

INSPECTION REPORT

EAST MORTON CE PRIMARY SCHOOL

East Morton, West Yorkshire

LEA area: Bradford

Unique reference number: 107311

Headteacher: Mrs H Wilson

Reporting inspector: Mr R Fry
21073

Dates of inspection: 12 – 13 February 2001

Inspection number: 194371

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Street Lane East Morton Keighley
Postcode:	BD20 5SE
Telephone number:	01274 569447
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr I Hutchinson
Date of previous inspection:	13 January 1997

INFORMATION ABOUT THE INSPECTION TEAM

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Glossary

Pupils aged *five to seven* years old are referred to as Key Stage 1 or infant age pupils.

Pupils aged *seven to eleven* years old are referred to as Key Stage 2 or junior age pupils.

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

East Morton Church of England Primary is an average sized school for boys and girls aged four to eleven years old. It has 202 pupils on roll and the school is fully subscribed. Children's attainment on entry to the school is broadly typical of children nationally. Ten percent of pupils are known to be eligible for free school meals, which is below the national average. Fifty-one pupils have special educational needs, an above average figure. Sixteen pupils have Asian backgrounds and all pupils speak English. The school was reorganised from a first school into a primary school in 2000.

HOW GOOD THE SCHOOL IS

East Morton is a very effective school. It makes very good provision for all pupils, including those from ethnic minorities. Pupils at seven years old have attained above and well above average standards in reading, writing and mathematics for the last two years. The teaching is very good and the work that pupils are set is demanding. All adults have worked very well together since the reorganisation to create the new school and to maintain standards of work. The school provides very good value for money.

What the school does well

- The leadership and management of the headteacher, staff and governors are very good.
- The school has quickly become very effective since reorganisation.
- Pupils' attainment in National Curriculum tests over the last two years in reading, writing and mathematics have been above and well above average.
- Pupils' attitudes to work, behaviour and personal development are very good.
- Teachers' expectations of pupils, organisation of group work, attention to basic skills and use of the many support staff, students and parents are very good.

What could be improved

- Older pupils do not attain the expected national standards in information and communication technology.
- The science curriculum for younger pupils is not taught as thoroughly as, for example, mathematics.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1997. The school has made many improvements since the last inspection. The school has made very good progress considering the intervening reorganisation. The quality of teaching for five and six year olds has improved considerably. Teachers are well organised and subjects are taught in sufficient depth to challenge all pupils. All teachers are now confident with procedures for assessing pupils' attainment and progress. All teachers use common systems of assessment throughout the school and they use assessments of pupils' attainment and progress to set targets for pupils to attain. Teachers plan very effective lessons for groups of pupils with similar capabilities. The curriculum for design and technology has improved. Pupils design, make, test, evaluate and redesign their work effectively. However, pupils do not use a wide enough range of materials, such as plastic and wood in their work. In information and communication technology, pupils have lessons about all aspects of the subject. Presently, pupils do not have enough opportunities to consolidate their learning but this is soon to change as the school has just installed a very good computer suite and teachers are about to be trained in the use of it. The school now seeks best value for money from the budget. The school assesses how effective its spending has been against the targets in the school development plan and makes good judgements about the success of its spending.

There have been many other improvements. The teaching throughout the school is now very good and no unsatisfactory lessons were observed during the inspection. The school has sustained pupils' good progress in English and mathematics into Years 5 and 6. Pupils' responses in lessons are also better than they were.

STANDARDS

The table shows the standards achieved by 7 year olds* based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
reading	B	A	A	A
writing	C	A	B	B
mathematics	B	A	B	B

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

*Year 6 has not yet taken National Curriculum tests.

The table shows that seven year olds' standards of work over the last three years have ranged from average to well above average in comparison with schools nationally. Pupils' standards of work in reading, writing and mathematics in 1999 were all well above average. Standards improved considerably from 1998 to 1999, particularly in writing. In 2000, pupils attained above average standards in writing and mathematics in comparison with all and similar schools. Pupils attained standards in reading that were well above average. Writing and mathematics standards were slightly lower than in previous years, reflecting the variations in pupils' capabilities from year to year. Standards of work in science were below average in 2000. Boys and girls attain similar standards. The targets the school has set for pupils presently in Year 6 in 2001 are realistic.

Standards of work observed during the inspection were above average in reading, writing and mathematics in Year 2. Year 6 pupils presently are attaining above average standards in English and mathematics. Pupils' standards in science in Year 2 and 6 are average. Standards of work in information and communication technology are below national expectations. Most children at five years old reach the expected standards in all the 'Areas of Learning' and some exceed them.

Pupils throughout the school make good progress and achieve well. Young children's attainment on entry to the school is typical of children nationally. At five years old, they have made good progress in all the 'Areas of Learning' they study. Pupils with special educational needs, English as an additional language and high attainers make good progress because the work they are set matches their needs and capabilities.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils make the most of what they are offered and they show a keen interest in school life. They have very good attitudes to work and a thirst for knowledge, which assists their rate of progress in lessons. Pupils are polite and sensitive to each other.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons and at playtimes. Movement through the school is also good. Behaviour in some lessons was excellent.
Personal development and relationships	Very good. Pupils work very well together, for example, in physical education lessons and take turns properly when using equipment. The school encourages children to take responsibility for what they do and to make considered choices and pupils respond enthusiastically.

Attendance	Average over the last full year.
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TEACHING AND LEARNING

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

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

The teaching has many strengths and is very good overall. Teachers plan the curriculum together particularly well and it is firmly based on the National Curriculum. Young children and older pupils are taught progressively more difficult ideas in a logical order. Teachers have high expectations of all pupils' behaviour and attitudes to school and they give clear instructions and explanations. Work is set at different levels of difficulty to meet pupils' needs. The school meets the needs of all pupils effectively in most lessons. Where teaching was satisfactory but less successful, some pupils were set tasks that were too difficult. The good level of challenge in literacy and numeracy lessons has led to pupils' current standards of work. The skills are taught very effectively. The strengths of the teaching lead to pupils' good and sometimes very good progress. Pupils' capacity to learn is extended effectively. Teachers' planning in all subjects is thorough and they teach lessons in a consistent style across the school.

All teaching was satisfactory or better. In eighty five per cent of lessons the teaching was good, very good or excellent. There is a purposeful atmosphere in classrooms; pupils enjoy working hard and receiving praise for what they have done. Teachers develop pupils' learning using practical activities very effectively, such as in mathematics and English. Support staff for young children and pupils with special educational needs are deployed very well and they have a good effect on the rate at which pupils learn. Pupils and young children acquire knowledge, skills and ideas quickly. They apply themselves with interest and work at a good and sometimes very good pace. They show much interest in their work; their powers of concentration are a particular strength. Pupils with special educational needs make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. All aspects of the National Curriculum are taught. High priority is given to literacy and numeracy, which support pupils' work in other subjects. The curriculum for information and communication technology is complete but pupils do not have enough opportunities to consolidate what they know. The school has good plans to improve the provision. The science curriculum for younger pupils is not as thoroughly taught as other subjects.
Provision for pupils with special educational needs	Good. Pupils' individual education plans meet pupils' needs and they make good progress. All pupils are well integrated into lessons. Pupils who need extra help are identified quickly by the teacher in charge and staff.
Provision for pupils with English as an additional language	Good. The school welcomes pupils who speak different first languages and ensures that they receive the extra attention they require. Pupils receive good support from the teaching staff and from outside agencies when needed.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Relationships are very good throughout the school and adults are very good role-models for pupils. Co-operation amongst pupils is encouraged and good moral and social behaviour is expected and reinforced in assemblies. The teacher of reception age children inspires pupils in many lessons.

How well the school cares for its pupils	Very good. The school gives high priority to the maintenance of pupils' very good behaviour. Procedures for assessing what pupils know, understand and can do are well developed. All pupils are included in everything the school does.
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The school's partnership with parents is good.

(18 parents attended the parents' meeting and nearly half of the questionnaires were returned.)

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and senior staff provide very good leadership and clear direction for the school. The headteacher, with governors, has built a strong team of teachers who share and identify closely with the aims of the school. The school's reorganisation has been successful.
How well the governors fulfil their responsibilities	Good. The governing body gives effective support to the school, for example, in appointing good staff and monitoring aspects of its work. Governors work closely with staff and there is a shared vision for the school.
The school's evaluation of its performance	Very good. The school very effectively evaluates its performance and takes swift action to make further improvements. Science and information and communication technology issues have been clearly identified for action this year. Teaching is regularly evaluated and the headteacher has a very clear knowledge of pupils' standards of work.
The strategic use of resources	Good. The school spends all funds with care and with best value in mind. The under-spend is properly allocated for further improvements, such as additional resources for the oldest pupils. The very good school development plan effectively links school improvements with costs.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children like going to school very much and make good progress with their work. The school is well managed and led. Behaviour is good and the right amount of homework is usually set for children of different ages. The teaching is very good and parents feel very comfortable when approaching the school with a question or problem. The school has high expectations of children and works closely with parents. It helps children to mature and be responsible. 	<ul style="list-style-type: none"> There are not enough extra-curricular activities

The inspection team agrees with parents' positive views. Some parents felt that there were insufficient extra curricular activities. The inspection team disagrees. There are clubs, for example, for football, netball and creative activities and the provision is satisfactory. During the meeting for parents, questions were raised about the school's provision for special educational needs. The inspection team's view is that the special needs of pupils are effectively met. Some parents felt that the behaviour policy was not suitable for older pupils. During the inspection, no issues about behaviour management arose. The school intends to review the policy this year. Parents generally requested more information about what is happening in school. The inspection team agrees with this request. For example, the school needs to provide information about which topics will be taught in the following term. The school also needs to publicise itself better so that all parents can see how effective it is.

OTHER INFORMATION

The governing body is responsible for drawing up an action plan within 40 days of receiving the inspection report, showing how the school will tackle the improvements needed. This action plan will be circulated to all parents at the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The leadership and management of the headteacher, staff and governors are very good.

1. The headteacher and senior staff provide very good leadership and clear direction for the school. The headteacher knows all pupils well and takes a detailed interest in their standards of work, particularly Year 6. There is a constant and very good emphasis on maintaining and improving standards of work that comes from the headteacher and deputy headteacher. The headteacher and staff have captured the school's priorities in the school development ('improvement') plan very well. The plan is a very useful tool that the school uses to judge how it is getting on towards its targets. The targets are reviewed regularly.
2. The governing body provides good support for the management of the school. Many governors work in the school or regularly visit it. Governors make formal written checks and informal checks on what the school does. Any matters that arise are discussed thoroughly. The chair of governors is new to the post but has a clear view of the strengths of the school. The governing body has ensured that it has opportunities to guide the school development planning process and to make its contribution. Committees of governors regularly review the way the school spends its money. Governors have been successful in appointing a strong staff. There is a shared purpose evident between all groups involved in the school.
3. Another strength of the school is the quality of staff. Teachers are well matched to their duties and they have a wide range of skills gained from their initial training, teaching experience and from subsequent training courses. Teachers' expertise helps pupils make good progress because, for example, they quickly see when a pupil is struggling and adapt work so that pupils can make good progress again. Support staff are effective with pupils who have special educational needs and with young children. The extra attention that pupils receive allows them to make good progress. The range and quality of resources for teachers and pupils to use in lessons are good. These factors have a positive impact on what the school can provide. The provision for pupils with special educational needs is effectively managed. Early identification of children with special educational needs has allowed the school to develop individual education plans that boost pupils' performances, in many cases up to the standards expected nationally by the time they are seven years old. This process has had a positive impact on the school's results.
4. The school's evaluation of its performance is very good. The school takes swift action through the school development plan to make improvements. A range of other important documents indicates how well the school is managed. Senior staff have analysed the quality of pupils' work and watched their colleagues teaching. This process has had a positive effect on teachers' work, particularly where recommendations for improvement have been made in reports to teachers. The local education authority carries out monitoring checks on the school, which lead to useful reports about the school's strengths and areas for improvement.

5. There is a comprehensive range of policies and schemes of work. The school checks pupils' progress carefully and teachers have looked closely into the comparative achievements of boys and girls and of pupils who have English as an additional language.
6. The current school development plan and plans made previously to meet the key issues from the last inspection report are very good working documents. They show that the school is dedicated to maintaining and raising standards further where possible and contain virtually all that the school needs to do to make further progress. The documents indicate that the school knows its strengths and weaknesses well. The under spend has been properly allocated and the school is very good at attracting extra funds so that it can improve what it provides. For example, the school now employs a technician to help prepare and care for equipment and lesson resources.

The school has quickly become very effective since reorganisation.

7. East Morton is a very effective school and it makes very good provision for all pupils. The quality of leadership and management by the headteacher and staff are very good. The headteacher and governing body have built a strong team of teachers who identify closely with the aims of the school. The clear direction from the headteacher since reorganisation has allowed the school, for example, to maintain above average standards in English and mathematics. There has been no observable drop in standards during the change from one school to another.
8. The school has a way of working where all staff members are involved in the day-to-day running of the school and in making improvements. Hence, staff new to the school at reorganisation were quickly involved. Teachers feel empowered and actively involved in all that is happening. The way that decisions are made allows the school to move forward as one unit. The sense of common purpose helps staff to reflect critically on what they can do to improve teaching and learning further. Teachers and pupils have adapted quickly, in part because of very good forward planning and the atmosphere in the school that encourages everyone to take part in everything. The headteacher has developed a very good balance between directing activities herself and taking account of teachers' and governors' points of view.
9. Before reorganisation took place, much careful planning allowed the transition to happen smoothly. Extra classrooms were provided and although the school has grown in size considerably the very good quality of education has continued. The school makes very good use of all the accommodation available to it. For example, the school takes every opportunity to reduce the size of teaching groups so that pupils receive more individual and small group attention and consequently make better progress with their work. In order to provide rooms in which to work, the school has used the house on site very effectively as a basis for teaching.

Pupils' attainment in National Curriculum tests over the last two years in reading, writing and mathematics have been above and well above average.

10. Children enter the school with broadly typical levels of attainment. Pupils make good progress and achieve well. They leave the school with above average standards of knowledge and understanding in English and mathematics. There are several important reasons why this is so. The school is very well managed and reorganisation has not caused any fall in standards of pupils' work. The teaching is very good and pupils make good and very good progress in lessons throughout the school. Pupils' attitudes to work

are very good and they make the most of what is provided for them. The National Literacy and Numeracy Strategies have been put into practice effectively.

11. Standards in reading, writing and mathematics have improved since 1998 and more pupils have achieved above the expected standards in National Curriculum tests at seven years old in the last two years. Standards of work in English and mathematics have been above or well above average in comparison with schools nationally and with similar schools in that period. Pupils' standards of work in reading, writing and mathematics in 1999 were well above average in comparison with schools nationally. In comparison with schools nationally and similar schools last year (2000), pupils' standards of work were well above average in reading and above average in writing and mathematics. Standards of work in science were below average. Boys, girls, and pupils with English as an additional language have achieved well overall.
12. Standards of work observed during the inspection were above average in English and mathematics at Year 2 (seven year olds) and Year 6 (eleven year olds.) For example, seven years olds confidently listen to each other and share their work about using dictionaries and glossaries to locate words. Pupils successfully made collections of words, explained what they meant and also found the corresponding dictionary definitions. The targets the school has set this year are realistically high and take good account of the capabilities of the present Year 6. In Year 6, pupils were studying 'The Silver Sword' and the use of long and complicated sentences to build up suspense in a story. Girls and boys all took part in the lesson equally well. Most pupils explained clearly how the author created slower and faster moving parts to his story by using adjectives and adverbs.
13. In mathematics, pupils in Year 2 competently learn to break numbers up into tens and units when adding several two digit numbers. Pupils have learned that by using this method they can add complicated sums without needing to write a lot of working, and the method is quick and accurate. They add, for example, 13 and 29 and the teacher planned for higher attainers to add three digit numbers in the near future. Eleven year olds, for example name, draw and measure angles successfully. They begin to construct shapes accurately using protractors that measure angles.
14. The school provides a good curriculum that is very well taught. Pupils have many opportunities to use and develop their reading, writing, counting and measuring skills in many subjects. For example, Year 1 pupils wrote a sequence of events about the life of a person during a history lesson. Standards of work in other subjects observed during the inspection meet the standards expected nationally. In Year 2, pupils attained good standards in their evaluations of 'Sam's Nightshirt,' for example, about how they could make it better. Year 3 pupils know that different climates across the world have led to the development of different kinds of animal. Pupils show a good understanding of line and pattern in pictures displayed around the school. Pupils sing in tune and know a wide repertoire of songs, seen during an assembly led by a visiting musician and storyteller. In a Year 5 physical education lesson, pupils worked well in teams and showed, for example, that they understand the need to find space away from the opposing team to receive a pass in net ball.

Pupils' attitudes to work, behaviour and personal development are very good.

15. Pupils' attitudes, behaviour and personal development are strengths of the school. Pupils' attitudes enhance their progress and the standards they attain. Pupils make the most of what they are offered; they show a keen interest in school life and most have a thirst for knowledge. Pupils' behaviour is very good and pupils work very well together in and out of classrooms. Pupils' respond very well to the very good teaching. Teachers give very clear instructions and pupils receive many kinds of rewards for their responses.
16. There are many examples of pupils' very good response to school. Reception children listened extremely well in a literacy lesson. They all responded with great interest to the teachers' questions about a book they were reading together. Their response was excellent. In virtually all lessons, pupils show very good powers of concentration. Pupils are attentive and concentrate very well on the teaching, in part because the teaching is interesting and teachers' expectations of pupils are high. For example, Year 2 pupils listened exceptionally well in a lesson about dictionaries and glossaries. They settled very quickly to the task and were soon busily writing quietly and confidently. Their response to the lesson ensured that very good learning took place. In Year 5 during a mathematics lesson, pupils listened well to the teacher's explanation about how to use brackets when solving complicated equations. This response meant that pupils carried out the task correctly and made very good progress.
17. Pupils with special educational needs respond very well to the extra support they receive. East Morton is a school that includes every pupil in everything it does and there is a family atmosphere where pupils care for one another. Most pupils are keenly aware of how they can get better at their work and contribute more fully to school life. Pupils play co-operatively and sensibly in the playground. They make good use of different parts of the playground surface and pupils play a variety of games. They move maturely around the school and have opportunities to collect and deliver things. Pupils carry out these activities reliably.

Teachers' expectations of pupils, organisation of group work, attention to basic skills and use of the many support staff, students and parents are very good.

18. The teaching has improved since the last inspection; it is now very good. During the inspection, no unsatisfactory teaching was found. As a result, pupils make good progress and at times very good progress in lessons. Senior staff make regular checks on the quality of teaching, the policies and longer term planning all contribute to its success.
19. The teaching has many strengths. Teachers plan lessons particularly well. This ensures that all lessons follow the school's overall plans. Young children and pupils are taught progressively more difficult ideas in a logical order. The curriculum is firmly based on the National Curriculum and the 'Areas of Learning' for young children up to six years old at the Foundation Stage (Communication, language and literacy; Mathematical development; Knowledge and understanding of the world; Physical development; Personal, social and emotional development and Creative development.)
20. Teachers have high expectations of all pupils' behaviour and attitudes to school. Pupils' capacity to learn is extended effectively. Pupils and young children acquire knowledge, skills and ideas well. For example, reading and writing skills are taught consistently in all years. Pupils apply themselves with enthusiasm and work at a good and sometimes very good pace. They show much interest in their work; their attitudes and behaviour are particular strengths.

21. In the reception class, short literacy and numeracy lessons have been introduced and the planning for them is very good. In an excellent literacy lesson, the teacher's plans were very thoroughly researched. She has an excellent rapport with all children in her class. Their attention was complete and their willingness to participate enthusiastic. She had all children gripped because she made them predict what might happen on each page of the 'Big Book' story. There was excellent learning because the lesson was so exciting. Young children's educational needs are quickly diagnosed. For example, children who have limited knowledge of English who need extra help receive it quickly. The reception teacher develops children's learning using practical activities very effectively indeed.
22. There is a purposeful atmosphere in classrooms; pupils enjoy working hard and receiving praise for what they have done. Teachers plan literacy and numeracy lessons very well. Targets for lessons are clearly recorded and the match of work to pupils' capabilities is very good. Higher attaining and lower attaining pupils are well challenged in groups. Where the teaching was judged satisfactory in a small number of lessons, the match of work was not appropriate for all pupils and some lower attainers struggled until the teachers altered what was needed. Teachers give many useful spoken responses to children about the successes they have had in their work and about what they need to do to improve. Some written comments in pupils' books are good. They help pupils improve by outlining what they have done well and some challenge pupils further to think about their ideas. The high level of challenge in literacy and numeracy lessons has led to pupils' current standards of work and the good record in the past.
23. In a very good literacy lesson for Year 2 pupils, the teacher gave pupils very clear instructions and explanations about what they had to do. Pupils were given plenty of opportunities to ask questions and to offer suggestions about their work, which boosted their confidence. The teacher took the opportunity to teach about the need for full stops and other punctuation. The teacher handled pupils very sensitively, settled the class, and created a quiet calm atmosphere. Pupils clearly understood what they had to do when using the dictionaries and glossaries to locate words. Tasks were very well matched to the capacities of groups of pupils. The teacher has a very good knowledge of how to teach spelling, and the pronunciation of words. Pupils very successfully learned to use dictionaries to locate the meaning of words and consolidated punctuation skills.
24. Numeracy is equally well taught. In a numeracy lesson for Year 6 pupils, the teacher worked from clear and detailed planning and followed the requirements of the National Numeracy Strategy. The teacher has a pleasant manner, which encourages pupils to have a go at answering mental arithmetic questions without feeling silly if they get the answer wrong. She ensures that all children participate with enthusiasm. The teacher adjusted her questions to ensure that pupils with special educational needs had opportunities to answer. The explanation of activities was very clear and pupils knew exactly what to do, so no time was wasted. The activities for pupils were designed to meet the learning targets stated in the lesson plan and they were well matched to pupils' differing levels of attainment. Very good learning took place. Pupils made very good use of the displays about different kinds of angles on the classroom wall. Adult support in the classroom was used successfully with three pupils, to help them with their work so that they could make good progress too. The teacher recapped on previous work about angles and pupils consolidated the terms 'acute', 'obtuse' and 'reflex' angles. Pupils learnt the three types of angle and consolidated further the use of protractors to measure angles.
25. Support staff for pupils with special educational needs, volunteer helpers and resources are deployed very well. The teaching of pupils with special educational needs is very

good. Pupils make effective progress towards the targets in their individual education plans and most reach the standards expected of them by the end of Year 2. All pupils are well integrated into lessons for most of the day. Small groups receive very well prepared lessons to boost pupils' basic skills, such as reading comprehension.

WHAT COULD BE IMPROVED

Older pupils do not attain the expected national standards in information and communication technology.

26. Since the last inspection the school has made adequate progress with improving the curriculum for information and communication technology. Pupils have opportunities to learn about all aspects of the subject but pupils do not have enough opportunities, for example, to consolidate their learning with opportunities to repeat procedures and experiment with their own ideas. During the inspection, pupils had relatively few opportunities to use computers and other machines to help them with their work in other subjects. This is soon to change. At the time of the inspection, a new and very well equipped computer suite had just been installed. The teacher who manages information and communication technology has produced a very good plan for improving the subject and teachers are about to undertake a period of training in its use.

The science curriculum for younger pupils is not taught as thoroughly as, for example, mathematics.

27. Science standards through out the school are satisfactory, but are not as good as English and mathematics standards. The teaching in the two lessons observed was good in Years 2 and 4. Lessons were well prepared and pupils made good gains in their knowledge and skills. However, records of pupils' work over the year showed that younger pupils up to Year 3 record little more science work than in any other subjects such as geography and history. Science work was mixed in with several others subjects and it is not given sufficient prominence.

28. The school does not devote enough time to the recording of science facts, discoveries and investigations in lessons. Last year standards at the end of Year 2 were low in the National Curriculum tests. The reason for this result is that teachers last year were particularly severe when they assessed pupils' work. In practice, pupils' standards reach what is expected at the end of Year 2. The school has taken steps to ensure that judgements about pupils' work are accurate in future.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. The headteacher and staff should now:

- Raise pupils' standards of work in information and communication technology by ensuring pupils receive sufficient opportunities to consolidate their skills and knowledge.

(The school has very good plans already in place to improve what it offers to pupils.)

- Raise the profile of science and pupils' standards of work by ensuring that sufficient time is devoted to the subject in classes up to Year 3.

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	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	40	40	15	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	202
Number of full-time pupils known to be eligible for free school meals	20
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	51
English as an additional language	No of pupils
Number of pupils with English as an additional language	16
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.2

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (seven years olds)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	10	17	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	17	15	17
	Total	25	23	25
Percentage of pupils at NC level 2 or above	School	93 (92)	85 (92)	93 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	15	17	14
	Total	23	25	22
Percentage of pupils at NC level 2 or above	School	85 (92)	93 (96)	81 (92)
	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 (eleven year olds)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	0	0	0	0

Since reorganisation no pupils have been old enough to take the National Curriculum tests. The present Year 6 will take them in the summer term 2001.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	14
Bangladeshi	0
Chinese	0
White	157
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.5
Number of pupils per qualified teacher	21
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	248

Financial information

Financial year	1999 / 2000
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	£
Total income	300619
Total expenditure	279417
Expenditure per pupil	1635
Balance brought forward from previous year	3144
Balance carried forward to next year	24346

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	200
Number of questionnaires returned	92

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	28	3	1	1
My child is making good progress in school.	54	42	3	1	0
Behaviour in the school is good.	50	41	8	1	0
My child gets the right amount of work to do at home.	32	49	14	1	4
The teaching is good.	66	32	0	0	2
I am kept well informed about how my child is getting on.	35	57	6	1	1
I would feel comfortable about approaching the school with questions or a problem.	60	38	2	0	0
The school expects my child to work hard and achieve his or her best.	63	35	0	0	2
The school works closely with parents.	35	58	3	3	1
The school is well led and managed.	58	37	3	0	2
The school is helping my child become mature and responsible.	43	46	4	0	7
The school provides an interesting range of activities outside lessons.	23	34	27	7	9

Other issues raised by parents

During the meeting for parents, questions were raised by a small number of parents about the school's provision for special educational needs. The inspection team's view is that the special needs of pupils are effectively met. Several parents felt that the behaviour policy was not suitable for older pupils. During the inspection, no issues about behaviour management arose. The school intends to review the policy this year. Several parents requested more information about what is happening in lessons in the future. The inspection team agrees with this request. For example, the school does not provide enough information about which topics will be taught in the following term.