

INSPECTION REPORT

Barwick-in-Elmet Church of England Primary School

Barwick-in-Elmet, Leeds

LEA area: Leeds

Unique reference number: 107987

Headteacher: Mr P Doherty

Reporting inspector: Susan Walker
No: 21045

Dates of inspection: 2 - 3 July 2001

Inspection number: 192938

Full 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:	Chapel Lane Barwick in Elmet Leeds
Postcode:	LS15 4HL
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs C Nottingham
Date of previous inspection:	March 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a smaller than average primary school for boys and girls aged four to eleven. It serves the village of Barwick-in-Elmet, on the outskirts of the city of Leeds. The village is predominantly a commuter village for Leeds but there is still a strong rural feel to the community. Most of the pupils live in the village and the few who come from outlying areas have some connection with the village. Much of the housing in the village is owner occupied and there is some local authority housing. There are 141 pupils on roll, all of whom attend full time. There are two pupils from minority ethnic backgrounds. The percentage of pupils known to be eligible for free school meals is broadly in line with the national average. There are three pupils with statements of special educational need; this figure is above average. The proportion of pupils additionally identified by the school as needing extra support is below average. The levels of attainment pupils admitted to the school fluctuate from year to year but are broadly average, with a significant number of pupils who attain higher than this.

HOW GOOD THE SCHOOL IS

This is an effective school where pupils attain standards that are above average in English, mathematics and science by the time they are 11 years old. There is a strong sense of community, the school being at the heart of the village. The quality of teaching is good overall enabling pupils of all levels of attainment to learn successfully. The mature attitudes of the pupils to their work and their enthusiasm for learning enable them to achieve well and contribute very strongly to the quality of life in the school. The headteacher and governors provide sound leadership for the school, which provides good value for money.

What the school does well

- By the time they are eleven pupils achieve good standards that compare favourably with those in schools of a similar background in English, mathematics and science.
- The quality of teaching is good overall. Teachers know their pupils well and make careful provision for the full range of attainment levels within the class, enabling effective learning to take place.
- Pupils' attitudes to school are very good; they behave very well indeed and show considerable maturity. They take their schoolwork seriously.
- The school fosters pupils' personal development, including spiritual, moral, social and cultural development very well.
- The school broadens and enriches the curriculum with a very good range of additional activities.

What could be improved

- *The provision for information and communication technology is not as good as it should be.
- The school's systems for monitoring and evaluating its work are at an early stage and are not yet fully effective.
- Development planning does not look far enough ahead and is not linked well enough to the outcomes of school self review.

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

*The school has already identified this as an area for improvement in its development plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997 when it was found to have few weaknesses. Since then all the issues have been addressed satisfactorily. Annual reports to parents have been improved to now include comments on each subject. Most of the omissions in the school prospectus highlighted in the previous report have now been included, although information about the curriculum is still lacking. The shortcomings in the provision for multi cultural education have been remedied satisfactorily, primarily through the curriculum for religious education, which includes units on a range of religions, and also through a link with a school in Uganda. Other more general improvements include the successful implementation of the new curriculum for the Foundation Stage in the reception class and improving standards in writing as a result of a determined effort to raise standards in this aspect of the English curriculum.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	A	A*	B	B	well above A average B above average C
mathematics	A	A*	A	A	average D below average E
science	A	A	B	A	well below average

Although lower than in previous years, the results of national tests for eleven-year-olds in 2000 show that pupils' performance was above the national average in English and science and well above average in mathematics. These results compared favourably with those of pupils in similar schools; attainment in mathematics and science was well above average and it was above average in English. The school's results have been consistently above average over a three-year period; indeed they were very high in 1997. Unvalidated results of tests in 2001 are similar to those in 2000, maintaining the school's consistently good performance. Inspection judgements based on the work seen in pupils' books and in classroom displays confirm these high standards.

Standards of reading for pupils aged seven have been consistently above the national average and the average for similar schools over a three-year period. Results in writing have been more variable over the same three-year period, fluctuating between very high in 1997 to well below average in 2000. In comparison to similar schools the 2000 writing results were very low, placing the school in the lowest five per cent of schools in the country. In mathematics, although standards have remained at an average level or higher over a three-year period, in 2000 they dropped to below average for the first time. In the year group taking tests in 2000, a significant proportion of the pupils experienced learning difficulties and this had the effect of depressing the overall results. Inspection judgements show that standards in the current infant classes are generally good although the proportion of pupils reaching the higher level is still low. The school has acted swiftly upon the disappointing results in 2000 in writing and is taking effective measures to improve standards through improved curriculum planning and more emphasis on writing skills. Unvalidated test results for 2001 show an improvement since last year.

There is a broad spread of attainment in the school. The majority of pupils start school with average levels of attainment, although a significant number start school with levels of skill that are higher or lower than this. Pupils throughout the school achieve well in relation to their prior attainment.

There is a particular strength in the standards achieved by pupils who learn to play musical instruments. These pupils reach standards that exceed those typically seen in similar schools

and they make good progress in reading music and in performing.

Standards in information and communication are not as high as they should be because the curriculum provided by the school does not ensure that pupils experience the full range of skills.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very polite, mature and have very good levels of concentration. They show great enthusiasm for learning and this contributes significantly to the standards they achieve.
Behaviour, in and out of classrooms	Very good. Pupils are self-disciplined and can be trusted to work sensibly, even without direct supervision.
Personal development and relationships	Very good. Pupils are willing to accept responsibilities and fulfil them reliably. They work together co-operatively and there are very good relationships in the school.
Attendance	Very good and above the national average. Pupils are keen to come to school.

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.

The quality of teaching was good in 14 of the 23 lessons seen during the inspection; teaching in three of the lessons was judged to be very good and six it was satisfactory. No unsatisfactory teaching was seen. Examples of very good teaching were seen in the reception class and in Year 2. Several of the good lessons had very good features. Teachers in all classes had a very good rapport with their pupils and had high expectations of what they would achieve. Pupils rose to the challenge by giving of their best in most lessons. Teachers knew their pupils well and met their differing needs very well by catering effectively for the varying levels of ability within the class. This enabled pupils to undertake tasks that were very suitable, neither too difficult nor too easy. When teaching was less successful, though still satisfactory, it was usually because the pace of the lesson was insufficiently brisk to fully motivate the pupils. When this happened pupils became distracted or took less interest in listening to their teacher.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is suitably broad, balanced and relevant to the needs of the pupils. A particular strength is the range of additional activities the school provides that enriches pupils' experience.
Provision for pupils with special educational needs	Good. The needs of these pupils are well met through their individual education plans, an appropriate choice of tasks and additional adult support.
Provision for pupils' personal, including spiritual, moral, social and cultural	The very good provision for pupil's personal development, including their spiritual, moral social and cultural development enables them to grow in maturity and self-esteem. Involvement with the local community has been developed very successfully; the school is at

development	the heart of the village.
How well the school cares for its pupils	Satisfactorily. The school makes appropriate provision for the welfare of the pupils and the monitoring of their academic progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher has established a purposeful working atmosphere in which pupils thrive, standards are high and there is a good team spirit among staff. The systems for the co-ordination of subjects are too informal to be effective. Staff do not have a clear enough picture of the strengths and weaknesses in their subjects to enable them to make improvements. Development planning does not extend beyond the current year.
How well the governors fulfil their responsibilities	The headteacher has a good working relationship with governors who are committed and supportive. The governing body is generally effective in fulfilling its statutory obligations, but they do not provide parents with information about the curriculum in the prospectus.
The school's evaluation of its performance	A programme of monitoring of the school's work has recently begun but it is not yet embedded sufficiently to influence the quality of teaching and learning.
The strategic use of resources	Good. The headteacher and governors seek information from a range of sources to obtain the best value when making spending decisions and money is used wisely to benefit all the pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Children make good progress at school. • Behaviour is good. • Teaching is good. • Staff have high expectations of what pupils will achieve. 	<ul style="list-style-type: none"> • Some parents would like more information about what their children are learning at school. • Some parents would like closer links with the school.

Inspectors agree with the positive views of the parents but support the concerns of a significant minority of parents who would like to receive more information about the curriculum. Although there are regular newsletters from the school there is too little information about what pupils are to learn each term to enable parents to help them further at home. Links with parents are judged to be satisfactory.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the age of eleven, pupils achieve standards that are above average and compare favourably with those in schools of a similar background.

1 The levels of attainment of pupils on entry to the school are average although a significant number of pupils in the school start with levels of attainment that are higher than this. As they move through the school most of the pupils achieve well and by the time they leave at the age of 11 they are attaining standards that are above average. Assessments made on this year's reception class show that most of the children have average levels of attainment in speaking and listening and pre-reading and writing skills, whilst only about one third of them are above average. Most of the current reception class have benefited from pre-school education and about one third of the class have well-developed speech and social skills.

2 The results of national tests for 11 year olds in 2000 show that pupils' performance was above the national average in English and science and well above average in mathematics. Pupils achieve well in relation to their prior attainments. In all three subjects the school's performance has been consistently above average over the past five years, although the trend has fallen since 1999 when results were particularly high. The results in 2000 compare favourably with those of similar schools. In the tests in mathematics and science the school's performance was well above average in comparison with similar schools, whilst in English it was above average. The proportion of pupils reaching the higher levels was also above average in all three subjects. Inspection evidence corroborates these standards; good standards were seen throughout the school in English, mathematics and science. There is no apparent difference in the attainment of boys and girls in the school, although girls performed better than boys in tests in year 2000.

3 Standards of reading for pupils aged seven have been consistently above the national average and the average for similar schools over a three-year period. Results in writing have been more variable over the same three-year period, fluctuating between very high in 1997 to well below average in 2000. In comparison to similar schools the 2000 writing results were very low. In mathematics although standards have remained at an average or higher level over a three-year period, in 2000 they dropped to below average for the first time. In reading and writing the proportion of pupils reaching the higher levels was no better than average; in mathematics the proportion was below average. The school is now working hard to enable more pupils to achieve at the higher levels. It is important to remember, however, that the year group sizes in this school are small and data can be misleading. In the year group taking tests 2000 a significant proportion of pupils experienced learning difficulties and this has had the effect of depressing the overall results. Inspection judgements show that standards in the current infant classes are generally good. In the current Year 3, the quality of the work in pupils' books is not as high as in other year groups reflecting the disappointing test results in 2000. The school has recognised the need to push standards in writing higher and there has been a whole-school emphasis on this in the past year, resulting in a better quality of work in all classes.

4 Standards of speaking and listening are good. Throughout the school many pupils are confident speakers who can articulate their thoughts and ideas well and respond to the teachers' questions thoughtfully. In many lessons pupils are seen speaking out to the rest of the class clearly and maturely with very little diffidence. Samples of pupils work show that they get off to a good start with literacy in the reception class and early skills of reading and writing are built upon effectively as pupils get older. In the reception class children start by copying their teachers' writing in well formed letters and numbers and with good control of their pencils and are soon writing their own sentences independently, spelling regular words correctly and sometimes using simple punctuation.

5 By the time they are seven pupils use their writing for many purposes from creative types of writing, such as a little book re-telling the story of Elmer, to more formal examples such as comprehension questions to test pupils' recall and understanding of a story. The school's thrust to raise standards in English gives good emphasis to the teaching of the basic skills of spelling and punctuation but pupils are also encouraged to explore and use language in a more lively way. They practise and use alliteration, for example, when writing tongue twisters and transfer their skills to their written work, as was seen in one pupil's story that tells us... 'She went to get the book from the dark, dusty shelf'.

6 The work of pupils in Year 6 is neatly presented and illustrates a good balance between exercises that develop and improve skills of grammar and punctuation with an interesting range of imaginative writing. Brighter pupils use a mature turn of phrase, accurate spelling and punctuation and descriptive use of language to hold the reader's attention '...the cool morning air blew gently into Rob's face. It was really refreshing. He crunched his toast as he walked down the steps to the photo shoot carrying his bag on his back whistling a tuneless tune'. Pupils who need extra help to learn also make good progress in their work and achieve well in relation to their prior attainment. With support they too write imaginative stories and make good progress in their acquisition of more formal writing skills.

7 Throughout the school pupils read with confidence and fluency, though not all read with expression and intonation. They have a good understanding of the sounds letters make and can quickly use them to decipher unfamiliar words. Older pupils confidently explain how information can be accessed from books using indexes and contents pages. They know how to use a classification system to find reference books but their use of the library for researching information from books is infrequent.

8 In their mathematical development children in the infant classes quickly learn simple arithmetical operations and use them to solve problems such as calculating whether a purse contains enough money to buy a particular item. They are encouraged to use the correct mathematical terms and to calculate mentally in the daily lesson in mathematics. As they grow older they tackle a wide range of mathematical processes and concepts such as percentages, probability and geometry, so that by the time they are ready to leave the school pupils calculate mentally with speed and accuracy and apply their skills in increasingly more challenging tasks. They cover a lot of work in the course of a year and the work is presented with considerable care.

9 In science pupils throughout the school attain high standards. They have a good body of knowledge, which they apply confidently in challenging practical activities and investigations. Pupils in Year 1 for example showed great interest in learning to identify the different types of seeds they collected in the school grounds. Throughout the school pupils record their work carefully and have a good recall of their experiences in science lessons. In art work of high quality was seen both on display and in the one art lesson observed. Pupils in Year 5 produced work that was imaginative and carefully executed when designing posters. In Year 2 pupils used their observational skills well to depict owls in oil pastels. The work shows a delicate application of the pastels to create light and feathery markings and careful smudging of the colours with a finger to blend them together. In Year 6 pupils make very effective use of powder paint to replicate figures depicted on Roman frescoes. The finished work shows a very accurate match of colours and precise brushwork.

10 Groups of pupils who play musical instruments achieve standards that are well above average. Under the expert guidance of visiting teachers from the local education authority and the continued support of staff in the school, pupils learn to read music and play their instruments with developing skill and control. They make very good progress in widening their repertoire and enjoy performing together. The very pleasant sound made by the ensemble of woodwind and stringed instruments was accurate and tuneful. Parents say the provision for music is a strength

of the school and they enjoy enormously the regular concerts in which pupils have good opportunities to perform and demonstrate their talents.

The quality of teaching is good overall. Teachers know their pupils very well and make good provision for the full range of talents within the class, enabling effective learning to take place.

11 The foremost reason for the good achievement of the pupils lies in the quality of the teaching. As at the time of the previous inspection the quality of teaching is good. Of the 23 lessons seen during the inspection 14 were judged to be good, three were very good and six were satisfactory. There was no unsatisfactory teaching.

12 Throughout the school a common characteristic of the teaching is the very good rapport between staff and their pupils. In all classes there is a productive working atmosphere, low noise levels and courteous and respectful relationships between the staff and pupils. The teachers know each individual well and have a good understanding of their learning needs. This is particularly important in classes with two different age groups.

13 The teachers are skilled at providing appropriate work for each level of attainment. Tasks and activities are planned carefully so that pupils with learning difficulties are supported appropriately and brighter pupils are challenged. As a consequence pupils make good gains in learning and find their work interesting. These features were exemplified well in a very successful numeracy lesson in Year 2 when pupils learned how to calculate missing numbers in a 'magic square'. The teacher's questions were carefully pitched to fully involve all the pupils fully. Specific pupils were targeted to give responses to questions and this strategy together with a brisk and business-like pace was effective in keeping all the pupils engaged and 'on their toes'. Open-ended questions such as 'Can you think of a way to...' challenged the brighter pupils by giving them scope to provide more extended responses and to explain how they arrived at their answer. The written tasks that followed consolidated what had been taught and then extended pupils' understanding further so that, by the end of the lesson, pupils had learned a new skill and were able to use it to solve a problem.

14 The teaching of pupils with special educational needs is good. Teachers plan tasks that take account of what pupils have already learned in literacy and numeracy and provide extra support as appropriate. Clear individual education plans for these pupils outline the targets for them to achieve. The effective support of classroom assistants makes a strong contribution to the quality of provision for these pupils by providing individual attention that enables them to experience success and therefore maintains their interest in learning.

15 Throughout the school teachers have high expectations that pupils will behave sensibly, concentrate on their work and give of their best. The pupils rise to the challenge willingly. During class discussions, there is a mature use of language and an expectation that correct terminology will be used. Pupils in the reception class for example, used the word 'estimate' when guessing the number of paces needed to get to different parts of their classroom, whilst a pupil in Year 2 confidently explained that the numbers in his magic square must add up 'horizontally, vertically and diagonally'. In a literacy lesson with Year 4 and Year 5 pupils there was an implicit expectation that pupils would apply themselves to the task and persevere with it, which they did very well without constant reminders from the teacher. Consequently the teacher was able to move round the class in a systematic way providing encouragement and individual help to pupils who sensibly made their need for assistance known by the use of the school's effective 'traffic light' system. This is a practical and effective way of ensuring that no time is wasted in lessons by pupils awaiting the teacher's attention.

16 The teachers are skilled at managing the behaviour of the pupils in a low-key manner that does not detract from the focus of the lesson. Consequently pupils move from one activity to another sensibly and with a minimum of fuss. Just occasionally though, strategies for controlling

the class are not effective enough and pupils become over-excited and sometimes resort to inappropriate behaviour such as calling out, although they settle rapidly when gently admonished. The best lessons invariably have a brisk pace that leaves little space for pupils to become restless or to lose interest. This is especially noticeable in infant classes where teachers, mindful of the more limited concentration span of the younger pupils, plan their lessons to include several well thought out components that hold the attention of the pupils. When teaching is satisfactory rather than good, it is usually because the pace of the lesson flags and becomes insufficiently motivating for pupils or because too much time is spent in reinforcing concepts they have already grasped. In both these situations the result is that some pupils lose interest and restlessness occurs as they yawn and begin to shuffle.

17 Teachers have very secure skills in the basics of literacy and numeracy and this has been an important factor contributing to the high standards in the school in national tests. In other subjects too, such as art, music and history they impart their knowledge enthusiastically to pupils. A good example of this was seen in an art lesson. Under the teacher's careful guidance pupils in Year 5 created attractive posters using powder paints and several different techniques for applying paint. With effective individual tuition pupils were able to refine their work, achieve a range of interesting effects and produce an attractive end product.

18 The quality and detail of planning is variable in the school. Learning objectives are not always clear enough to support successful assessment or to enable pupils to have a good understanding of what they are learning. In some lessons teachers explain the objectives to the class at the beginning of the lesson so they know what they will be learning, but this does not always occur. Teachers select a range of suitable methods to make their lessons varied and interesting. There are good links between subjects, which makes the curriculum relevant and cohesive to pupils. For example, pupils in Year 5 made Roman shoes in their technology lesson and pupils painting posters drew upon their mathematical skills as they measured the size of the lettering. In the reception class the theme of transport is used well as a means of developing all the areas of learning.

19 The school is well resourced and teachers use the materials and equipment imaginatively. Materials produced by the teachers themselves are generally of good quality and judicious use is made of published materials. Additional adults and volunteers are efficiently deployed and well briefed and provide good support for individual pupils and group activities. They make a valuable contribution to the quality of learning in the school.

20 Pupils' work is marked regularly and in an encouraging way but it is inconsistent from class to class. The best marking in Years 5 and 6 values the efforts of each pupil. It includes a careful evaluation of each piece of work, encouraging comments and advice to pupils to enable them to improve. Homework is used effectively to complement what has been taught in lessons, especially in Years 5/6, and this reinforces learning well. The school's homework policy is working well.

Pupils' attitudes to school are very good; they behave very well and show considerable maturity.

21 The pupils' very good attitudes to their work make a very positive contribution to their progress and to the ethos of the school. From their very first days in school children are encouraged to follow class routines sensibly and to be polite and independent. They respond well by participating enthusiastically in activities and relating maturely to their teachers and classmates. These positive attitudes are built upon well throughout the infant classes when pupils make good progress in gaining independence and developing self-discipline. In the junior classes pupils show considerable maturity by persevering with increasingly demanding tasks and working productively. They can be trusted to do things independently, often without the need for direct adult supervision. For example, older pupils reliably prepare and put away the equipment in

readiness for assemblies. Attendance is very good and well above the national average.

22 In all classes pupils are confident speakers and are keen to contribute to discussions, to answer questions and to read out their work to the rest of the class. As they go about their work they are considerate and polite. When two pupils in Year 2 were working on the computer they took turns fairly to operate the mouse, asking each other, 'Would you like a turn now?' When older pupils were observed returning to class after their music lesson they did so unobtrusively so as not to disturb the lesson in progress. In junior classes pupils showed good levels of concentration and perseverance, even though the weather during the inspection was hot and sticky. Good working habits are well established and pupils concentrate for lengthy periods of time.

23 Behaviour throughout the school is very good and this is reflected in the views of parents in responses to the questionnaire sent out prior to the inspection. Pupils relate very well to each other in lessons and during playtime and lunchtime they play constructively together. If there are any minor disagreements pupils say they feel confident that the school will deal with them fairly. Pupils in all classes know exactly what is expected of them and move around the school in an informal but orderly and very sensible fashion. Because the behaviour of pupils is so reliable, staff feel very confident to take them on educational visits to a range of places, knowing that they will not be let down. This was tested to its limits when the train carrying Year 6 pupils to Edinburgh broke down and the journey was delayed for a very long period. The behaviour of the pupils in this situation was said to be exemplary.

The school fosters pupils' personal development, including spiritual, moral, social and cultural development, very well.

24 The school promotes pupils' personal development very well. It builds effectively on the good behaviour and attitudes initially fostered in many the pupils' homes. Parents say they are happy that the school reflects the expectations of the home.

25 The provision for pupils' spiritual, moral, social and cultural development is good. Spirituality is fostered mainly through assemblies in which pupils and staff come together as a community to consider moral issues such as the importance of fair play and the pupils' part in preserving the environment. In the best examples pupils considered their beliefs through prayers, which reflected the chosen theme. A lighted candle provided a focus and added to the spiritual dimension of the occasion. Less productive assemblies did little more than praise pupils for good behaviour and lacked interaction with pupils or a story to illustrate the issue being considered. Through their work in art, poetry and music pupils are encouraged to be reflective and to be aware of the beauty of the world in which they live.

26 Many opportunities are provided for the pupils to develop socially through day-to-day routines in the school, group activities and visits. The pupils learn important lessons about living together in harmony away from home for a short time when they take part in the regular residential visits in Year 6. Such experiences are very valuable in promoting pupils' self-esteem, confidence and social skills. Throughout the school pupils are encouraged to work together co-operatively, to listen to the views of others and to value their opinions. They are given plenty of opportunities to share with others their own thoughts and ideas with others in discussions and they respond readily to the opportunities the school provides.

27 Through class discussions and the good example set by the teachers pupils develop moral understanding. They clearly know the difference between right and wrong and follow the school's simple code of conduct well. On the infrequent occasions when individuals are involved in inappropriate behaviour, teachers quietly and patiently talk to them about the implications of their actions to encourage them to conform and this approach works well in promoting the need for individuals to take responsibility for their own actions.

28 The school is at the heart of the village and there are very good links with the local community. During the inspection the school held a Summer Fair to which the entire village was invited. Pupils have sent e-mails to a local historian with questions about his hobby and visited the local church to examine the stained glass windows. Pupils develop a very good awareness of their own culture through their studies in history, geography and art, listening to music as they enter the hall for assembly or visiting local places of interest. The pupils' awareness of the richness and diversity of other cultures is broadened appropriately through the curriculum for religious education and through occasional visitors who represent other cultures; for example, an artist from Africa demonstrated how to create beautiful pots and vessels from re-cycled plastic bags.

The school broadens and enriches the curriculum with a good range of additional activities.

29 The school enriches and extends the National Curriculum with a broad and interesting range of additional events and activities. Not only do these activities build on the learning that takes place in lessons, they also very effectively promote the pupils' personal and social development. A high proportion of the pupils participates in the activities and benefit from them. During the week prior to the inspection a group of pupils from Year 6 went on an educational visit to Edinburgh where they explored several cultural sites and enjoyed recreational activities.

30 A wide range of well-attended extra-curricular activities is on offer to the pupils throughout the year. All pupils benefit from a half term period of coaching in cricket and football skills under the expert guidance of representatives from local professional teams. In addition there are clubs for athletics, cross-country and running at different times of the year. The 'Out of School Club' provides purposeful activities and childcare before and after school hours. The school is always seeking ways in which to expand its provision further. This is the case for example with the new addition of a very attractive wild life area in the school grounds, which has very good potential to enhance the curriculum further in the future when its use becomes established.

31 The school is rightly proud of its musical achievements. In addition to the music lessons taught as part of the National Curriculum a high proportion of the pupils benefit from the additional specialist expertise of visiting music teachers. All pupils have the opportunity to play guitars, brass instruments, flutes or violins. They make very good progress in acquiring musical skills and entering graded examinations, in which they are very successful. Pupils enjoy playing in instrumental ensembles and the quality of sound they make is most pleasant.

32 Pupils very effectively developed their skills in several subjects as well as their cultural interests when they took part in a recent 'Book Week'. During this project they explored Shakespearean plays and re-enacted extracts from 'A Midsummer Night's Dream' and 'Macbeth'. They were introduced to Elizabethan music and the intricacies of sword fighting. They then recorded their experiences in a professionally produced newspaper entitled the 'Barwick School Chronicle,' which was funded by sponsorship from local businesses generated by the pupils themselves. Such projects do much to bring the curriculum alive to the pupils and to enrich their experiences.

WHAT COULD BE IMPROVED

The provision for information and communication technology is not as good as it should be.

33 At the time of the previous inspection standards were judged to be in line with the national expectation. Since then standards in the school remain much the same. This is because the school has not moved forward sufficiently in all aspects of the curriculum in this rapidly developing subject to enable pupils to keep up with their counterparts in similar schools. By the

time they are 11 pupils attain standards that are overall typical for their age. However, although pupils throughout the school handle computers very confidently and standards in word processing are good most pupils have gaps in their knowledge. For example they are unfamiliar with skills such as presenting and interpreting data in graphs and spreadsheets or using graphics programs to create pictures.

34 Development of the subject has been hindered to some extent by limitations in the equipment in the school. Since the last inspection there has been considerable investment in updating and extending the range of equipment. Nonetheless, the current ratio of one computer per class is not enough to provide frequent enough opportunities for pupils to practise and broaden their repertoire of skills. The majority of pupils are fortunate to have computers at home on which to practise. This means that many of them are very confident when handling the machines but it does not compensate for direct teaching of specific skills and does not take into account the needs of the pupils who do not have access to computers at home.

35 By the age of seven most pupils manipulate a mouse with confidence and become increasingly adept in calling up the files and tools they need. Word processing skills are developing well. Most pupils can change the size and type of font for their work, correct errors and produce their work in attractive formats. However, word processing often takes the form of copying text that has been previously written by hand, using the computer as a typewriter, instead of allowing pupils to compose text on screen. With adult help pupils in Year 1 quickly learned to key in instructions to a programmable toy to determine the distance and direction it should travel. Pupils in Year 2 made good progress in using the Internet as they used their well-developed reading skills to retrieve information about polar bears. They illustrated their work with pictures and printed out their work proficiently with adult guidance. Other skills such as handling data to produce different types of graphs and the use of graphics programs are underdeveloped as they are under-represented in the curriculum and pupils have too few opportunities to experience them.

36 By the age of 11 pupils' skills in word processing are good. By making variations in size, style and colour of text they can create attractive covers for a booklet. They use skills in desktop publishing very well to produce their own newspaper and handle a digital camera confidently to illustrate their written work. They access the Internet for information to support their work in other subjects such as history, but in much the same way as pupils in Year 2. Their skills in several aspects of the curriculum such as producing multi-media presentations, data handling and modelling spreadsheets are under developed.

37 The quality of teaching overall is satisfactory though variable. It is effective when teachers give clear and well-paced explanations that hold pupils' interest and enable them to make gains in learning. However, from discussion with pupils it is evident that they do not use computers frequently enough. Pupils take turns to practise particular skills over a period of time. Several weeks may elapse before each pupil has another chance to use a computer again to practise the next step in learning and this limits the extent to which they can make progress. Some of the staff lack confidence and knowledge in the subject, although all teachers are currently undergoing a training course in computer skills to address this. There are good levels of adult support for pupils when working on computers in pairs and this means that when pupils use the computers their time is used most productively.

38 There are weaknesses in the co-ordination of the subject. The school has recently introduced the national scheme of work; however, this is not yet fully implemented and does not ensure that work in all strands of the National Curriculum are taught in such a way that skills will be developed in an appropriate sequence. Although some individual teachers have their own methods of recording the tasks each pupil has accomplished the school has not yet devised a common system for assessing pupils' knowledge and understanding and recording their progress in the subject. Consequently there is insufficient information for teachers to tell them where pupils need further practice in a particular skill or where they have understood a concept well. A

collection of work samples produced by each pupil is held on their computer files but most of the work saved to date is word processing and does not reflect the full breadth of the curriculum typically seen in a primary school. There are proposals to build a computer suite in the school's quadrangle area in the future. When this is equipped and operational it has the potential to raise attainment significantly in the subject. The arrangements for monitoring the subject are informal and not effective.

The school's systems for monitoring and evaluating its work are still at an early stage and are not yet fully effective.

39 The systems for monitoring and evaluating the work of the school are developing steadily. Several measures have been introduced for monitoring and evaluating performance as part of the process of school self-review. A good example of this is seen in the careful analysis of performance data, which the school now undertakes, making staff more aware of strengths and weaknesses in the curriculum and in pupils' attainment. As a result of this analysis steps have been taken to improve performance in writing. Early indications are that this initiative is already bearing fruit. Another good example is the newly introduced system to scrutinise pupils' work so that teachers can ensure parity in standards between classes and ensure that assessments of pupils' work are consistent from class to class.

40 The monitoring role of the subject co-ordinators is under-developed, partly because there is an imbalance in the allocation of responsibilities to staff. The result of this is that some staff are responsible for several subjects and therefore have a greater workload than others and this diminishes the impact which they can have. As part of its self-evaluation process the school has a clear timetable for monitoring standards in several ways. These include the scrutiny of teachers' planning and pupils' work samples and the analysis of test results. In practice these measures are not applied with sufficient rigour or frequency to be effective and there is no clear outcome. Although co-ordinators provide valuable support to colleagues on an informal level they do not all have a precise understanding of the strengths and weaknesses in each subject or what they should do to bring about improvements.

41 The school recognises a need to extend the monitoring systems further. The headteacher monitors the quality of teaching and learning informally by teaching several classes, scrutinising work samples and through informal observation. Through these measures the headteacher sees classroom practice daily and has a sound overview. This monitoring is not rigorous enough however, to provide teachers with a clear and constructive written evaluation of the quality of their work to enable them to become even better and to spread good practice. The school has already begun to address this through its programme for performance management in conjunction with the local education authority.

Development planning does not look far enough ahead and is not linked well enough to the outcomes of school self review.

42 The school has a sound plan which forms the basis for proposed improvement and development but it has some weaknesses which need to be addressed to make it more effective in driving the school forward. The priorities that the school has identified are entirely appropriate and are based rightly on national initiatives and the needs of the school. The process of development planning takes into account suggestions by teachers. This arrangement is an effective means of including all staff in planning for the future and encouraging them to identify areas of weakness within their subjects but it does not build upon the outcomes of a systematic analysis and evaluation of the previous year's work. Governors are not fully involved in shaping the future direction of the school.

43 The plan itself is carefully set out under three appropriate main headings and is presented in an accessible format. Appropriate action to address each development is listed in the plan but there is some lack of detail, for example about how initiatives are to be financed and precisely what has to be done to achieve each objective. Success criteria are often concerned with the completion of specific tasks rather than assessing their impact on teaching and learning. Success criteria are therefore not precise enough to provide a measure against which the school can judge how effective the action has been. The plan does not make enough provision for the monitoring of spending decisions made by governors or the evaluation of the impact of spending on the work of the school.

44 The development plan outlines proposed improvements for the current year but does not project beyond this. This means that the strategic vision for the future direction of the school is not made explicit. Planning for the current year, for example, does not show precise details for the installation of the proposed computer suite, which is needed to raise attainment in the subject, despite the fact that the project is well under way.

45 There is no rolling programme of development for each subject of the curriculum based on the outcome of a careful analysis of what needs to be done to improve the provision for each subject. The plan does not indicate how or when each development is to be monitored and evaluated by staff and governors.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

46 In order to improve further the school should:

(i) Improve the provision for information and communication technology by:

- ◆ continuing to provide training to enhance the teachers' skills;
- ◆ ensuring that the training is fully implemented in all classes so that teachers become confident enough to teach the full curriculum in every class; and
- ◆ expanding the resources for the subject.

(See paragraph numbers 33 - 38)

**NB The school has already identified this issue in its development plan.*

(ii) Make monitoring more systematic and rigorous so that co-ordinators have a better understanding of strengths and weaknesses in their subjects and teachers have a better knowledge of how they can improve their work further.

(See paragraph numbers 39 - 41)

(iii) Improve the school development plan so that it:

- (a) looks further ahead;
- (b) is better linked to the outcomes of self-review;
- (c) has more precise objectives and
- (d) indicates clearly how success will be monitored and measured.

(See paragraph numbers 42 - 44)

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	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	13%	61%	26%	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)		141
Number of full-time pupils known to be eligible for free school meals		14

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		17

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence	%
School data	4%
National comparative data	5.2%

Unauthorised absence	%
School data	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	7	11	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	16	13	17
Percentage of pupils at NC level 2 or above	School	89 (79)	72 (92)	94 (96)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	15	15	18
Percentage of pupils at NC level 2 or above	School	83 (96)	83 (96)	100 (96)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	13	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	14
	Girls	11	11	13
	Total	23	24	27
Percentage of pupils at NC level 4 or above	School	85 (100)	89 (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	12	12	14
	Girls	12	12	11
	Total	24	24	25
Percentage of pupils at NC level 4 or above	School	89 (100)	89 (100)	93 (100)
	National	70 (68)	72 (69)	79 (75)

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

- NB: Where there are fewer than ten pupils in a particular year group the test data has been omitted so that individual pupils cannot be identified.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	141
Any other minority ethnic group	0

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 refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	17.6
Average class size	23.5

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	120

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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FTE means full-time equivalent.

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	2000
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	£
Total income	300,468
Total expenditure	307,140
Expenditure per pupil	2,148
Balance brought forward from previous year	194 00
Balance carried forward to next year	12,728

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	142
Number of questionnaires returned	41

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	49	5	0	0
My child is making good progress in school.	40	50	5	0	5
Behaviour in the school is good.	39	49	0	2	10
My child gets the right amount of work to do at home.	33	50	15	3	0
The teaching is good.	51	41	5	0	2
I am kept well informed about how my child is getting on.	24	41	32	2	0
I would feel comfortable about approaching the school with questions or a problem.	46	41	7	5	0
The school expects my child to work hard and achieve his or her best.	51	49	0	0	0
The school works closely with parents.	24	39	22	15	0
The school is well led and managed.	34	46	10	5	5

The school is helping my child become mature and responsible.
The school provides an interesting range of activities outside lessons.

39	44	10	0	7
59	34	2	5	0

Other issues raised by parents

The inspection team agrees with the parents' positive views of the school but also upholds the concerns of a minority of parents who would like to receive more information about the curriculum. Although the newsletters give extensive reviews of school events that have already taken place there is not enough information to parents about what each class will be learning each term to enable parents to provide additional support at home.