

INSPECTION REPORT

THE SELE FIRST SCHOOL

The Sele, Hexham, Northumberland. NE46 3QZ

LEA area: Northumberland

Unique reference number: 122242

Headteacher: Mrs. M. Anderson

Reporting inspector: Mrs. M. Warburton
22522

Dates of inspection: 8th to 11th October 2001

Inspection number: 195159

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Community
Age range of pupils:	3 to 9 years
Gender of pupils:	Mixed
School address:	The Sele, Hexham, Northumberland.
Postcode:	NE46 3QZ
Telephone number:	01434 602808
Fax number:	01434 606077
Appropriate authority:	The Governing Body
Name of chair of governors:	Dr. Andrew Hall
Date of previous inspection:	2 nd July 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
22522	Mrs. M. Warburton	Registered inspector
11368	Mrs. K. Lee	Lay inspector
1576	Mr. G.W. Stephenson	Team inspector
31622	Mrs. L. Richardson	Team inspector

The inspection contractor was:

Durham Local Education Authority

Education Department
County Hall
Durham

DH1 5UJ

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	6
How good the school is	6
What the school does well	6
What could be improved	6
How the school has improved since its last inspection	7
Standards	7
Pupils' attitudes and values	7
Teaching and learning	8
Other aspects of the school	8
How well the school is led and managed	9
Parents' and carers' views of the school	9
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	17
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	17
PART C: SCHOOL DATA AND INDICATORS	18 - 21

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Sele First School is a large school serving the market town of Hexham in Northumberland. There are 377 full-time pupils on roll and 78 part-time pupils who attend the nursery. Pupils' attainment on entry to the school is above average overall, although for a significant minority it is below average as judged by the local education authority's baseline assessment scheme. The percentage of pupils with special educational needs (SEN) is well below average and the percentage with a statement of SEN is below average. There are currently no pupils for whom English is an additional language. The percentage of pupils entitled to free school meals is below the national average.

The school was one of the first to be awarded Beacon Status in 1998, and has held the Basic Skills Agency Quality Mark since 1998. The school has received two Education Extra Awards for the provision of extra-curricular activities and received a DfEE Excellence Award in May 2001.

HOW GOOD THE SCHOOL IS

This is a very good school with some outstanding features. High quality provision in all aspects of its work, excellent leadership and very good teaching, ensure that children make good progress and attain very high standards in their work and personal development. The school is committed to continuous improvement and has a clear understanding of its own strengths and priorities for development.

What the school does well

- Achieves very high standards in the national tests at the age of seven and by the time children leave the school.
- Teaching is very good overall.
- Achieves particularly high standards in art and religious education (RE).
- Provides a high quality, enriched curriculum which meets the needs of all pupils and ensures that personal, spiritual, moral, social and cultural development are a high priority.
- The head teacher, working in close partnership with the senior staff and the governing body, provides excellent leadership, which ensures that the school is continually improving.
- Involves parents fully in the life of the school and provides them with excellent information about their children's progress and the curriculum.
- Ensures that pupils who have SEN receive very effective support that enables them to make good progress.

What could be improved

In order to make this very good school even better, the following area could be improved:

- The very good recent developments in information and communication technology (ICT) need to be embedded and further opportunities to use ICT across the curriculum should be identified.

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

The school has strengths in all aspects of its provision and has clearly identified areas for further improvement, which include a continuing focus on the development of ICT.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school received a very positive inspection report in 1997. Since then improvement has continued to be very good. Provision for RE, a key issue in the previous report, is now very good. Spiritual, moral, social and cultural development, another issue previously, is now firmly embedded into the curriculum. Standards in art are now exceptionally high. Assessment procedures are now excellent and include precise target setting for individual pupils and excellent marking of pupils' work to give feedback on what they have done well and how they can improve. Teaching has improved since the last inspection. There is now no unsatisfactory teaching and the percentage of very good and excellent teaching has increased.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 4 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
Reading	A	A	A*	A	well above average A above average B average C below average D well below average E
Writing	A	A	A	A	
Mathematics	A	A*	A*	A*	

Since the previous inspection standards have remained consistently high in reading, writing and mathematics in the national tests. This is confirmed by the school's own assessment procedures and the standards that pupils achieve in the tests for 11 year olds which they take when they are at middle school.

Standards in art are exceptionally high and pupils' writing, especially in Year 1 and Year 4, is excellent.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils show high levels of enthusiasm and interest in their lessons that make a considerable contribution to the good progress they make.
Behaviour, in and out of classrooms	Good. Most pupils behave well in lessons and around the school.
Personal development and relationships	Very good and are a strength of the school. Older pupils show a mature attitude to their life in school. Relationships with all staff and with each other are very good.
Attendance	Very good. Well above the national average, which supports the strong views of parents in the questionnaire that their children like school.

The very good ethos of care and the attention given to pupils' needs and protection enable them to feel confident and valued and promote their personal development very well.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 4
Quality of teaching	Very 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. Teachers use the very good assessment processes and knowledge of pupils to provide very well planned and focused lessons that engage pupils in their learning. They provide very high quality feedback in lessons and particularly in marking, which helps pupils improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school provides a broad, balanced curriculum with an appropriate emphasis on developing the basic skills in literacy and numeracy. The curriculum is enriched by very good provision for sport, science and technology and the arts and the range of extra-curricular activities provided is very good.
Provision for pupils with special educational needs	The very good level of high quality classroom support helps pupils make good progress. Comprehensive, well managed systems are used effectively and ensure that teaching and support meet pupils' needs and that parents receive very good information.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils' personal development is a high priority in the school. Strong moral values underpin the curriculum and opportunities for spiritual, social and cultural development are used well throughout the school.
How well the school cares for its pupils	The school has a very good ethos and provides care and attention to pupils' personal development. This leads to pupils feeling confident and valued.

The school has a very good partnership with parents, taking many opportunities to involve them in the school's work and in their children's learning. It provides them with an excellent range of information that keeps them very well informed about the curriculum and school activities. Annual reports give parents a very clear assessment of their children's progress in their learning and in their personal development.

The rich curriculum offered by the school is a strength. All areas of the curriculum meet statutory requirements, although there is scope for better use of ICT in other subjects. Excellent use is made of the local community that supports the school very well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher provides excellent leadership through the clear direction she sets for the school. She is very well supported by the deputy head teacher and senior management team who, together with all staff, are fully committed to providing the highest possible standard of education for pupils.
How well the governors fulfil their responsibilities	The governing body is exceptionally effective in carrying out the full range of management responsibilities. Governors are very well informed of the school's strengths and priorities through their direct involvement in the monitoring and evaluation procedures.
The school's evaluation of its performance	The school's monitoring and evaluation procedures are very comprehensive and rigorous. Excellent use is made of the wide range of data available to plan future developments and to target resources efficiently.
The strategic use of resources	The school budget is managed extremely well to ensure that high standards are maintained throughout. Very good use is made of opportunities to increase funding through additional sources.

The leadership provided by the head teacher is a real strength and a key factor in the school's success. The effectiveness of the governing body is a further outstanding feature, ensuring that all areas of school life are rigorously evaluated. The school is careful to apply the principles of best value and provides very good value for money.

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. • Their children make good progress. • The teaching is good. • The school expects children to achieve their best. • The school is well led and managed. • The school helps children become responsible and mature. 	

The inspection team fully agrees with the very positive views of the school expressed by most parents. A small minority of parents expressed concern about provision for pupils with SEN but the inspection team found this provision to be very good, enabling pupils to make good progress.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Achieves very high standards in the national tests at the age of seven and by the time pupils leave the school.

1. Over the past three years the school has achieved very high standards in the national tests in reading, writing and mathematics. When compared with the national average, standards in reading and mathematics were in the top 5% nationally in 2000. When compared with similar schools, standards in 2000 were very high and in the top 5% in mathematics. Both girls and boys exceed the national average for their age group. The percentage of pupils achieving the higher levels, Level 3 and above, is also well above the national average in reading and writing and in the top 5% in mathematics and in science as judged by teacher assessment.
2. The school's own records show that pupils make good progress throughout their time at the Sele. By the time they leave at the age of nine many are working at levels well above expectation for age. This was confirmed during the inspection by the samples of pupils' work seen and by the standards achieved in some of the lessons. In English, for example, Year 1 pupils were able to write poems based on the theme of "old friends", using a writing frame and choosing interesting adjectives to describe their favourite toys. By the end of Year 2 they can write creatively and descriptively, for example when writing about making a sandwich they record, "get the brownest, crustiest bread" and "add green, grassiest, bushiest lettuce". By the age of nine many pupils can write extensively at a level well beyond expectation for age. In an account of Altogether Active Week, one pupil wrote, "As we bounded onto the pitch a loud, booming voice greeted us". Pupils also wrote some very moving, creative poems about the Angel of the North, which included the lines, "From his concrete bed like a spirit from God", and, "Peering down on the small children sliding on her feet".
3. Although standards observed in mathematics lessons were around expectation for age, scrutiny of pupils' work and test results indicate that standards are much higher than this. By the end of Year 4 many pupils can measure perimeter and calculate area. They can work with decimals to two places and use multiplication tables to solve problems. By the end of Year 2 pupils can use their numeracy skills to solve problems, some with three-digit numbers. They can use number lines and know how to use a range of measures and how to present information on simple graphs and charts. In science, the scrutiny of pupils' work showed that by the end of Year 2 they could explain how circuits work, describe the life-cycle of a frog, classify creatures and describe suitability of habitats. They could draw conclusions from experiments and investigations. By the end of Year 4 the majority of pupils attain standards beyond expectation for age. They can carry out investigations and formulate hypotheses, record results of experiments using a range of tables and charts, have knowledge of insulators, conductors, circuits and light and a detailed understanding of issues relating to a healthy lifestyle, linking to health promotion throughout the school. Standards in science are greatly enhanced by the school's annual two-week focus on science, engineering and technology, when pupils can use their previously acquired knowledge and understanding in activities such as investigating waterproof materials to make boats in the reception class, and designing a security system to protect a diamond using an electrical circuit and a switch in Year 4.

The head teacher, working in close partnership with the senior staff and the governing body, provides excellent leadership, which ensures that the school continues to improve.

4. Very strong leadership is provided by the head teacher who is very well supported by the deputy head teacher and senior management team. She provides very clear direction for the school with appropriate inclusion of national, local and school priorities. She delegates appropriate responsibilities to the deputy head teacher, subject leaders and co-ordinators. There is exceptional support and contribution from the governing body, and from other useful people, e.g. artists-in-residence. Members of the governing body have a wide range of skills and expertise that are used very effectively, having a very positive impact on the school across the full range of governing body activities. Several governors are directly involved with the pupils and contribute to their learning first hand, for example one governor is an artist and supports this area of the curriculum in school, and several governors are volunteer helpers. Others have expertise that is used to support strategic planning, particularly in connection with budget management. The vast majority of governors have first-hand knowledge of the strengths and priorities of the school through their involvement in the school's monitoring and evaluation processes.
5. Subject leaders and aspect co-ordinators make very good arrangements to monitor and evaluate the effectiveness of the school's work. Good examples of this are in assessment and the work of pupils with SEN. Detailed analysis of assessment data is carried out and the identification of strengths and weaknesses informs the planning of actions needed to improve further. Subject leaders and aspect co-ordinators have a very clearly defined role and very good amounts of time are planned in to enable them to carry out their responsibilities. Time is also planned for discussion of monitoring outcomes at whole-staff level, consequently all staff are very clear about the school's priorities and have a good understanding of, and a shared commitment to, the way forward.
6. The programme for monitoring and evaluating the quality of teaching is very thorough and systematic. The head teacher takes the lead and ensures that strong links between this programme and the school's systems for performance management and appraisal are maintained. Through training for performance management and development sessions in the Beacon Schools' Partnership and the local schools' partnership, the head teacher and teaching staff have developed a shared understanding of what constitutes good teaching and continually work at improving standards. Areas for development are discussed at whole-school level, such as the work done to improve the management of pupils' behaviour through the introduction of consistent, positive behaviour management strategies and approaches and with individual teachers as part of the planned monitoring programme. The head teacher has rightly identified a continuing focus on behaviour management to ensure that the school's approach is being consistently implemented. Core subject leaders and performance management team leaders have a clearly defined role in the monitoring programme.
7. Organisation of teachers into year groups and key stage teaching teams is effective in supporting less experienced teachers. They plan together, share good practice and work together to improve practice. Systems for the induction of new staff, particularly newly qualified teachers, are comprehensive and requirements are more than met.

8. The school makes excellent use of the funds available, including standards fund, through very careful financial management. The head teacher and governing body make very good use of opportunities to increase the funding available through bids to funding sources that support school priorities, e.g. grounds development project, Education Extra for out-of-school hours activities, the PTA and individual projects for the arts, e.g. learners concert. The school buildings, despite their age, unusual layout and small size of rooms, are extremely well maintained and decoration and cleanliness are of a very high standard. The buildings are used creatively and imaginatively providing a very good learning environment for pupils.
9. The school is efficiently managed, day-to-day administration is smooth and systems are very effective and unobtrusive. ICT is used very effectively to support management systems and to support monitoring and evaluation of strengths and weaknesses as part of data analysis mechanisms.
10. The number, qualifications and expertise of teachers and support staff match the demands of the curriculum. Several subject leaders have specific qualifications and expertise in the areas they lead and this has had a very significant impact on standards in those areas, e.g. RE, art and English. Throughout the school, pupils with SEN are well supported by additional classroom assistants enabling them to make good progress.

Provides a high quality, enriched curriculum which meets the needs of all pupils and ensures that personal, spiritual, moral, social and cultural development are a high priority.

11. The curriculum provided at The Sele is a strength of the school. Good use is made of the national strategies to deliver basic skills in literacy and numeracy. In a Year 3 literacy lesson for example, the teacher used an overhead projector to deliver the shared text part of the lesson and this was effective in ensuring that pupils understood the differences in layout between fiction and non-fiction books. In numeracy lessons the pace of the mental/oral session is often brisk, enabling pupils to make good progress in their number skills.
12. The curriculum is broad and balanced and meets statutory requirements. Provision for pupils who have SEN is very good, with detailed programmes of work provided for pupils who have individual education plans (IEPs). There are very good arrangements for ensuring that all pupils have full access to a broad, balanced curriculum, whilst at the same time placing an appropriate emphasis on helping pupils to improve their acquisition and use of basic skills.
13. The use of literacy and numeracy skills across the curriculum is very good. Science and technology projects frequently provide opportunities for measuring and handling data, and a Year 1 task to design and make a book with moving parts included the use of 3-dimensional shapes to construct their models. Year 4 pupils were able to use their creative writing skills in an arts-based project on The Angel of the North. The use of ICT skills across the curriculum is less secure and has been recognised by the school as one of the next steps in the development of ICT.

14. Through the organisation of special project weeks the school provides excellent curriculum enrichment. One such project, "Altogether Active", enhances provision for sport, PE and healthy living and provides pupils with many opportunities to experience different ways of keeping fit. The annual science, engineering and technology focus provides pupils with excellent opportunities to use a range of skills in specific tasks such as designing buggies and pulley systems to lift objects. During the week of the inspection a Year 4 arts project involved local artists coming into school and sharing their experiences and ideas with pupils thus improving their skills and knowledge. The school makes excellent use of parents, outside agencies and the local community and business in these special projects and this makes a very effective contribution to the breadth of learning.
15. There is very good provision for pupils' personal development. Strong moral values underpin the curriculum and are reinforced through codes of behaviour and the good role-models provided by staff. There are many opportunities for social development, both in classes and around the school, for example the "playground pals" system encourages older and younger pupils to play together. Pupils are encouraged to work together, for example in a Year 4 RE lesson when pupils working in groups of three were asked to agree on priorities for refugees. There is very good provision for cultural development. Pupils have opportunities to learn about other cultures in RE and geography. A recent project on Africa enabled pupils to develop a good understanding of a culture very different to their own. Local culture is also celebrated through events such as maypole dancing and the project "My North East". The Angel of the North project provided very good opportunities for spiritual development shown in the high quality, reflective poetry written by Year 4 pupils.
16. Provision for personal development is a high priority for the school. Citizenship is within the weekly timetable at Key Stage 2, and across the school philosophy for children has recently been introduced, enabling pupils to begin to develop skills and thinking needed for philosophical enquiry.
17. The school provides a very good range of extra-curricular activities, particularly for pupils in Key Stage 2. Throughout the school displays of high quality photographs demonstrate a commitment to providing a greatly enhanced curriculum that enables pupils to broaden their experiences and use their skills in a wide range of contexts.

Ensures that pupils who have special educational needs receive very effective support that enables them to make good progress.

18. The school goes beyond requirements for pupils with SEN. All pupils on the SEN register have IEPs including those at Stage 1.
19. IEPs underpin the quality of the package of support provided. Clear and precise short-term targets are set out and how these are to be achieved is detailed in the programme of work that also includes information about how parents can help at home. This provides very clear guidance for class teachers, class assistants and parents. Class teachers base planning for pupils with SEN on the programme of work.
20. There are assessment systems in place, which include teacher assessments and standardised tests. These ensure that support is appropriately targeted and well focused. The amount of time and staff to support pupils are good and pupils have

good support in small groups to improve their basic skills. This ensures that they make good progress.

21. There are very good links with outside agencies that enable the school to make good assessments of pupils' specific needs. These links have also been used effectively to increase staff expertise through training so that a wide range of strategies can be called upon to help pupils.
22. The information for parents is very good. They receive a copy of the updated IEP termly with a letter detailing the progress their child has made in target areas, what the new targets are, and an invitation to meet with the special educational needs co-ordinator (SENCO) to discuss the information.
23. The provision is very well managed by the SENCO, who uses her management time very effectively to meet with parents, provide support for staff, liaise with outside agencies and maintain the very thorough record keeping system.

Achieves particularly high standards in art and religious education.

24. By Year 4 standards in art are excellent. From Year 1 onwards, good development of art skills through sketchbooks can be seen from year to year. Pupils in the nursery explore and use a range of materials, their painting skills are at around expectation for age, and their drawings of faces are above expectation, showing good detail and proportion. In reception pupils continue to focus on detail and take care in their art work. By Year 2 pupils' observational drawings, for example of objects relating to a visit to the Beamish Museum, show that they have a good understanding of proportion and size and can use shading and lines to highlight detail. Pupils in reception and Key Stage 1 have worked with artists-in-residence, using different techniques to produce designs for a millennium mural and stained glass windows, which are now high quality pieces of art within the school.
25. In Key Stage 2 excellent standards are evident in a wide range of art work. Pupils in Year 3 have used viewfinders to provide a focus for landscape work, developing their colour mixing and sketching techniques. Work in Year 4 associated with the artists-in-residence project "Church Outing" includes clay tablets in the style of gravestones and the use of inks, paints, coloured pencils and textiles. This excellent project was very well planned, expectations were high and pupils responded with high levels of interest and enthusiasm resulting in some exceptional drawings, paintings and collages.
26. An art club organised by the co-ordinator also has a significant impact on the standards achieved. Excellent work produced includes figure and form sketching demonstrating very high quality observation, screen prints, reclining clay figures, ivy leaf studies using pastels and clay masks and dragons.
27. Since the last inspection provision for RE has improved significantly and is now very good with some very high standards achieved. Pupils have a good understanding of major world faiths including Christianity and the link between this and moral issues is strong.
28. In a Year 3 lesson pupils gained a sound understanding of the life of Martin Luther-King and his beliefs. They were able to discuss issues of fairness and race and relate these to the actions of Luther-King.

29. Very high standards were observed in a Year 4 lesson on human rights. Pupils had a good understanding of the flight into Egypt of Joseph and Mary, and were able to relate this to current world events. Discussion about the issues affecting refugees and their needs and priorities was well beyond expectation for age, because of the high expectations, clear explanations and sensitivity of the teacher.

Involves parents fully in the life of the school and provides them with excellent information about their children's progress and the curriculum.

30. The school has a very good partnership with parents, taking many opportunities to involve them in the school's work and in their children's learning. The vast majority of parents value the school's open-door policy and feel comfortable about approaching the staff with any concerns or ideas. Parents are encouraged to help in classrooms and at school events such as visits, "Altogether Active" week and concert productions. The school has a thriving parent-teacher association that is very successful in raising funds for additional resources such as computers.
31. The school provides an excellent range of information for parents. This includes a useful nursery booklet, a home-school agreement, a detailed prospectus, regular newsletters and a very well written and informative governors' annual report. There is very good guidance for parent helpers in the staff handbook and good information on the curriculum is included.
32. Questionnaires to parents are used regularly to gather views and opinions and parents are happy that the results of these are acted upon. A recent survey on opportunities for information about their children's progress showed that parents were very satisfied with provision.
33. Annual reports to parents are very well written and detailed, giving clear information about pupils' academic and personal progress. Targets for each child are given and there are excellent opportunities for pupils' self-assessment through writing about "my school year". They include very good statements on personal development, key achievements such as "gold medal winner in reading challenge" are identified and areas for future development are included, for example "to listen more carefully" or "to continue to practise mental mathematics".
34. Parents are invited formally to discuss their children's progress with their teachers three times each year and there are many other opportunities to gain information about the school and the curriculum through meetings on subjects such as assessment, mathematics and the curriculum.
35. Helpful guidance is provided on homework and parents are clear about what they can do to help, through the provision of "home packs" and good, regular communication.

Teaching is very good overall.

36. Teaching is very good in the foundation stage and in Key Stage 2 and is good in Key Stage 1. Since the last inspection the percentage of very good and excellent lessons has increased from 25% to 43% and there are now no unsatisfactory lessons.

37. Teachers' planning is very thorough with clear learning objectives that are shared with pupils in order to focus learning effectively and make expectations clear. This was the case in a Year 4 geography lesson where the use of photographs as a secondary source of evidence, when comparing Nairobi and Newcastle, was clearly explained to pupils. At the end of most lessons teachers re-visit the learning objectives with the class to establish how successful they have been in achieving their targets.
38. Very good use of assessment and marking to give very high quality feedback to help pupils improve their work and move the learning on is another feature of the very good teaching. Teachers clearly relate this marking to the learning objective so that it is clear to pupils what they have achieved and what their next target is.
39. Good use is made of opportunities to reinforce and extend learning, as in the reinforcement of language development in the nursery and the questioning to check recall of aspects of a book in the reception year. Very good teacher knowledge leads to clear explanations and demonstrations. In an excellent Year 4 art lesson the teacher gave very clear explanations and demonstrations of key techniques to be used when producing work for the "Church Outing" project.
40. Teachers give good support to different ability groups within the class and to pupils who have SEN. In a Year 3 English lesson the teacher worked effectively with a lower ability group on a guided reading activity based on a non-fiction book. Very good use is made of classroom assistants, learning support assistants, other professionals and volunteers to promote good pupil progress. Additional literacy support is used well to support small groups and individuals.
41. There are often very good levels of challenge presented through questions and activities that challenge pupils' thinking. Year 3 pupils were asked to think about their responses to the statement "children with fair hair will not be allowed toys at playtime", and pupils in Year 1 were challenged to find as many words as possible ending with "ug". Occasionally, however, some questions are closed and do not provide opportunities for pupils to express themselves fully.
42. Good use is made of praise to encourage and motivate pupils and this makes a significant contribution to the very good relationships between teachers and pupils. Teachers listen carefully to pupils and value their contributions. In a reception class lesson focusing on personal and social development, the teacher knew all pupils and their individual needs very well and took care to promote the confidence of those who were shy. Very occasionally the attitudes of a few pupils in some classes lapse when the work does not motivate them or the teacher does not manage them well.
43. Teachers make very good use of homework to practise and master basic skills. The "reading challenge" encourages pupils to read more at home and pupils are often set tasks in mathematics that will support and reinforce their learning.

WHAT COULD BE IMPROVED

44. The very good recent developments in ICT need to be embedded, and further opportunities to use ICT across the curriculum should be identified.
45. The school is in the process of further developing ICT and is aware of the need to embed recent developments and to further improve provision.
46. The recently developed ICT suite is an asset and teachers have received training in order to improve competence and knowledge. However, some teachers still lack confidence in using the facility and in addressing hardware and software problems. Further in-school support needs to be targeted at resolving this issue. The use of ICT in classrooms is sometimes constrained by the lack of electrical sockets in some areas of the school.
47. ICT is sometimes used well in the context of other lessons. In a Year 1 English lesson a spelling program contributed to pupils' learning and motivated them. The school now needs to consider how ICT can be used more widely to support learning in other subjects and should identify these opportunities in planning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

48. In order to continue to improve this highly successful school, the head teacher, staff and governors should work together to:
 - Continue, as planned, to develop provision for ICT throughout the school by:
 - ensuring that staff continue to receive appropriate support to improve their confidence and knowledge;
 - improving opportunities for computer use in classrooms through provision of more sockets;
 - identifying more opportunities for the use of ICT across the curriculum;
 - monitoring the progress of these developments and their impact on standards.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	63
Number of discussions with staff, governors, other adults and pupils	6

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	6	9	11	12	0	0	0
Percentage	10	14	17	19	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. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	35	377
Number of full-time pupils known to be eligible for free school meals	0	8

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y4
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	2	43

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	30
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	4.0
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
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	36	35	71

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	35	36	36
	Girls	35	33	35
	Total	70	69	71
Percentage of pupils at NC level 2 or above	School	99 (98)	97 (98)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	36	35	36
	Girls	35	34	34
	Total	71	69	70
Percentage of pupils at NC level 2 or above	School	100 (98)	97 (99)	99 (100)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	2
White	303
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	2	
Other minority ethnic groups		

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 – Y4

Total number of qualified teachers (FTE)	15.7
Number of pupils per qualified teacher	24:1
Average class size	26.9

Education support staff: YR – Y4

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

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	35:1
Total number of education support staff	2
Total aggregate hours worked per week	
Number of pupils per FTE adult	11.7:1

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
	£
Total income	745,353.00
Total expenditure	749,937.00
Expenditure per pupil	1,928.00
Balance brought forward from previous year	3,604.00
Balance carried forward to next year	-980.00

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	2.3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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	412
Number of questionnaires returned	184

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	34	3	2	0
My child is making good progress in school.	58	36	3	1	1
Behaviour in the school is good.	54	42	2	0	3
My child gets the right amount of work to do at home.	37	57	3	2	2
The teaching is good.	69	28	1	1	2
I am kept well informed about how my child is getting on.	50	41	6	2	1
I would feel comfortable about approaching the school with questions or a problem.	62	30	5	3	0
The school expects my child to work hard and achieve his or her best.	71	26	1	0	2
The school works closely with parents.	49	42	6	2	1
The school is well led and managed.	68	28	1	0	3
The school is helping my child become mature and responsible.	59	38	1	0	2
The school provides an interesting range of activities outside lessons.	54	33	5	1	8