

INSPECTION REPORT

HEIGHINGTON CE PRIMARY SCHOOL

Heighington, Newton Aycliffe

LEA area: Darlington

Unique reference number: 114223

Head teacher: Mr N Parker

Reporting inspector: Mrs Julia Bell
2456

Dates of inspection: 6th – 7th March 2001

Inspection number: 192704

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:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Hopelands Heighington Newton Aycliffe Co Durham
Postcode:	DL5 6PH
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs A LeDruillenec
Date of previous inspection:	March 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a voluntary controlled Church of England school. It serves a village close to the town of Newton Aycliffe and is within the Darlington local authority. It is a popular school and admits many pupils from beyond the immediate area. The school is similar in size to most primaries with 220 pupils on roll organised in eight classes. The school has no pupils eligible for a free school meal, well below the national average. There are 11 pupils on the register of special educational needs and one child is supported by a statement. The number of pupils with special educational needs and the number of statements is well below the national average for a school of this type and size. Pupils are mainly from white families with three pupils from other ethnic groups. There is one pupil for whom English is an additional language although no pupils require extra tuition in English. The school admits pupils from across the full range of attainment but the most recent intake of children includes many with above average language, literacy and social skills. 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 a very good school. The effective leadership by the head teacher and senior staff and the substantial amount of good, very good and sometimes excellent teaching ensures that pupils achieve high standards in English, mathematics and science by the time they transfer to secondary education. There is a clear sense of purpose in the school and teamwork is very good. The pupils have very good attitudes to school and are eager to learn. The school provides a stimulating curriculum with a wide range of experiences that promote pupils' learning and their personal and social development. Pupils are valued as individuals and encouraged to do their best. The high quality relationships are major factor in the very effective ethos in the school. The school provides good value for money.

What the school does well

- The school is very well led and managed by the head teacher and senior staff, with good support from governors.
- Teaching is good, with very good and excellent teaching in many lessons.
- Standards are consistently high in English, mathematics and science by the time pupils transfer to secondary school.
- The school provides a rich and stimulating curriculum that promotes pupils' learning. The good range of activities that involve pupils beyond the school day promotes their personal and social development.
- Pupils have very good attitudes to their learning and these are promoted by the very good relationships throughout the school.

What could be improved

- The proportion of seven year olds attaining the higher levels in reading.
- Teachers planning for the use of information and communication technology (ICT) to support work in all subjects.

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 and has made good improvement since then. It has maintained consistently high standards in the National Curriculum test in English, mathematics and science at the age of 11. The standards in design and technology have improved substantially and the adoption of national guidance for this subject ensures a good framework for teaching and learning. The National Strategies for Literacy and Numeracy are implemented successfully and the school has adopted national

guidance for all other subjects to ensure increasing challenge in work as pupils move through the school. Teaching has improved; there was no unsatisfactory teaching and the proportion of very good or excellent teaching is higher. Teachers' short-term planning has improved and clearly identifies what pupils will learn. There is sound joint planning in parallel classes where there are pupils of the same age. The school has worked well to develop the role of the management team and subject co-ordinators in managing the curriculum. The co-ordinators have a good grasp of developments in their subjects. The school provides sound opportunities for pupils to become independent learners, particularly the more able. The procedures for assessment are an ongoing priority for improvement but are more effective; higher attainers are now challenged through tasks that are well matched to their previous learning. The very positive Partners For Support Initiative enables very able Year 6 pupils to work regularly with similar pupils from two other primary schools. The school has responded well to the issues from the last inspection and it is well placed to continue its planned 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	B

Key	
top 5% of schools	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Although the school admits children from across the broad range of attainment, many enter school with above average skills for their age in language, literacy and personal development. They make good progress and are likely to exceed the goals identified for their age within all the areas of learning by Year 1. Their early reading, writing and speaking skills are particularly well developed through the effective work of staff in the reception classes. By the age of seven pupils achieve well and standards in national tests in reading were well above the national average and above those of similar schools. The pupils have very good attitudes to reading and are well supported at home. These pupils do well but more could achieve the higher levels in reading tests. Standards in writing are very high and test results at the end of Key Stage 1 were in the top five per cent nationally in the most recent tests. By the age of eleven, the pupils' attainment in English is well above average when compared to all schools. Standards in science are also well above the national levels and above those of similar schools. In the most recent mathematics tests, pupils attained standards that were very high and were in the highest five percent of schools nationally. The pupils achieve well above average standards when compared with those in similar schools. Their current work confirms these standards. Standards in information and communication technology (ICT) are at the levels expected for pupils at the end of both key stages, a few pupils achieve more highly. Improvements in hardware and software, together with greater staff confidence are enabling pupils to make rapid progress. However, there are gaps in the learning of older pupils due to limited resources in the past. The teachers' planning for the use of information and communication technology in the classroom to support learning in other subjects is an area for improvement. Standards in religious education are at the levels expected by the age of 11 and are supported by pupils' good general knowledge, reading, writing and speaking. Standards are high in music and physical education throughout the school. The school sets realistic targets for improvement and these enable many pupils to learn effectively, to make good progress over time and to achieve standards that are sufficiently high for their level of ability.

Pupils in Year 6 are on course to meet the targets set for them in English and mathematics. Pupils in Year 6 are on course to meet the targets set for them in English and mathematics. Pupils with special educational needs are well supported both in lessons and when withdrawn to work in groups. They make good progress in relation to the targets set for them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are enthusiastic and eager to learn, they respond very well in lessons. They have very good attitudes to all aspects of their life and work in school.
Behaviour, in and out of classrooms	Behaviour is very good in lessons and at break times. Pupils show respect for each other and for adults. There is no bullying or aggressive behaviour.
Personal development and relationships	Personal development is very good and supported by the very good relationships throughout the school.
Attendance	Attendance is very good and pupils are punctual.

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.

The quality of teaching is good. It was satisfactory or better in all the 25 lessons seen. It was excellent in 20 per cent of lessons, very good in 24 per cent and good in 28 per cent of lessons. It was satisfactory in a further 28 per cent. Teaching was often good in the foundation stage (the reception classes) and ensures that these children make a good start to their learning. Teaching was good, and occasionally very good in Key Stage 1 and frequently very good or excellent at Key Stage 2. The best teaching adds value to the pupils' learning and achievement. Work is well planned and staff provide a good level of challenge through well-managed activities. The substantial amount of good and very good teaching ensures that pupils' learning is effective and enables them to achieve high standards by the age of 11. They make good progress throughout their time in the school. The teaching of English and mathematics is good; pupils of all abilities make good gains in their knowledge and understanding in these subjects. Staff implement successfully the National Strategies for Literacy and Numeracy and provide good opportunities for pupils to use these skills in other subjects. For example, pupils in Year 5 had used their writing skills well in their history to produce a 'newspaper' reporting the news in Tudor times. The teaching of music and dance is very good and pupils are encouraged to share their skills in assemblies. Pupils with special educational needs are well supported, and the school ensures that these pupils learn effectively and make good progress against the individual targets set for them.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced. Staff provide a wide range of extra-curricular activities, out-of-school visits and residential trips that enhance pupils' learning and achievement. The high quality provision for arts subjects such as music and dance adds substantially to pupils' development and to the ethos of the school.
Provision for pupils with special educational needs	This is good. The effective management of the support for pupils with special educational needs ensures that they are well supported and make good progress.
Provision for pupils with English as an additional language	There is no extra support required for these pupils. They are well supported within their classes and make progress in keeping with their prior attainment.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Staff provide very good role models that promote pupils' moral and social development. Pupils develop a very good awareness of their own and other cultures through literature, art and design, dance, sport and music. Spiritual development is developed well within the subjects of the curriculum and there are some opportunities for reflection in assemblies.
How well the school cares for its pupils	This is a very caring school; staff know the pupils well and provide good care and support to pupils' academic and personal development. Work is well matched to the needs of all pupils, whatever their ability.

The rich and stimulating curriculum is a strength of the school. The school has good links with parents and has recently improved its communications with them to ensure that they are consulted and well informed.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher leads the school very well and provides a clear direction for improvement. He is well supported by the deputy head teacher and senior staff. Teamwork is good and the day-to-day organisation and management of the school work well; procedures are clearly understood by staff and pupils.
How well the governors fulfil their responsibilities	The governors are very supportive of the school and are well informed. They fulfil their statutory responsibilities and have a clear overview of the school's life and work through their individual links with the main subjects and special educational needs.
The school's evaluation of its performance	Good. The school's procedures for monitoring teaching and learning are working well. Staff effectively analyse the results of national tests and use the information to set targets for pupils in English, mathematics and science.
The strategic use of resources	All resources are used well and the staff and governors ensure that funding is spent to get best value for the pupils. The school provides good value for money.

The head teacher was seconded to the headship of another school for the past year. In that time the school was well managed by the deputy head teacher and senior staff, who gave a good lead to staff during the absence of the head teacher. The systems to enable the governors to assist subject co-ordinators in monitoring the work of the school are too recent to have had an impact on the governors' overview of the effectiveness of teaching and learning and curriculum development. The school has sufficient, suitably qualified and experienced staff. Learning resources are satisfactory. The school's accommodation has been improved but the school still has limited space and the hall is very small,

particularly for physical education lessons.

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 school emphasises that all pupils are individuals and encourages them to make good progress.• Their children enjoy coming to school.• The teaching is good.• The school expects children to work hard and achieve well.	<ul style="list-style-type: none">• The information about how well their children are doing.• The way the school works closely with parents.• The range of activities beyond lessons.• The amount of homework.

The inspectors agree with the positive views of parents. Children enjoy school and are eager to learn. The teaching is good and often very good. This promotes pupils' good progress and achievement. Staff have high expectations of the pupils and this ensures they achieve well. The information to parents is good. The school works well with parents and is continually seeking ways to improve the partnership. For example, curriculum information was not sent out for this year due to the national changes to the curriculum but the school is seeking to resolve this in meetings and through further newsletters. The amount of homework is similar to that of other primary schools and supports pupils' learning, particularly in reading, spelling and finding information in topic work. The school provides a good range of activities linked to sport and music and more able pupils have opportunities to work with similar pupils from other schools during after school sessions and on a residential weekend. Year 6 pupils have a residential visit to Otterburn Hall where they participate in a wide range of outdoor activities.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school is well led and managed by the head teacher and senior staff, with good support from governors.

1 The head teacher provides very good leadership and gives a clear direction for developing the school. His high expectations ensure an effective school where pupils are encouraged to achieve well, whatever their abilities. He is well supported by the deputy head teacher, staff and governors. The head teacher has worked hard to build a close-knit staff team. The high quality teamwork is a key to the purposeful working atmosphere in the school and ensures that the aims and values of the school are shared to provide an excellent ethos for learning. The head teacher supports staff well and ensures that their professional development needs are met. He was seconded to the headship of another school for the past year. In that time the senior staff continued successfully to raise standards and gave a good lead to staff during the absence of the head teacher. The subject co-ordinators work well to support colleagues and are developing a key role in checking on the effectiveness of teaching and learning and their impact on curriculum development. For example, they observe lessons, evaluate other teachers' planning and scrutinise samples of pupils' work in order to support teaching and learning in their subjects. This, together with the head teacher's visits to classrooms to assist and support teachers, ensures a high quality curriculum that promotes pupils' learning and reinforces their achievements.

2 The staff are committed to improving the learning opportunities for all pupils and value their success. Pupils, parents, staff and governors are proud of their school and the very good relationships make a strong contribution to the success of the school.

3 The governors are very supportive of the school; they are well informed and support the management of the school through their useful committee structure. Many governors are closely involved with the school through links with the main subjects of the curriculum and aspects such as special educational needs. They are involved in supporting the setting and monitoring of priorities for the school through its development plan. They are now well placed to develop the linking of individuals to all subjects and to take an active role in assisting subject co-ordinators in monitoring the work of the school.

Teaching is good, with very good and excellent teaching in many lessons.

4 Teaching is good. It was excellent in 20 per cent of lessons seen, very good in 24 per cent, good in 28 per cent and satisfactory in the rest. The substantial amount of good, very good and occasionally excellent lessons enables pupils to make good progress throughout their time in school and to achieve well in relation to their ability. Teaching is mainly good with children in the foundation stage (the reception classes) where it enables them to make a good start to their education. They are well prepared for work at Key Stage 1. The classroom support assistants are deployed well and take a complementary role in teaching groups and individuals. Staff in the reception classes have a good understanding of the learning needs of these young children and provide a good range of activities that enable the children to investigate and learn through first-hand experiences. These experiences provide a secure foundation for the subjects of the National Curriculum. For example, in a very good language and literacy lesson the teacher developed the children's understanding of letter sounds by involving them in using sound to help them recognise words. Her very good subject knowledge, clear explanations and well prepared tasks sustained the children's interest as they matched words and pictures, used letters sounds to identify the days of the week and worked on the well-chosen story 'Noah and the Dove'. The time at the end of the lesson was used well to reinforce the children's personal and social development as the teacher explained the symbolic meaning of the dove of peace and encouraged them to think about how all those in the Ark lived and worked together.

5 Teachers' subject knowledge is frequently good; it keeps pupils interested and engaged on their tasks. This was shown in a very effective science lesson with Year 2 where pupils learned about the parts of flowers and how pollen is transmitted from one plant to another. The teacher skilfully introduced vocabulary such as 'pollination', 'seeds' and 'stamens'. She used resources such as real flowers and fruits to interest the class. Her very good questioning involved all pupils and questions were adjusted carefully to match the range of abilities in the class, so that all pupils achieved success. The teacher's very good relationships with the pupils enhanced their learning.

6 Literacy and numeracy are taught well and this is reflected in the high standards achieved in English and mathematics. In an excellent mathematics lesson with Year 4 the teacher's imaginative approach immediately engaged all the pupils. The teacher moved around the groups and talked to individual pupils and encouraged their response so that they felt valued. He built very well on the previous day's lesson and in their mental arithmetic session pupils worked successfully with large numbers to show that 5 is a factor of 1055 but that 10 is not. His very effective questioning, clear demonstrations and illustrations ensured pupils extended their thinking as they collaborated to find tests for divisibility of different numbers. Teachers plan and resource their literacy lessons well and match work to the needs of all pupils, whatever their ability. They liaise carefully with support staff to ensure that pupils withdrawn for extra help are able to be fully involved in the work of the class. This was very well managed in an excellent English lesson when Year 5 pupils worked imaginatively to write a description of the characters from Alfred Noyes' poem 'The Highwayman'. They were given all but the last part of the poem and all pupils were involved in the oral discussion of the descriptive language used and wrote imaginatively to produce their own ending to the poem. The lower attaining pupils were then well supported by the classroom assistant as they worked on the writing task at their own pace. The classroom contained rich examples of language such as books of poems written by the class and written work linked to their history topic encouraged pupils to recreate the news in Tudor times through 'newspaper' reports.

7 The substantial amount of good, and sometimes very good or excellent teaching adds value to the pupils' learning and experiences. They make good progress and transfer to secondary education with a broad range of knowledge, understanding and skills that they can apply to new work. The teachers plan lessons carefully and ensure a balance between direct teaching, work in groups and individual work. The teachers plan well together to ensure that pupils of the same age in different classes have access to the same opportunities and experiences. Teachers are very enthusiastic; they enjoy teaching and this motivates pupils well. Many teachers use their specialist skills to enhance pupils' learning. For example, music, science and physical education are taught well by the co-ordinators and this promotes high standards.

Standards are consistently high in English, mathematics and science by the time pupils transfer to secondary school.

8 Standards in national tests are consistently high; in the most recent tests the pupils achieved well above average levels in English and science, with very high standards in mathematics, where levels were in the highest five per cent nationally. The school also does well when compared to schools with a similar intake of pupils. Current work is well above average in these subjects by the end of Key Stage 2. These high standards reflect the substantial amount of good, very good and excellent teaching that adds value to the pupils' learning and has a very positive impact on their achievement.

9 Children in the reception class make a good start to their education. The staff give a high priority to the development of language and literacy and reinforce the children's speaking and listening skills within all activities linked to the areas of learning. The children's knowledge and understanding of early mathematical and scientific concepts are developing well through the wide range of practical activities that enable them to explore and experiment. The school's assessment of the children on entry shows that

many of the most recent intake have above, and occasionally well above, average skills in language, literacy and social development for their age. The children make good progress in the reception classes and many attain beyond the learning goals identified for their age. They are well prepared for their work in Key Stage 1.

10 At the age of seven, pupils attain well above average standards in the national reading and mathematics tests, with very high standards in writing. The school's performance in writing is also very high in writing when compared with similar schools and above the average attained in these schools in reading and mathematics. The numbers of pupils attaining at the higher levels in reading could be higher and the school has rightly identified this as a priority for development.

11 Throughout the school pupils enjoy reading and writing; they write for a range of different purposes, such as accounts in history and geography. They develop a good understanding of how to use vocabulary through work on poetry. The work of many pupils was published in an anthology of poems produced in the local area. Pupils attain well in mathematics through very well planned opportunities to conduct their own investigations. In one lesson Year 2 pupils wrote their own number puzzles and used mathematical vocabulary well, showing a good understanding of terms such as 'multiple', 'less than' and 'more than'. They are confident thinkers and posed challenging questions to others in the class. In science, pupils have good opportunities to learn through practical experiments. In Year 5, pupils were engrossed in their practical work on evaporation and the teacher's excellent questioning, based on his very good subject knowledge, ensured that they fully understood that liquids change into vapours.

The school provides a rich and stimulating curriculum that promotes pupils' learning. The good range of activities that involve pupils beyond the school day promotes their personal and social development.

12 The curriculum is well planned to ensure that pupils have equal access to a rich and stimulating range of activities and experiences. The National Strategies for Literacy and Numeracy are implemented well and, although they have a heavy time commitment, the school has successfully maintained the breadth of the curriculum. All subjects of the National Curriculum are represented in sufficient depth and the school ensures that the arts are well represented. Subjects such as art and design, music and dance enhance pupils' cultural development and add much to their self-esteem. The school makes good use of the specialist skills of staff to ensure high standards in music and dance. For example, pupils in Year 6 learned new dance steps and used them in a vigorous square dance. The brisk pace of the lesson and the teacher's great enthusiasm motivated the pupils well and they practised and refined their movements by watching and evaluating each other's performance. The pupils had a good recall of previously learned dance steps and applied their learning well to new work. The final performance was of high quality and pupils made good gains within the lesson. The music in the school is of high quality and in a very good lesson, Year 6 pupils practised playing violins and glockenspiels in a two-part song. They listened carefully to each other as they began to play and maintained their own parts well to achieve a very pleasing effect. The pupils record their music and confidently suggest ways to improve their work. Group singing showed very clear diction and the pupils interpreted well the mood of the music. They have a very good awareness of pitch, beat and rhythm.

13 In both music and physical education, pupils' achievement is enhanced substantially by good opportunities to be involved in a wide range of events outside of school. Pupils competed very successfully in the Millennium Hymn competition and reached the finals in the Blue Peter carol contest. They learn about the music of other cultures and have enjoyed performances from an African choir. Pupils from the local secondary school visited the school and played music from Egypt. The school participates successfully in many sporting events such as athletics, cross-country running and swimming.

14 The school has made a substantial improvement in design and technology since the last

inspection. Recent national guidance is used well to enable pupils to have opportunities to design, choose materials and make a range of articles. Pupils learn to evaluate their finished products and to identify ways in which they could improve them.

15 The school's provision for pupils' spiritual, moral, social and cultural development is very good. The caring ethos of the school, the very good role models of staff and the school's own clear code of behaviour effectively support the pupils' moral development. The teachers provide a good range of extra-curricular activities that includes music and sports opportunities. These substantially enhance the curriculum. They are well attended and effectively reinforce pupils' personal and social development. Pupils and parents value the range of opportunities that staff provide. These activities have a positive impact on pupils' social development and learning. For example, the work that is done in the extra-curricular recorder clubs supports the high quality of the music in school. Music from different times and countries effectively enhances pupils' awareness of their own culture and that of others. Work in English, art and design, dance and music support pupils' spiritual development.

16 The school provides a good range of out of school visits linked to the curriculum topics. The pupils visit historical sites and museums and carry out investigations in the environment. Year 6 pupils have opportunities for a residential visit to Otterburn Hall where they take part in an exciting range of outdoor activities. The good range of visits enables pupils to value their own historical heritage and to gain an empathy with other people and their traditions. The opportunities to work together, and to share experiences beyond the classroom, reinforce pupils' understanding of the needs of others and their respect for different values and beliefs.

Pupils have very good attitudes to their learning and these are promoted by the very good relationships throughout the school.

17 The pupils enjoy school and the good range of curricular, and extra-curricular activities, provided by the staff promote their eagerness to learn. The relationships in the school are very good; teachers work well as a team and provide effective role models for the pupils. Staff develop very good relationships with pupils and those between pupils are also very effective. Pupils gain the confidence to take part in discussions and to volunteer answers secure in the knowledge that, even if they are wrong, their answer will be listened to and an explanation given. These very good relationships result in very positive attitudes to learning and pupils achieve well.

18 Children entering the reception class are ready to learn and this is reinforced through the well-planned activities provided within all the areas of learning. The children develop good attitudes to their learning and this is built upon as they move up through the school. Pupils work hard, concentrate on their tasks and many are proud of their finished work. Most pupils have good attitudes to learning and to their work and respond well to the high expectations held by staff. For example, children in the reception class, many of them still under five, responded well in their physical development lesson and produced controlled, curled or stretched shapes as they moved to music. In Year 1, the teacher's very good relationships with pupils encouraged them to share their thoughts and ideas as they conducted a traffic survey in the village. The effective teaching, particularly at Key Stage 2, is characterised by a high level of enthusiasm and this is shared well with the pupils ensuring their positive response. For example, pupils in a Year 6 class responded well in their mental arithmetic session and confidently explained their thinking to the rest of the class. Pupils in Year 4 responded well to their teacher's challenges in information and communication technology and were amazed at the images produced with the digital camera.

19 Behaviour is very good and reflects the teachers' high expectations and the regard pupils give to the school's own code of conduct. This agreed set of aims effectively underpins the excellent ethos of the school. Pupils work and play sensibly together; their behaviour is very good in lessons and at break-times. The staff are proud of the way the pupils enhance the reputation of the school within its immediate and

wider community.

20 Pupils' personal and social development is very good and they show a mature awareness of the need to be tolerant and to respect the needs of others. They are always ready to help others and parents value this. Pupils care for each other and are particularly supportive of those with special educational needs. For example, they offer help with reading questions or finding information on CD-ROM. Older pupils help younger children in the classroom at wet break times, and in the playground. When pupils join a class during the term they are welcomed by other pupils who mentor them well and enable them to settle quickly into the school routines.

WHAT COULD BE IMPROVED

The proportion of seven year olds attaining the higher levels in reading.

21 Pupils attain well in their reading tests and standards are above the national average. When compared with schools with a similar intake of pupils, standards are above average. Although they read well and enjoy books, more pupils could attain at the higher levels. The proportion of pupils attaining the higher levels in writing ensures that standards are very high and because of the pupils' good English skills they have the potential to further improve in reading.

22 Although the school has bought new reading materials to resource the National Literacy Strategy, the school still does not have a sufficient range of stimulating books to challenge more able readers. The library is underused and pupils have too few planned opportunities to develop their skills in reading for information. The use of information and communication technology to support literacy skills is not yet a regular feature of lessons.

23 Teachers support pupils' reading well and develop good strategies to enable them to tackle new words. However, there are few opportunities for pupils to read poems or stories in assemblies or to broaden their reading sufficiently through other subjects.

Teachers planning for the use of information and communication technology (ICT) to support work in all subjects.

24 There have been significant improvements in the provision for information and communication technology since the previous inspection. As a result, pupils in both key stages make good progress. The pupils' learning has improved due to the relatively recent investment in new computers and software, the development of a structured curriculum and increased teacher knowledge and confidence. However, whilst pupils' standards of attainment at the end of both key stages match the national expectation for their age, many older pupils lack sufficient experience in control and modelling. They are not yet confident in using sensing equipment in science or in using computers to monitor experiments. This reflects gaps in their earlier learning due to limited resources.

25 The subject is well led and the co-ordinator has a very clear understanding of what is needed to develop the subject. His planning for the new information and communication technology suite will enable pupils to have more time on good quality computers. However, information and communication technology is not yet used sufficiently to support learning in other subjects of the curriculum. Teachers' planning does not always clearly identify how computers will be used to enhance or reinforce learning. Computers are often switched on but not always used or programs are not related to the lesson being taught.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

26 In order to further improve standards, the head teacher, staff and governors should:

1. Improve numbers of pupils attaining the higher levels in reading at Key Stage 1 by:
 - ensuring that there is a range of stimulating and books and materials, to challenge more able readers;
 - providing opportunities for pupils to read in assemblies and other occasions;
 - providing opportunities and support for pupils identified as having the potential to reach higher levels;
 - extending the use of the library, including the use of ICT, to enable pupils to use books to gather information.

(Paragraphs 21 – 23)

2. Improve standards in information and communication technology by:
 - improving the use of computers to support learning in classrooms;
 - developing the use of ICT in all subjects.
 - ensuring that all pupils have sufficient time on computers to practise skills linked to sensing in science, modelling real life situations and accessing CD-ROM and the Internet, to support learning.

(Paragraphs 24 – 25)

These areas have been identified by the school and are included in the third year of its development plan for information and communication technology and within the school improvement plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

25

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

9

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
20%	24%	28%	28%			

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)	220
Number of full-time pupils eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register (Stages 3 to 5)	11

English as an additional language

No of pupils

Number of pupils with English as an additional language	1
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at 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	17	14	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	17	17
	Girls	14	14	14
	Total	31	31	31
Percentage of pupils at NC level 2 or above	School	100%(100%)	100%(100%)	100%(100%)
	National	84% (82%)	85% (83%)	90% (87%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	17	17
	Girls	14	14	14
	Total	31	31	31
Percentage of pupils at NC level 2 or above	School	100%(100%)	100%(100%)	100%(100%)
	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	15	14	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	12
	Girls	14	14	14
	Total	27	28	26
Percentage of pupils at NC level 4 or above	School	93%(84%)	97%(81%)	90%(84%)
	National	75% (70%)	72% (69%)	85% (78%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	14
	Girls	14	14	14
	Total	27	28	27
Percentage of pupils at NC level 4 or above	School	93%(87%)	97%(84%)	93%(84%)
	National	70% (68%)	72% (69%)	80% (75%)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	180
Any other minority ethnic group	1

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)	9.05
Number of pupils per qualified teacher	24.3
Average class size	27.5

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	49

Financial information

Financial year	1999 - 2000
	£
Total income	368,872
Total expenditure	350,464
Expenditure per pupil	1,616
Balance brought forward from previous year	20,402
Balance carried forward to next year	38,810

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	220
Number of questionnaires returned	101

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	34	3	1	0
My child is making good progress in school.	46	50	3	1	0
Behaviour in the school is good.	54	38	4	0	4
My child gets the right amount of work to do at home.	32	57	7	1	3
The teaching is good.	52	46	1	0	1
I am kept well informed about how my child is getting on.	32	51	15	2	0
I would feel comfortable about approaching the school with questions or a problem.	53	42	5	0	0
The school expects my child to work hard and achieve his or her best.	59	38	2	0	1
The school works closely with parents.	34	50	14	1	1
The school is well led and managed.	47	46	6	1	1
The school is helping my child become mature and responsible.	45	47	4	0	4
The school provides an interesting range of activities outside lessons.	21	33	24	6	15