

INSPECTION REPORT

SHORESIDE PRIMARY SCHOOL

Ainsdale, Southport

LEA area: Sefton

Unique reference number: 104888

Head teacher: Mr R Randall

Reporting inspector: Mr D Hardman
17794

Dates of inspection: 08/10/2001 – 09/10/2001

Inspection number: 193405

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Westminster Drive Ainsdale Southport Merseyside
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr S Ratcliffe
Date of previous inspection:	14 th April 1997

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	14
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
PART C: SCHOOL DATA AND INDICATORS	16

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Shoreside Primary School is a community school situated in Ainsdale, Southport. It serves a wide geographical area, there is a broad social mixture in the school and the full range of ability is represented. The school's initial assessments of pupils' attainment when they enter show that many pupils are in line with the levels expected for their age. There are 121 boys and 149 girls currently on roll. There are very few pupils who have English as an additional language and few from minority ethnic groups. The number of both groups is below the national average. There are 28 pupils eligible for free school meals, which is below the national average. Thirty five pupils have been identified as having special educational needs, which is in line with the national average. Two have statements of special educational need, which is above the national average. Most pupils with special educational needs have emotional and behavioural difficulties, speech and communication difficulties or moderate learning difficulties.

HOW GOOD THE SCHOOL IS

This is a very good school with many strengths. Very good leadership and management by the head teacher, deputy head teacher, key staff and governors, provide clear direction for future developments. Teaching is good and sometimes very good. This leads to good learning and, in the current Year 6, pupils' attainment is well above the level expected for their age in English, mathematics and science. Pupils are responsible and relationships in school are very good. Although expenditure is above the national average, the fact that results are well above average when compared to similar schools means that the school gives very good value for money.

What the school does well

- The leadership and management of the school by the head teacher and the quality of teamwork by staff and governors are very good.
- Teaching is good throughout the school and leads to good learning and high standards in English, mathematics and science.
- Pupils' attitudes are good and their behaviour is very good. Relationships and opportunities for personal development are very good. The caring, family atmosphere created in the school makes a very positive contribution to pupils' learning.
- The provision for pupils' spiritual, moral, social and cultural development is very good.

What could be improved

- The consistent use of classroom-based computers to extend and build more effectively on pupils' skills learned in the new computer suite.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been very good progress in dealing with the issues identified in the previous inspection in 1997. The school has established, and uses well, a clear system for planning the curriculum that ensures that teachers are more secure in what they are to teach in each subject. As a result, teaching and learning continue to improve. There has been very good progress in refining the school's assessment and recording procedures, which are now used well by teachers to guide their planning of lessons or series of lessons. This means that work is better matched to pupils' abilities and previous knowledge and understanding. As a result, pupils' attainment has been raised and they are making better progress,

especially in the core subjects of English, mathematics and science. The recent establishment of a computer suite has greatly improved the opportunities for pupils to use up-to-date resources and good teaching in the suite is beginning to improve pupils' skills. However, computers in classrooms are not used consistently to develop pupils' skills in the subject further. The school needs to be more rigorous in implementing the systems in place to ensure that these classroom based computers are used effectively.

Governors are fulfilling their role well. They have taken steps to deal with the key issues identified in the last inspection and they play a full part in discussions to develop the curriculum both through their committee structure and in full meetings of the governing body. They evaluate the effects of spending on the standards pupils reach and are pleased with the improving results in recent National Curriculum tests in English, mathematics and science. The school now complies with the requirement to provide an act of collective worship every day and the high quality provision during assemblies is having a positive impact on pupils' understanding of spiritual, moral, social and cultural issues. The school is well set to meet its challenging targets and continue to raise pupils' attainment and progress.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	B	B	A	A	well above A average
mathematics	A	A	A	A	above average B average C
science	C	A	A	A	below average D well below E average

The table shows that in the 2001 National Curriculum tests for 11 year olds the school's results were well above average in English, mathematics and science, both compared with national averages and compared to similar schools. All children in the reception class achieve well and most reach levels above those expected for their age. In Year 2, pupils' attainment is above the level expected for their age in English, mathematics and science. The school's implementation of the National Literacy and Numeracy Strategies is having a positive impact on pupils' attainment. Inspection evidence shows that in Year 6, pupils' standards in English, mathematics and science are well above the level expected for 11 year olds. The trend of pupils' attainment over time is in line with the improving national trend. Standards in information and communication technology are typical for 11 year olds. Since the previous inspection, pupils' attainment has been improved in the core subjects of English, mathematics and science. The school is well set to maintain its high standards and implement any future changes in the curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to the school and their work. They enjoy coming to school and their enthusiasm for school life improves their learning.
Behaviour, in and out of classrooms	Pupils show high levels of self-discipline, they know what is expected of them and their behaviour is very good. Pupils are very polite and courteous towards one another and adults.
Personal development and relationships	Pupils' personal development and relationships are very good. They respond very well to the school's encouragement to take responsibility for their actions.
Attendance	Attendance is good and above the national average. Pupils arrive at school promptly, settle into class quickly and lessons start on time. There have been no exclusions from the school in the last year.

Pupils' good attitudes result from the school's positive ethos and their response to the caring, family atmosphere in the school. This is a particular strength of the school. Pupils have excellent relationships with each other and with staff. They are considerate of others when they move around the building, use the dining hall and play at break times. They respond very well to the trust and respect they are shown. For example, in a meeting of the school council, pupils discussed the allocation of responsibilities for a project to produce a school newspaper.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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.

Twenty lessons or part lessons were seen. The quality of teaching was good and sometimes very good. There was no unsatisfactory teaching seen during the inspection. Good teaching was seen throughout the school, especially in the basic skills of literacy and numeracy. This is a significant improvement even on the previous inspection. Teaching and learning have been observed by the head teacher, deputy head teacher and subject co-ordinators and the sharing of good practice is having a positive impact on the quality of teaching throughout the school. This strategy has been successful in establishing a climate within the school where teachers are more aware of their strengths and areas for development.

Teachers' planning is clearly linked to the requirements of the National Literacy and Numeracy Strategies, tasks are organised to challenge different ability groups in classes and pupils make good progress. The school uses teachers' assessments, together with the results from standardised and National Curriculum tests, to record pupils' progress. These assessments are then used effectively to set targets, for example in English and mathematics. Standards are high in the school and the use of assessment data, both to set challenging but achievable targets and to guide teachers' planning for the next stage of learning, is having a significant impact on pupils' attainment. Classroom assistants give

effective support to individuals and groups of pupils when they are working with them. Pupils with special educational needs and English as an additional language are well supported by good teaching that provides challenging activities. As a result, these pupils make good progress throughout the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a relevant curriculum that meets the needs of all pupils. There is a wide range of learning opportunities for all pupils, the school has adopted the most recent national guidelines and teachers are following these in their planning to ensure that all pupils have a varied and interesting curriculum. The provision of extra-curricular activities to enrich the curriculum is a particular strength.
Provision for pupils with special educational needs	There are good procedures and provision for pupils with special educational needs. Teachers know the pupils very well and provide challenging activities that make a positive contribution to their attainment and learning.
Provision for pupils with English as an additional language	Good. All staff work with pupils to make sure they join in all the activities available. As a result, pupils make good progress in their knowledge, understanding and use of English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' spiritual, moral, social and cultural development is very good. Pupils' spiritual development is promoted well through lessons and assemblies. The quality of relationships is very positive and makes a significant contribution to the very good behaviour in the school. This provision makes a very good contribution to promoting the school aims.
How well the school cares for its pupils	Procedures for child protection and for ensuring pupils' welfare are very good. There are very good procedures for assessing pupils' attainment and progress.

The curriculum meets statutory requirements and goes beyond this to include several features that enrich it considerably. For example, the school has managed to give dance and the arts a high profile and work on display in classrooms and public areas is very good. There is considerable effort put in to extra-curricular activities, visits and visitors that give pupils a wide experience and help them learn. The school has formed a very good partnership with parents, which makes a very good contribution to pupils' learning both at home and in school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher, deputy head teacher and key staff provide very good leadership and management which gives a clear educational direction for the school. The quality of teamwork by all staff is very good and fosters a positive family atmosphere in which all pupils are valued and their efforts well supported.
How well the governors fulfil their responsibilities	Very good. The governing body is committed to helping the school move forward. Governors make an effective contribution to the running of the school and are committed to maintaining and raising standards further.
The school's evaluation of its performance	Very good. The school knows its strengths and areas for development. The monitoring and evaluation programme is having a very positive impact on the quality of teaching and all staff work very hard to improve their own work and the educational opportunities provided for pupils.
The strategic use of resources	The school has sufficient staff and they are well deployed. Support staff play an important role in the life of the school and make a significant contribution to pupils' learning. The accommodation is very well maintained. Resources to support pupils' learning are good and used effectively. The library is well stocked and used very effectively to support pupils' learning in all subjects. The school's finances and administration procedures are very good.

The very good leadership and management provided by the head teacher, staff and governors are major factors in the quality of teamwork and positive ethos in the school. The very good strategic management of the school is evident in the way that literacy, numeracy and information and communication technology have been given priority for development recently. The head teacher, deputy head teacher and subject co-ordinators regularly watch their colleagues teach and how pupils are learning. As a result, they are well placed to improve and prioritise initiatives for raising standards. The school uses funds designated for particular purposes very well. Governors and the head teacher keep a close eye on spending and ensure the principles of best value are followed and that pupils have good quality resources to help them learn.

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 and are making good progress • Teaching is good • Behaviour in the school is good • The school works well with parents and deals effectively and sensitively with any questions or problems • The school expects children to work hard • The school helps children to become more mature and responsible • There is a good range of activities outside lessons • The school is well led and managed 	<ul style="list-style-type: none"> • The amount of homework given • The information about how their children are getting on

Parents consider that they have an excellent partnership with the school and express satisfaction with virtually all areas of its life and work. Inspection findings confirm the positive views expressed by parents about the school. The school has an established homework policy that teachers use consistently and as a result the amount of homework given is about right for pupils' ages. Parents are kept very well informed about school events and how their children are getting on because of regular, informative newsletters, an 'open door' policy and discussion evenings, where teachers and parents discuss achievements and set targets for improvement. These all make a significant contribution to the partnership with parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The leadership and management of the school by the head teacher and the quality of teamwork by staff and governors are very good.

1 The head teacher, staff and governors give a clear educational direction for the school. All staff have a dynamic approach and their enthusiasm fosters a very positive ethos in the school, where all staff and pupils are valued and their efforts are very well supported. This approach and enthusiasm have contributed to the high percentage of good teaching in the school, the success of the school's policy for promoting good behaviour and the effectiveness of arrangements for pupils with special educational needs and English as an additional language. The school's leadership has responded very effectively to the last inspection and all issues identified for improvement have been successfully addressed.

2 Closer checks by the head teacher, deputy head teacher and subject co-ordinators have led to better teaching since the previous inspection. Through the quality of their teamwork the staff have devised clear and rigorous procedures for monitoring planning, observing each other at work and analysing the results of standardised and National Curriculum tests. This has worked well and pupils' standards are well above average by the time they leave the school. There is high quality artwork displayed in the entrance lobby, school hall and classrooms. For example, the Golf Sculpture created for the millennium celebrations and the very imaginative clay tiles from every pupil in the school have a significant impact on the ethos of the school and pupils' self esteem.

3 The head teacher has a very dedicated staff who work very effectively together. The school's plan for improvement is detailed and effective. It clearly identifies the priorities and targets to be tackled and guides the work of the school. It provides a baseline against which future development can be measured and is helping the school to continue to improve and develop. Educational and financial planning are clearly cross-referenced and the head teacher and bursar work very closely together to ensure that the principles of "best value" are followed. The school has clear targets for improvements. Priorities include the further development of staff expertise in information and communication technology so that the new computer suite can be used more effectively. The staff regularly attend courses to develop their professional skills and knowledge and all staff have a shared commitment to the implementation of the recent changes to the National Curriculum and the curriculum for children in the reception class.

4 The governors are very well informed and are not afraid to challenge decisions about spending and the curriculum. They ensure that the school competes for best value. Regular meetings enable them to support the head teacher and meet their statutory responsibilities. There are link governors in place for literacy, numeracy and special educational needs who visit the school regularly and effectively ensure that they know and understand how well pupils are learning. The chair of the governors works very closely with the head teacher and they meet regularly to discuss the school and its work. As a result, the governors have a clear picture of the work of the school and are particularly pleased with the attainment and learning of all pupils. In addition, they are very supportive of the activities undertaken in the school buildings before and after school. Although these are privately run the very close liaison between the staff involved and the school makes a very significant contribution to the links with the wider community.

Teaching is good throughout the school and leads to good learning and high standards in English, mathematics and science.

5 The quality of teaching throughout the school has improved significantly since the last inspection. The quality of teaching for children in the reception class is good. Staff develop children's language and number skills in a wide range of activities and by encouraging them to talk about what they are doing. Children respond well by repeating new words, improving their vocabulary and talking with increased confidence as they get older. There is a good balance of whole-class sessions, when children read books or learn about mathematics, and practical activities when children practise what they have learned. For example, in a literacy lesson the teacher used the assessments of children's previous work to set challenging targets for each ability group. This results in very good learning and progress for all children as they practise naming the items drawn from a bag. The teacher uses a puppet very effectively when repeating the words spoken by children and making frequent "mistakes" that were very enthusiastically corrected. This work was developed very well in role play, for example, a child answering the phone as daddy bear said "Granny bear phoned, coming to tea on Wednesday". The staff take every opportunity to promote children's learning, for example, when walking round the school grounds pretending to be the Three Bears, close examination of the trees led to good discussions on the seasons and that autumn follows summer.

6 The good quality of teaching throughout the school makes a significant contribution to pupils' attainment and progress. For example, in a Year 1 science lesson, pupils responded very well to the challenging task of explaining what substance was in a box using their sense of smell. The head teacher and staff are implementing the school's policy for observing and improving teaching and it is being used effectively to raise the quality of all teachers' performance. The teaching of basic skills, such as reading, writing and mathematics, is good throughout the school. Pupils with special educational needs and English as an additional language are very well supported. The quality of the teamwork by teachers, support staff and volunteers has a very positive impact on pupils' learning and the high standards they achieve in English, mathematics and science. All this shows clearly that the school is taking a serious approach to the maintenance and improvement of teaching. For example, every opportunity is taken to develop pupils' skills in the wider community by their involvement in dance and drama festivals. To add variety to pupils' learning there are also foreign language sessions in French and Spanish and the enjoyment of pupils in Year 2 when learning Spanish numbers was evident from their enthusiasm when answering the teacher's questions.

7 The teaching of English is good and often very good. Teachers' planning is clearly linked to the requirements of the National Literacy Strategy. When teaching is very good challenging tasks are set, for example, in a Year 6 lesson, pupils gave many examples of the feeling created in the poem "The Brook" by Tennyson. In addition, pupils mastered the difficult concept of "personification" when the river tells its story in the first person. This very good use of language to convey the mood of sentences improved pupils' ability to write interesting and imaginative poems of their own, in the style of Tennyson, following research completed as homework. For example, a pupil wrote a poem about a volcano stating that, "The crust is our home, for me and my brothers. Rumbling tones, when we hit one another". High quality and imaginative writing was also evident in the retelling of stories heard. A stunning example of this is a pupil's start to a story "Among the tall and frightened towers, surrounded by a quilt of flowers.....". Pupils' very good relationships with teachers and other adults in the classroom ensure that they achieve well. In many lessons pupils' very positive attitudes, high levels of concentration, eagerness to do well, very good behaviour and an ability to share ideas make a very positive contribution to their learning.

For example, in a Year 2 language session, pupils showed their maturity and ability to identify with the task to use “oo” in words and sentences when a pupil said, “I saw the moon at night time”.

8 The teaching of mathematics is good. Teachers effectively use the National Numeracy Strategy and plan lessons that are challenging and interesting. For example, in a Year 5 mathematics lesson, pupils were using their knowledge of fractions to change a mixed number to an improper fraction. The teacher used a number of different examples and challenged pupils to find the rule that applied to all answers. It did not take long before pupils came up with the correct formula. Pupils experimented with different numbers in their written work and accurately recorded their answers on their work sheets. Teachers use assessments of pupils’ previous work to set challenging targets in lessons. For example, in a Year 6 lesson, the teacher ensured that all pupils knew the specific objectives to be learned. This was to decide which mathematical operation to use to solve problems. Pupils understood the objective and they worked independently to work out whether to use addition or subtraction to solve set problems. Teachers’ expectations are high and they expect the best of all pupils. Pupils respond well to the challenge in lessons. In all year groups, pupils are encouraged to be independent as they work in mathematics and they clearly understand that they have to get on with their tasks as the teacher works with other groups.

9 Teachers in both key stages use time efficiently and in the best lessons they make very clear to pupils how much time is allocated to tasks. For example, in a Year 3/4 science lesson, a clear target was set for pupils to record the characteristics of different materials under specific headings. Pupils were challenged to record their findings accurately and draw conclusions from the evidence. For example, they had to decide which materials would be best suited for clothing and one pupil explained the reasoning used for the selection by writing, “I would use the stretchy material for clothes because it bends round your legs”. This was a stimulating session, where the co-operation of pupils in mixed groups was very good and greatly enhanced their learning and social development.

Pupils’ attitudes are good and their behaviour is very good. Relationships and opportunities for personal development are very good. The caring, family atmosphere created in the school makes a very positive contribution to pupils’ learning.

10 The behaviour of pupils is very good. There is a simple but effective policy for promoting good behaviour and personal development. Staff, parents and pupils understand the policy and it is implemented in a consistent way throughout the school. As a result, everyone has the same approach and pupils know exactly what to expect. This is its strength and makes an important contribution to the caring, family atmosphere in the school. Pupils of all ages know the difference between right and wrong behaviour and are polite and trustworthy. They clearly enjoy coming to school and their enthusiasm for all aspects of school life has a very positive impact and increases the rate of their learning. From the time they enter the school, pupils have good attitudes towards school and their work. They are interested in all aspects of the curriculum and respond positively to the many opportunities that the school provides. These attitudes make a positive contribution to all pupils’ learning and the progress they make during their time in school. Pupils enjoy their lessons and show a keenness to learn. For example, in a Year 1 history lesson, pupils listened attentively to the teacher’s review of homes long ago and they responded very well in their own descriptions of a Victorian marmite bottle.

11 Relationships between pupils and between pupils and adults are very good. All staff know their pupils very well and they are treated in a very mature manner. Pupils

collaborate very well when working on group tasks and respect and listen to one another's views. This mature attitude has a very positive impact on the quality of relationships throughout the school. Young children in the reception class were observed in an English lesson working with adults describing the objects they found in a bag. They developed their language work very well with one small group working co-operatively to act out the story of the "Three Bears". Throughout the school pupils work well on individual tasks, concentrate and do their best. For example, in a Year 3/4 religious education lesson, pupils concentrated very well and improved their understanding of how Joseph would have felt when discussing his first meeting with his brothers who had sold him into slavery. In the playground pupils relate well to each other and play amicably in small and large groups.

12 Pupils are very keen to take responsibility and show initiative. For example, they willingly set out resources for assembly and clear away after it without supervision. Older pupils are monitors at lunchtime and during playtimes and they take their responsibilities very seriously. Pupils on the school council take their responsibilities very seriously and run their meetings very efficiently. For example, during a meeting to discuss the production of a school newspaper the chair ensured that everyone had an opportunity to contribute and the allocation of specific responsibilities was discussed in great depth. Pupils explained how they report back to their classmates and listen to them when they offer ideas for future developments. All pupils collect and donate generous sums of money to a variety of charities. Their personal and social development is improved by visits where they work and play co-operatively in a wide range of academic and physical activities. The school and its resources are looked after well by all pupils who regularly help teachers to clear away after lessons. The school has not only maintained but also improved pupils' attitudes, behaviour and personal development since the previous inspection, when it was judged to be good. As a result, it is well placed to maintain these high standards and continue to develop this aspect of pupils' education.

The provision for pupils' spiritual, moral, social and cultural development is very good.

13 This aspect of school life has improved since the previous inspection to become a very strong feature of the school. It makes a significant contribution to the aims of the school. Pupils are given many opportunities that lead them to become sensitive and considerate young people with a firm understanding of their role in society. The school provides an ethos that generates a happy, caring and supportive environment. The school sees this as part of its work, and there is no reason to doubt that these strong features will be maintained. For example, in assemblies pupils' achievements are celebrated and they make their own contributions confidently. This was clearly shown when a pupil read out a description of her own feelings following the recent events in America. Two pupils shared the reading of a poem and there was an understanding conveyed of the fact that wars often lead to "shattered lives".

14 The provision for pupils' spiritual development is very good. It is promoted thoughtfully through carefully planned opportunities in the curriculum and daily assemblies. Staff conduct collective worship in a calm atmosphere and they make time for quiet prayer and reflection. Pupils thought about their own reactions to the present world situation and reflected on the suffering of innocent children in Afghanistan. One pupil read an extract of her own description of events and clearly made the point that the religious faith of Islam is not to blame. An assembly with younger pupils concentrated on "special" things and pupils were very keen to show their offering and explain why it was special to them. In the prayers at the end of assemblies pupils choose how they wish to show their respect while focussing on the candle burning at the front of the hall. This consideration for different

people around the world makes a significant contribution to their awareness of the spiritual aspects of life. Pupils are provided with many opportunities to examine their own and others' faiths and beliefs as they learn about Christianity and other world religions such as Islam, Buddhism and Hinduism.

15 The provision for pupils' social and moral development is very good. Staff are very good role models and provide a very strong moral code. They provide clear guidelines for acceptable behaviour and take advantage of opportunities to make pupils aware of the difference between right and wrong. Staff frequently promote moral values by emphasising the importance of listening to others, playing fairly and taking responsible decisions. Pupils are made aware of the plight of others not as well off as themselves, for example, they raise money regularly to help different charities. There is a very strong sense of community, which supports regular reflection on issues that affect pupils' lives; for example, new and younger pupils are always cared for and made to feel welcome on arrival. A display showing pupils on a residential visit showed the rich range of activities undertaken and written work supported the establishment of the very good social interaction during the stay at the centre. Teachers use role play very effectively to encourage pupils to think about their own and others feelings. For example, in a lesson discussing the topic "how I would feel if I was left out" pupils worked in pairs with one pretending to meet the person who had not invited them to a birthday party. The discussions brought out a wide range of appropriate feelings and was concluded very successfully when a pupil commented, "do I really want to be like them?"

16 The provision for pupils' cultural development is very good and has been maintained since the previous inspection. Through careful curricular planning, pupils are provided with many opportunities to learn about their own and other cultures in art, history, geography, music, religious education and English. For example, the quality of the art work is good and paintings in the style of famous artists and writing in history comparing the life of people in Ancient Egypt with the present day show a real empathy for different times and cultures. The school promotes music, dance and song, familiar and foreign. The school ensures that pupils gain an understanding of other cultures and faiths as well as Christian traditions. For example, in a religious education lesson in Year 3/4, pupils thought about their own reactions to the story of Joseph and some imagined how it must have felt to be sold into slavery. They showed a very good awareness of truth and honesty when describing their feelings when meeting the brothers again in Egypt. A wide range of visits and visitors make a significant contribution to pupils' knowledge of their own cultural traditions.

WHAT COULD BE IMPROVED

The consistent use of classroom based computers to extend and build more effectively on pupils' skills learned in the new computer suite.

17 In Year 6, pupils' attainment in information and communication technology is at the level expected for their age. Standards have been maintained since the previous inspection because information and communication technology is valued as an essential part of the curriculum and all classes are timetabled to use the computer suite regularly. However, the time given to it varies across the school because the computers based in classrooms are not used consistently enough by all teachers to support pupils' work in information and communication technology and in other subjects.

18 Pupils build effectively on their skills and knowledge with more frequent use of the new computers in the suite and programs in school. For example, pupils in a Year 2 lesson

used the different facilities to type words into the computer and correct deliberate mistakes using the delete and arrow keys. They improved their confidence during the lesson and, by the end of the session, most knew how to alter text on the screen. Discussions with pupils in Years 5 and 6 showed they have a satisfactory understanding of a wide range of programs now being used in the school. For example, they talked confidently about their use of a specific program to identify musical instruments from around the world. They also explained how to use a special program that allowed them to control the operation of a set of traffic lights. Pupils explained how they load and save their work, how to bring up the various menus available, for example, when changing the size or colour of their work when writing stories straight onto the screen.

19 The provision of new computers has been successfully implemented and has resulted in an improvement in pupils' learning in information and communication technology. However, during the inspection, computers were not always sufficiently well used, especially in the mornings, to further develop pupils' information and communication technology skills. For example, pupils in Year 6 could explain that they knew how to create block graphs using a computer program but they were unsure of how to manipulate the data to create different kinds of graph. Opportunities are sometimes missed in other subjects. For example, in a science lesson, the chance was not taken for pupils to devise their own method to record and show the results of experiments with sound. Not all staff have undertaken training in the use of personal computers and the school has recognised that teachers will need training if they are to keep up to date with fast changing technology and, in particular, if they are to make use of the Internet and electronic mail to support pupils' learning. However, further development is now taking place. For example, pupils use programs to create stories using word processing skills and are becoming more confident in using art packages to create their own designs. The school has made improvements in provision since the previous inspection and there is a clear commitment to provide the extra practice pupils require to extend the range of their experiences. For example, pupils are not confident in the use of spreadsheets or how to gain access to the Internet but teachers have identified these areas for future development. The head teacher and staff are keen to raise standards further and have a good plan for doing so. As a result, the school is well placed to make further improvements.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

20 In order to further improve the quality of education, standards and progress in the school, the head teacher, staff and governors should:

- A. Further develop pupils' information and communication technology skills learned in the computer suite by ensuring the consistent use of classroom based computers to support work in other subjects.

NB. The school has identified this issue in its own priorities and has a good action plan in place to address this matter.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	11	5	0	0	0
Percentage	0	20	55	25	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents five percentage points.

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)		270
Number of full-time pupils known to be eligible for free school meals		28

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		35

English as an additional language

	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.6
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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	15	17	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	10	12
	Girls	16	17	17
	Total	27	27	29
Percentage of pupils at NC level 2 or above	School	84 (87)	85 (97)	91 (93)
	National	88 (83)	90 (84)	92 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	13	13
	Girls	16	17	17
	Total	27	30	30
Percentage of pupils at NC level 2 or above	School	86 (87)	94 (90)	94 (90)
	National	89 (84)	90 (88)	90 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	24	21	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	21	23
	Girls	19	19	19
	Total	40	40	42
Percentage of pupils at NC level 4 or above	School	89 (90)	89 (84)	93 (95)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	21	20
	Girls	19	19	19
	Total	40	40	42
Percentage of pupils at NC level 4 or above	School	89 (84)	89 (89)	87 (85)
	National	72 (70)	74 (70)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	1
White	231
Any other minority ethnic group	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)	11.14
Number of pupils per qualified teacher	24.2
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	141

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	2000 - 2001
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	£
Total income	583,963
Total expenditure	622,812
Expenditure per pupil	2,359

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	270
Number of questionnaires returned	87

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	39	1	0	0
My child is making good progress in school.	49	43	2	0	6
Behaviour in the school is good.	52	43	1	2	2
My child gets the right amount of work to do at home.	38	44	13	3	2
The teaching is good.	56	38	0	0	6
I am kept well informed about how my child is getting on.	41	43	11	2	3
I would feel comfortable about approaching the school with questions or a problem.	82	16	1	0	1
The school expects my child to work hard and achieve his or her best.	71	25	1	1	2
The school works closely with parents.	54	39	5	1	1
The school is well led and managed.	64	31	2	0	3
The school is helping my child become mature and responsible.	64	30	2	0	4
The school provides an interesting range of activities outside lessons.	61	34	2	0	3