. All these enriching activities are considered by the staff and parents to be very important in improving pupils' personal and social skills and in developing their self-confidence.

The headteacher, with the support of the deputy headteacher and governors, provides very good leadership and a clear educational direction for the school.

17. The headteacher is a very effective leader. He has developed a strong sense of purpose amongst the staff and has encouraged all to feel part of a team. He has taken decisive steps to maintain all the strengths identified at the last inspection and is totally committed to the school and to the pupils. He leads by example and is fully involved in all aspects of school life, including a full teaching programme. He has developed a school where pupils are supported and helped and where they want to learn. This has not only resulted in very high standards in a number of important subjects, it has also encouraged pupils to become more mature, responsible and confident by the time they leave the school. It was a similar picture in the last inspection. The headteacher has a close working relationship with his deputy headteacher and this is a very effective partnership. They meet and plan together regularly and support each

other well. He has also enabled other teachers to develop their leadership roles effectively. For example, a number of teachers have leadership roles for subjects and there is a special educational needs co-ordinator. These teachers give sound leadership.

18. A very strong feature of the leadership has been the way the headteacher, with the support of the governors and the staff, has managed to provide a number of extra teachers other than class teachers. In most lessons there is therefore an extra support teacher giving a very low pupil/teacher ratio. This provides children with individual and group support, which is very effective in the learning process. This has been accomplished by very prudent budgeting and by the headteacher spending a lot of time in the classroom. This classroom time has also enabled the headteacher to monitor, support and evaluate all the teaching,
19. The governing body gives sound leadership to the school and provides good support. The chair of the governing body is fully committed to the school and regularly engages in professional dialogue with the headteacher. The chair of the finance committee keeps a close check on all spending and is fully aware of the effectiveness of previous spending. For example, she is aware that spending on the computer suite is helping to raise standards in information and communication technology. Members of the governing body have been appointed to support literacy, numeracy and pupils with special educational needs. This support has been effective. Individual governors are linked closely to the school for a whole month to look at certain subjects, enabling them to be more fully aware of what happens in the classroom. There are, however, some statutory aspects of the governors' annual report to parents which are missing. For example, full details of the membership of the governing body are not given and the address of the chair is not stated. Also, there are no details of the school's security arrangements or information about access for disabled pupils. There are other minor items missing also; a full list has been given to the headteacher.
20. The leadership has developed a very good ethos in the school. This is demonstrated by the very good attitudes to work, very good relationships and a commitment by all to maintain high standards and to provide equal opportunities for all. For example, all pupils with special educational needs are totally involved in all aspects of school life. The school uses the money at its disposal very wisely and the headteacher, school secretaries and the chair of the governors' financial committee are aware of the need to get the best value for its pupils. The school's arrangements for Performance Management are well in hand. The school had a very high surplus carry over in its last financial year. However, most of this had been set aside wisely for the development of the information and communication technology suite, which has now been built and resourced. The management systems now in place, including the very effective leadership by the headteacher, deputy headteacher and governors, have ensured the maintenance of a very good school since the last inspection.

WHAT COULD BE IMPROVED

Standards in information and communication technology, particularly in connection with staff expertise and the use of computers to support learning in a range of subjects.

21. The school has recently invested in the building of a computer suite with a very good range of computers and software. This has been very successful in raising the skills of pupils in information and communication technology. Before this there was only one computer in each classroom and this was inadequate. These latest developments have been very effectively managed by the subject co-ordinator. Since the suite opened, only a few months ago, development has been rapid. Although standards are below average at the end of both key stages, most pupils in Year 6 are very familiar and very competent in word-processing skills. For example, some good work was seen by Year 6 pupils who were producing documents on the computer incorporating both pictures and text. Pupils are confident on the computers and use a range of fonts and styles. They incorporate clip art and use the spell check.

22. Staff expertise in using computers and their knowledge of teaching information and communication technology has improved steadily over the years with the help and support of the good co-ordinator. However, there is still a need to extend teachers' knowledge in all aspects of the subject. The school has planned courses for the near future to help staff develop the use of computers in their teaching.
23. With the new computers available, teachers are beginning to use this medium to support learning across a range of subjects. However, at present, this is limited. The computer has not yet become a natural everyday tool for learning for the majority of pupils. To some extent, this is an organisational problem, as now that the computers are all in the new suite and not in the classrooms, they are more difficult to use as an integral part of everyday lessons. Also, some classrooms are further away than others. In addition, the co-ordinator has quite rightly identified that the first priority is to develop pupils' individual skills and confidence and bring their attainment up to nationally expected levels. The school is well aware of these needs and has clearly outlined the action to be taken over the next year. There are, however, some very good examples of how computers are already supporting learning in subjects. One very good environmental science study of the school grounds has used computer technology very well. With the help of a local botanist, pupils are collecting data about the range of trees on or near the school site. Photographs are taken and, by using a scanner, these are incorporated into documents using a publisher program. Pupils then produce appropriate text to go with the pictures and enter the information into a database. This is an example of how computers can be used effectively to support science. Pupils are also beginning to use CD-ROMs and the Internet in a satisfactory way to access information.

The provision for the teaching of design and technology.

24. It was not possible during the inspection to make any overall judgement about the standards attained in design and technology. Some constructions made by the pupils in Year 2 and Year 6 were examined and these were of either satisfactory standard or better. However, this subject has been identified by the school as an area in need of further development, as they feel it is not taught to its full potential. For a number of years the school has concentrated on raising standards in other subjects and there has not been a specific focus on design and technology. However, the co-ordinator has now begun to introduce improvements. For example, a new scheme of work and policy for the subject has been written and introduced. Also, a strong link has been set up with two local secondary schools that have been granted Technology Status by the government. It is planned for the teachers and pupils of Woodthorpe School to work closely with pupils and teachers from these two Technology colleges. It is hoped that this project will develop the confidence of both staff and pupils and that the introduction of a strong element of design will improve the constructions made by all pupils. There is also a plan for the secondary school technician to visit the school on a weekly basis to work with the pupils using the school's existing resources. The school has also found that it is difficult to find enough time in the weekly timetable to incorporate a regular slot for design and technology. The school has planned to set aside a block of time after the National Curriculum tests in the summer and it is hoped that 6th form pupils from the two secondary schools will work with pupils in Key Stage 2 on various projects.

The provision for the teaching of geography.

25. It was not possible during the inspection for inspectors to make any overall judgement about the standards attained in geography. In the one lesson seen, standards were satisfactory and in line with those expected for pupils' ages. Also, work seen in pupils' books indicated similar standards. However, this subject has been identified by the school as an area in need of further development. For example, in geography, pupils get only limited opportunities to investigate the world around them in a practical way. The school used to be much more involved in projects in the local environment, either to study it or engage in environmental and conservation projects. Some of this is done now and when it is, it is effective in raising pupils'

awareness, but opportunities are limited. There are a number of educational visits undertaken by the school but these are rarely geography based. Also, there is, at present, a limited use of information and communication technology to support learning in geography. However, the school has just purchased some environmental temperature and light sensors and it is hoped these can be used for measuring aspects of the environment shortly. The school has also identified that staff confidence and expertise in the teaching of geography, although satisfactory, is somewhat limited compared to many other subjects. The school is well aware of all these areas and the need to develop and enhance the subject. It has identified that the next year's school development plan will emphasise the need to focus on geography.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To maintain the quality of education and promote further development, the governing body, headteacher and staff should address the following issues:-

- (1) Raise attainment in information and communication technology further by:
 - continuing with the very good arrangements for pupils to develop their basic skills;
 - continuing to promote teachers' knowledge, understanding and confidence in the use of computers;
 - finding ways of providing more opportunities for computers to be used to support learning across a wide range of subjects.(these are indicated in paragraphs 8, 21, 22 and 23)

- (2) Improve the provision for the teaching of design and technology by:
 - fully developing the technology link with the two secondary schools that have been granted Technology Status;
 - developing strategies to raise teachers' confidence and understanding of the teaching of design and technology;
 - fully implementing the new scheme of work.(these are indicated in paragraphs 8 and 24)

- (3) Improve the provision for the teaching of geography by:
 - developing strategies to raise teachers' knowledge, understanding, skills and confidence in the subject;
 - enhancing the geography syllabus by introducing more opportunities for pupils to investigate the world around them in a practical way and to visit more places of geographical interest.(these are indicated in paragraphs 8 and 25)

The school had already identified before the inspection all these three areas to be in need of further development.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
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
11	33	44	11	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)	225
Number of full-time pupils known to be eligible for free school meals	35
Special educational needs	Yr – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	14
English as an additional language	No of pupils
Number of pupils with English as an additional language	33
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	5	School data	0
National comparative data	5.6	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	15	16	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	16	16	16
	Total	31	31	31
Percentage of pupils at NC level 2 or above	School	100 (94)	100 (94)	100 (94)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	15	15	15
	Total	29	29	29
Percentage of pupils at NC level 2 or above	School	94 (94)	94 (94)	94 (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	18	16	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	18	18
	Girls	16	16	16
	Total	34	34	34
Percentage of pupils at NC level 4 or above	School	100 (97)	100 (100)	100 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	18	18
	Girls	16	16	16
	Total	34	34	34
Percentage of pupils at NC level 4 or above	School	100 (87)	100 (97)	100 (97)
	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	3
Black – African heritage	0
Black – other	0
Indian	12
Pakistani	11
Bangladeshi	0
Chinese	1
White	155
Any other minority ethnic group	11

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	22.5
Average class size	32

Education support staff: Yr – Y6

Total number of education support staff	4
Total aggregate hours worked per week	93

Financial information

Financial year	1999/2000
	£
Total income	458,871
Total expenditure	442,229
Expenditure per pupil	1,906
Balance brought forward from previous year	32,344
Balance carried forward to next year	48,986

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	160
Number of questionnaires returned	90

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	27	4	0	0
My child is making good progress in school.	67	31	1	1	0
Behaviour in the school is good.	67	33	0	0	0
My child gets the right amount of work to do at home.	51	39	8	1	1
The teaching is good.	74	26	0	0	0
I am kept well informed about how my child is getting on.	57	36	6	1	1
I would feel comfortable about approaching the school with questions or a problem.	68	28	4	0	0
The school expects my child to work hard and achieve his or her best.	71	29	0	0	0
The school works closely with parents.	53	40	4	0	2
The school is well led and managed.	66	33	1	0	0
The school is helping my child become mature and responsible.	58	40	1	0	1
The school provides an interesting range of activities outside lessons.	57	38	4	0	1