

INSPECTION REPORT

BIDSTON AVENUE PRIMARY SCHOOL

BIRKENHEAD

LEA area: Wirral

Unique reference number: 105060

Headteacher: Mr Barry Dawson

Reporting inspector: Mr Jean-Pierre Kirkland
4483

Dates of inspection: 10 – 11 September 2001

Inspection number: 195061

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: Tollemache Road
Birkenhead
Wirral

Postcode: CH41 0DQ

Telephone number: 0151 652 1594

Fax number: 0151 653 2064

Appropriate authority: Governing Body

Name of chair of governors: Mr George Davies

Date of previous inspection: April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
4483	Jean-Pierre Kirkland	Registered inspector
9907	William Orr	Lay inspector
17710	Maureen Sillifant	Team inspector
30590	Peter Tuttle	Team inspector

The inspection contractor was:

PkR Educational Consultants Ltd
6 Sherman Road
Bromley
Kent
BR1 3JH

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Alexandra House
33 Kingsway
London
WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bidston Avenue Primary School has 472 pupils on roll and is much larger than most primary schools. There are equal numbers of boys and girls on roll. The school was originally a separate infant and junior school and was amalgamated smoothly just before the previous inspection. The area served by the school is one of owner occupied housing, but with a significant amount of local authority housing for rent. Thirty-two per cent of pupils are entitled to free school meals, a figure well above the national average. The number of pupils on the register of special educational needs is broadly similar to the national average at twenty-three per cent, and this figure has been rising over the past few years. There are above average numbers - nine pupils - with statements of special educational need, including pupils with emotional and behavioural difficulties, speech and language problems and physical problems. Children enter the school with attainment levels below the national average, some well below. Over half do not benefit from any kind of pre-school experience. The school has been experiencing some considerable movement of pupils in and out of the school at times other than the normal entry and leaving dates. The number of pupils with English as an additional language is less than 1 per cent.

HOW GOOD THE SCHOOL IS

This is a very good and effective school. Pupils make at least good progress and many make very good progress throughout the school. Much of this is due to the very good quality of teaching and the high standards of leadership and management. Given that attainment on entry is below average and pupils reach standards above average by the time they leave, with average costs per pupil, the school provides very good value for money.

What the school does well

- Ensures its pupils make good progress, with many pupils making very good progress in areas such as reading, speaking and listening, mental arithmetic and in music;
- Provides pupils with very good teaching, where planning, work matched to pupils' needs and secure subject knowledge are principal characteristics leading to enhanced learning;
- Ensures that all children entering the school in the Foundation Stage make a very good start to their learning;
- Provides a very good framework for staff teamwork through very good levels of management where analysis of issues leads to the determination by all to raise standards;
- Raises standards by focusing its attention on the development of the whole child, ensuring that all pupils are included in initiatives and that their creativity is allowed to flourish;
- Provides a very positive climate for learning through very good teacher-pupil relationships and the encouragement of high levels of social skills and personal development.

What could be improved

- The overall quality of pupils' handwriting;
- Elements of the curriculum in Information and Communication Technology (ICT) to support learning in all subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been a very good level of improvement since the school was last inspected in 1997. All the main issues identified then have now been addressed. Standards have risen in many subjects including English, mathematics, science, ICT and music. There have been other significant improvements in teaching and learning, management and leadership, including the work of governors, in moral and social educational provision and in involving pupils more effectively in the work of the school. The school is now very well placed to sustain and build upon these improvements.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests. Pupils' performances are compared to similar schools on the basis of the proportion entitled to free school meals on the 20% – 39% banding.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	C	C	A
mathematics	B	C	C	B
science	C	C	C	C

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

Attainment on entry to the school is below average, with some children being well below, many not having benefited from any form of pre-school experience. Progress is good in the reception classes and up to the age of seven. The national test results for seven-year olds, while showing some variation year on year due to the different nature and ability of the groups of pupils at that age, indicate gains in standards of reading, writing and mathematics over time. A similar picture is reported in the teacher assessments in science. While in 2000 pupils were still below national averages, when compared to pupils in similar settings, results were average. Inspectors found standards to be rising in classes in the infant section of the school. Inspectors judged that most pupils in Years 1 and 2 are currently reaching levels close to national averages and this is similar to the improved 2001 national test results recently published.

Older pupils between the ages of seven and eleven continue to make good progress over time. In reading, speaking and listening, mental arithmetic and in music, progress is very good. National test results in the year 2000 show pupils reaching average levels, but pupils in the school are above this level when compared to similar schools. The year 2001 results were not quite as good, mainly due to significant numbers of pupils entering and leaving the school in the junior section and not therefore benefiting from continuity of education from the same teachers. Inspectors noted that the current pupils entering Year 6 were generally above average in English, mathematics and science, showing some good improvement on last year. Pupils' work confirms that all pupils make equally good progress, including those with special educational needs and English as an additional language.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good and a significant factor in raising standards;
Behaviour, in and out of classrooms	Very good overall. Pupils show respect and know the difference between right and wrong. There were two fixed period exclusions last year;
Personal development and relationships	Excellent throughout the school – this is a school dedicated to the development of the whole child and it is successful in achieving this;
Attendance	Satisfactory and broadly similar to all other schools nationally.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Very good

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

Teaching is very good overall and is a significant strength of the school. Since the previous inspection, the school has eliminated all unsatisfactory teaching and quadrupled the proportion of very good and excellent teaching. This has had a substantial impact on learning, with pupils making good progress overall in writing, numeracy generally, and in many ICT and scientific investigative skills. Learning is even better in reading, speaking and listening, mental arithmetic and music. The great strengths in the teaching are the way in which basic skills of numeracy and literacy are taught. Teachers plan together and work as teams so that all pupils receive a balanced and exciting curriculum, which meets their learning needs well. Teachers value their pupils who feel good as they learn, and their response is enthusiastic and spontaneous. Older pupils have good knowledge of their learning, they know and understand their targets, and they show confidence and maturity in classrooms. Staff pay full attention to the needs of all pupils, skilfully directing specific questions to individual pupils so that they are all challenged equally. Pupils also value their teachers and other support staff, and this leads to a positive learning environment with commitment to higher standards and improved progress. Pupils with special educational needs are supported well overall, and their progress is good. Where they receive additional support, progress is enhanced further, especially in literacy and numeracy.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school fully meets statutory requirements and provides a good well-balanced curriculum overall.
Provision for pupils with special educational needs	Good throughout the school. Early identification of problems means the right kind of support and attention can be directed to appropriate pupils effectively.
Provision for pupils with English as an additional language	Since none of these pupils are at an early stage of language development, the school treats them similarly to other pupils, and they make equally good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall, and with very good moral and social provision throughout the school. Pupils learn how to respect themselves, their peers, adults and property through a series of major community initiatives which focus on good citizenship. The school council and classroom organisation provide pupils with a very secure framework for developing high levels of confidence and social skills.
How well the school cares for its pupils	Good overall. The school makes good provision over health, safety and child protection issues.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good leadership and secure management enable the work of the school, specifically in sustaining good progress and above average standards, to be carried out effectively.
How well the governors fulfil their responsibilities	Governors are knowledgeable, supportive and active in the school, fulfilling their responsibilities effectively. They understand and apply sound financial management principles in their work, and seek to obtain the best value for money at all levels.
The school's evaluation of its performance	Very good overall procedures ensure that all aspects of the work of the school are monitored and evaluated effectively, with realistic targets for improvement set within the school development plan.
The strategic use of resources	All resources are used effectively and for the optimum benefit of 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"> • children like the school and make good progress • teaching is good and pupils behave well • the school is well led and managed and staff have high expectations of what pupils might achieve • there is a good ethos in the school with high quality displays of work • parents feel welcome, enjoy helping in classrooms, and have no problems approaching the school when issues need raising 	<ul style="list-style-type: none"> • a very small minority of parents felt homework and reports about pupils could be better, and that the school could improve the range of additional activities after school

In response to the questions at the meeting with parents, and to the questionnaires, the vast majority of parents were very satisfied with all aspects of the work of the school. Inspectors fully agree with all the positive views of parents. Inspectors judged reports to parents to be sound, and the level of activities after school to be good. The school has a good policy on homework and pupils' work showed levels set in the past to be at least satisfactory. Due to the inspection being at the beginning of term, it is not possible to form a secure judgement on the regularity of homework.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Ensures its pupils make good progress, with many pupils making very good progress in areas such as reading, speaking and listening, mental arithmetic and in music.

1. Initial assessment of children shows that levels of attainment on entry to the reception classes are below average overall. Less than half the children coming in to the school have benefited from pre-school experience, and a significant minority have very low levels of language and communication, poor understanding of numeracy and poorly developed skills of finger control. These potential barriers to learning are soon overcome through good teaching and learning strategies. In the Foundation Stage, staff focus on literacy, numeracy and understanding of the world, while paying appropriate attention to the other areas of learning for children of this age. The rate of learning is good in the short time the children have attended, with gains in the use of their vocabulary, their social skills and their understanding of number patterns.
2. The school as a whole focuses very well on raising literacy and numeracy standards. Once pupils begin the National Curriculum, appropriate attention is given to reading, to developing good speaking and listening skills and to understanding number and how to use it. Time is devoted throughout the school to improving levels of writing, and this is now a focus in the school improvement strategies. Pupils are given many opportunities to speak in class, and, generally, their speech is of a good clear level, and questions and answers are carefully formed to include whole sentences. Pupils are very articulate; for example, in a Year 4 science lesson pupils were provided with the opportunity to question a visitor over the development of her twin children, and they accomplished this very effectively. In other lessons, pupils are regularly expected to explain their answers, such as in Year 6 mathematics when they are asked to justify the strategies they use to solve problems. In music lessons, teachers encourage speaking and listening very well by asking pupils to listen to classical music and then answer questions on the intentions of the composer as they composed the music. Responses are articulate, creative, and imaginative with good use of vocabulary. In a Year 5 lesson in religious education, pupils were encouraged to extend and develop their vocabulary effectively as they explored the meaning of words such as 'precious' and 'sentimental'. Pupils make good progress in many of their writing skills, especially in developing a good descriptive style of writing. Their creativity is developed well when writing about books they have read, for example, or when explaining scientific investigations.
3. Due to the good progress made overall, standards reach national averages by the time pupils leave at age 11. Standards are above average nationally in reading and in speaking and listening. Despite a slight decline in mathematics in the test results last year, standards in the current Year 6 were found to be above average overall. Pupils have a strong understanding of number patterns and a rapid and accurate response in mental arithmetic. Lower attaining pupils, including those with special educational needs, are close to national averages in their mental skills and in some of their problem solving skills. In music, older pupils in the school have developed well above expected levels of singing. Voices in school assemblies are clear and very well-controlled. When singing in lessons, pupils enter in parts accurately, paying great attention to timing and to rhythm. All pupils develop a good sense of rhythm through constant practice in lessons through performance and rehearsal. Pupils' knowledge of instruments, the sounds they make and in interpreting the intentions of composers, is very good. A description of a waterfall 'tinkling' after hearing the opening of Smetana's 'Moldau' in

Year 5 illustrates this very good in-depth interpretation. Standards in music, English overall, mathematics and in science have improved considerably since the previous inspection, and current standards for the oldest pupils in the school are better than last year.

Provides pupils with very good teaching, where planning, work matched to pupils' needs and secure subject knowledge are principal characteristics leading to enhanced learning.

4. The quality of teaching throughout the school is very good overall. This is a substantial improvement since the previous inspection. There is now no unsatisfactory teaching and the proportion of very good and excellent teaching has quadrupled. Two out of every five lessons observed was very good or excellent. This leads to enhanced and rapid learning in a positive and productive environment for all pupils. Teachers pay great attention to planning. Appropriate thought is given to ensure that the needs of all pupils are met. From the moment children enter the reception class, teachers use excellent techniques to ensure that all children look and listen carefully. Much further up the school, for instance, in a Year 6 mathematics lesson with a lower set, the teacher had recognised the learning difficulties of different pupils by providing them with differing degrees of challenge in their problem solving activities following the mental session. This ensured that all pupils were able to do the work, but at a level which challenged them appropriately. Similarly, in a Year 5 science lesson, the careful planning ensured that all pupils had equality of access to the work, and the challenges for different groups was appropriate. In a Year 1 music lesson, the teacher very skilfully questioned pupils and asked them to tap out different rhythms, based on her knowledge of what each pupil knew and could do. Again, this ensured that challenges were appropriate and manageable by the pupils concerned, and that their successes could be rewarded with a 'well done' or 'very good', further adding to motivation. By directing their questions around the class, teachers ensure that all pupils are fully included in the lessons, and that all contributions are valued.
5. Teachers have very good levels of subject knowledge in all the subjects seen being taught. Many have been on recent training in most areas of the curriculum, and staff development holds a high priority, being recognised in the school's recent acquisition of the 'Investor in People' award. Teachers in the Foundation Stage have very good understanding of how young children begin to learn, and they encourage this development very well using the wide range of good resources effectively in numeracy development and in creative development, for example. In other parts of the school, lessons are very well prepared, with staff having sufficient expertise to be able to explain things in depth. For example, in music, staff have a clear understanding of technical language which they use effectively to help pupils learn well. In science, teachers use experiments and investigations very effectively to help pupils learn independently, as well as to encourage them to research and find out for themselves. Despite problems in training, staff have come a long way in getting to grips with changes in technology. As a result, much of the teaching in ICT sessions is of good quality, some of it being excellent. In a Year 1 lesson, for example, the excellent teaching resulted in these very young pupils learning at a very fast rate the skills of 'logging-on', and accessing a computer program without difficulty. The teacher used a very good level of technical language to ensure that all pupils were fully conversant with the vocabulary.

6. One of the more important features of the very good teaching is the quality of the relationships in classrooms. Teachers value all their pupils equally, and this shows clearly in the way they talk to them, guide their learning, and give them praise whenever it is merited. Teachers are calm in their approach, a feature recognised and praised by the pupils themselves. At the start of the day, school begins in a calm and orderly manner in registration sessions, and this atmosphere pervades the remainder of the teaching day. Staff expect pupils to behave well and they do. In lessons, through the very good and often excellent relationships developed, pupils are comfortable in their learning and are thirsty for knowledge. They listen attentively and hands fly up when questions are asked. They are keen and eager learners, having great and justifiable faith and confidence in the adults around them.

Ensures that all children entering the school in the Foundation Stage make a very good start to their learning.

7. The school has a well-organised and effective Foundation Stage for its new children and this is an improvement since the previous inspection. With very competent management, teachers provide children with attractive and interesting resources, so that their experiences are enriched through a broad curriculum which fully meets the new legal requirements. Induction procedures are good. There are visits to see children in their playgroups before they enter the school, a welcoming assembly, evening meetings with the staff and parents and good quality information in booklets sent to each home. Parents are encouraged to take a full and active partnership in the early education of their children.
8. Staff in the reception classes are very caring and establish a good learning environment right from the beginning. Basic social skills are soon learnt, for instance, to walk in an orderly manner when going to assembly or when using the toilet. Children are taught to become independent as soon as possible, and despite some early difficulties in getting children to play co-operatively, activities such as working on the computer in pairs help to overcome these. Through careful planning and good teaching, children begin to acquire appropriate language when describing objects, even though many do not have a wide range of vocabulary when they start at school. Resources are used well to help children learn, and the very good overall provision gives children a solid start to their learning throughout the rest of their time at the school.

Provides a very good framework for staff teamwork through very good levels of management where analysis of issues leads to the determination by all to raise standards.

9. The school's aim of 'achieving together' is aptly realised through the clear vision and dynamic leadership, excellent levels of delegation and very effective teamwork throughout the school. The headteacher has clear vision for the educational direction of the school. He is very well supported in this by the management team in the school and by the governors. The general level of leadership, management and effectiveness of governors have improved since the previous inspection.
10. Teamwork and delegation are key features of this highly successful leadership. Staff have clear roles, and they get on with their jobs in a pleasant and well motivated manner. The planning for future initiatives and development is crystal clear, with valuable contributions being made by staff and governors. There are very secure strategies in place to ensure rigorous monitoring and evaluation of all aspects of the work of the school. The results of the national tests are analysed in depth, and

immediate strategies are put in place to improve any shortcomings. Last year, for example, in the national tests for 11 year-olds, pupils did not perform as well as the school expected. By carefully scrutinising the scheme of work and the results, areas of relative weakness such as data interpretation and problem solving were highlighted as specific areas for development. Equally, there has been analysis of English throughout the school, with a clear focus now for improving the quality of writing across the curriculum. The school is also working effectively to keep abreast of changes in technology so that its teaching of ICT remains at a consistently good level. Sadly, and through no fault of the school, training by external providers did not meet the school's expectations, and new technology has not always come into place when the school would have liked it to. Nevertheless, the school is working hard to obtain new training.

11. The school is committed to raising standards. Pupils' books are scrutinised for consistency in coverage of the curriculum, and the monitoring of teaching is undertaken by senior staff with support from the local education authority. Staff development has a high priority, and the performance of all staff is now given high priority in accordance with government regulations. The channels of communication operate smoothly with very good support from the governing body. In this way, the school systems operate very effectively and efficiently, leaving teachers the time and opportunity to prepare the high quality lessons observed during the inspection so that learning is enhanced in every part of the school. Pupils with special educational needs are given good levels of additional help in the school, due to effective management of the systems supporting their learning. Problems are quickly identified in the same way as with the analysis of the national test results. Gifted and talented pupils, especially in creative subjects, are also given appropriate encouragement and support to make the progress they should.
12. Parents have great faith in the leadership and management of the school, and they see the school as a very good place of learning. Many come in to help and some have now been trained as assistants to work in the classrooms. Parents said they felt involved in the life of the school, and they make a valuable contribution at this level.

Raises standards by focusing its attention on the development of the whole child, ensuring that all pupils are included in initiatives and that their creativity is allowed to flourish.

13. The school provides a calm and productive learning environment where the development of the whole child is paramount in the planning. There is a clear focus on raising achievement through the targets for improvement that the school sets year-on-year. Although these are focused on the key subjects of English and mathematics, there is appropriate weight given to all other curriculum areas. Very good provision has been established in art and design and in music, for example, with specialist accommodation set aside for them. ICT has a good quality suite of its own. There is a good range of after-school activities on a regular basis with large numbers of pupils attending. These are improvements since the previous inspection. Teachers have developed excellent relationships with pupils. Appropriate time is given to reflection, sometimes in assemblies, at others through a structured programme of personal and social education. Health issues are taken seriously in the teaching; good citizenship is encouraged through community based initiatives and through the work of the school council. Issues are brought to the attention of local councillors and governors, and action is taken. Pupils are proud of their achievements, which include a number of important changes to their playground to make it a safer and better place.

14. Staff show they value their pupils by displaying much of their work publicly. High quality displays are everywhere, in the halls, corridors and classrooms. On display also are a large number of awards for the whole school, including 'Investor in People', as well as other community based ones. Letters of thanks from charities for whom pupils have raised money, or from local community homes for the elderly are kept in public places. The school is keen to celebrate all its successes openly, and involve all in the process. Teachers allow creativity to flourish by giving pupils many and varied experiences in and out of the classrooms. There are numerous school trips and visits, with visitors coming in to the school on a regular basis, such as artists in residence, or parents sharing some of their experiences with classes. Teachers place great emphasis on pupils' acquiring the skills of independence, starting early on in the Foundation Stage and permeating through to Year 6. Pupils work well in pairs on the ICT suite; they learn to share and take turns on musical instruments; they learn to value the contributions of others through developing good listening skills; they learn respect and tolerance in religious education, assemblies and in the way they see teachers and other adults as very good role models. All of these factors which are prominent features of the work of the school have a very positive impact on learning. Pupils feel valued and work hard to achieve their best.

Provides a very positive climate for learning through very good teacher-pupil relationships and the encouragement of high levels of social skills and personal development.

15. Teachers value all their pupils throughout the school. They speak calmly and assertively in lessons from the early start in reception through to the oldest pupils. Very quickly, teachers establish respectful and very good working relationships in classrooms. As a result, pupils respond well and are eager to learn. By the use of very skilful questioning techniques, all pupils feel valued and are included in debate and discussion and their learning is rapid. Adding further to this are the very good displays of pupils' work throughout the school. This ranges from very creative designs in art through to poetry and other writing. Pupils are proud of their achievements; they like their teachers and say that learning is made fun. They feel much ownership of their school through the changes brought about through the school council and by the affirmative displays of their own work. Pupils know how well they are doing in the main subjects and respect the staff for keeping them informed and on task. They like learning in the colourful environment and calmness of their school. These are significant improvements since the school was previously inspected.

16. Opportunities for groupwork and developing very good levels of social skills are provided and encouraged frequently. Due to the below average social skills that most children enter the school with, regular paired or smaller group work is provided in reception. In Year 1, pupils new to the class used their time sitting in a circle in a music lesson very productively. They did not interrupt each other, and they listened carefully when others spoke or played instruments. They quickly learn to value the contributions from other pupils, and they learn the value of listening to instructions from teachers so that time is not lost in repetition. In physical education in Year 6, pupils spontaneously applaud when a performance by one of their friends is completed. When leaving rooms to move to other parts of the building, pupils switch off the lights and close the doors firmly without having to be reminded. Pupils learn to respect visitors. Doors are held open and pupils make way for adults in restricted spaces. Pupils in Year 4 spontaneously thanked the visitor to their science lesson as a matter of course. Pupils listen in assemblies and are eager to contribute in lessons whenever the teacher invites

a response. There is no shouting out or interrupting. Rarely does a member of staff have to raise their voice.

WHAT COULD BE IMPROVED

The overall quality of pupils' handwriting.

17. Inspectors found that while the quality of pupils' handwriting, and the progress in writing throughout the school, was satisfactory, there was room for some improvement. This is particularly important since writing affects standards in other subjects. The school is currently devoting effort and time in this area, but there still remains some inconsistency between classes in the way in which handwriting is encouraged and developed. For instance, some older pupils are still using pencils, rather than pens, in much of their work. Too many worksheets in some of the science books in the lower juniors show that very little extended writing is encouraged or achieved. Handwriting in other books shows that the school policy, under review currently, has not been applied consistently. Not all pupils are being encouraged to join up their writing from an early stage, and some older pupils still use a mixture of print and script.

Elements of the curriculum in Information and Communication Technology (ICT) to support learning in all subjects.

18. There have been significant improvements in the provision of ICT throughout the school recently, but some elements of the curriculum, such as the use of e-mail and the use of sensors and probes are not developed to the high standards seen in other aspects of the work of the school. There are plans in the pipeline to do so, but the school is still awaiting further important guidance on the security and safety issues surrounding this area. The school has begun to use sensors to record data in science with ICT support, but as yet this is the only practical development in this area. Future training is planned to help teachers develop their expertise in this area.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

(1) Improve the quality of pupils' handwriting by:

- Encouraging good standards of pencil control and good habits in handwriting immediately children enter the Foundation Stage;
- Ensuring that the new policy on handwriting is approved and implemented;
- Ensuring that the new policy is applied consistently by all staff so that a structured and progressive development in quality takes place throughout the school; (paragraph 17)

(2) Improve the quality of ICT provision further to include:

- Making more use of sensors and probes to support learning in relevant areas such as science, design and technology and geography;
- Providing opportunities for pupils to exchange information using e-mail facilities. (paragraph 18)

The current school development initiatives contain plans to develop sections of both writing and ICT.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	9	16	2	0	0	0
Percentage	10	30	53	7	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 more than three percentage points.

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)	472
Number of full-time pupils known to be eligible for free school meals	152
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	9
Number of pupils on the school's special educational needs register	111
English as an additional language	No of pupils
Number of pupils with English as an additional language	3
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	5.2
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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	28	35	63

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	25	25
	Girls	29	31	29
	Total	55	56	54
Percentage of pupils at NC level 2 or above	School	87 (91)	89 (88)	86 (88)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments				
Numbers of pupils at NC level 2 and above	Boys	23	23	23
	Girls	30	26	25
	Total	53	49	48
Percentage of pupils at NC level 2 or above	School	84 (85)	78 (82)	76 (91)
	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 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	44	34	78

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	34	29	35
	Girls	28	22	30
	Total	62	51	65
Percentage of pupils at NC level 4 or above	School	79 (65)	65 (65)	83 (84)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	35	30	34
	Girls	29	24	27
	Total	64	54	61
Percentage of pupils at NC level 4 or above	School	82 (56)	69 (59)	78 (56)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	2
White	469
Any other minority ethnic group	0

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	2	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)	22
Number of pupils per qualified teacher	21.45
Average class size	24.8

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	109

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

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	866,974
Total expenditure	815,852
Expenditure per pupil	1,612
Balance brought forward from previous year	-13,891
Balance carried forward to next year	37,231

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	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	472
Number of questionnaires returned	122

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	43	2	3	0
My child is making good progress in school.	56	39	3	0	2
Behaviour in the school is good.	44	51	2	0	2
My child gets the right amount of work to do at home.	30	51	13	4	2
The teaching is good.	57	39	2	0	1
I am kept well informed about how my child is getting on.	43	39	15	3	0
I would feel comfortable about approaching the school with questions or a problem.	54	37	7	2	0
The school expects my child to work hard and achieve his or her best.	61	35	1	1	2
The school works closely with parents.	42	43	10	2	3
The school is well led and managed.	43	48	2	2	3
The school is helping my child become mature and responsible.	48	47	3	0	2
The school provides an interesting range of activities outside lessons.	38	38	11	8	6

Other issues raised by parents

- This is a good school.
- Children are happy here, work hard and achieve well
- There is adequate homework set by dedicated staff
- Reports are good and staff have high expectations of pupils
- The school is very well led and managed and there is faith in the management
- No adverse issues were raised.