

INSPECTION REPORT

**BOOTHSTOWN METHODIST PRIMARY
SCHOOL**

Boothstown

LEA area: Salford

Unique reference number: 105942

Headteacher: Mrs J. Otty

Reporting inspector: Paul Dennison
17736

Dates of inspection: 15th-16th October 2001

Inspection number: 195410

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: Infant and Junior
School category: Voluntary Controlled
Age range of pupils: 4 - 11
Gender of pupils: Mixed

School address: Chaddock Lane
Boothstown
Worsley
Manchester

Postcode: M28 1DD
Telephone number: 0161 790 3263
Fax number: 0161 790 3145

Appropriate authority: The Governing Body

Name of chair of governors: Councillor Kerry Holt

Date of previous inspection: 10th June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
17736	Mr P Dennison	Registered inspector
19366	Mr W Walker	Lay inspector
20846	Mr A Wilson	Team inspector

The inspection contractor was:

Nord Anglia School Inspection Services

Strathblane House
Ashfield Road
Cheadle
Stockport
SK8 1BB

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	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	16
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	17
PART C: SCHOOL DATA AND INDICATORS	18

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in Boothstown, a small township on the edge of Salford. It serves an established residential area. There is no nursery but most pupils receive some form of pre-school education. The school has a Starter Group catering for children from two and a half years of age. This is run on a private basis. There is a wide range of attainment on entry to the school but overall it is above that expected for the age group. Currently there are 207 pupils on roll, taught in seven classes. The number of pupils on the school's register of special educational needs is below the national average. Two pupils have a statement of Special Educational Need. The number of pupils who are eligible for free school meals is below the national average. The great majority of pupils are of white, U.K. heritage. There are two pupils for whom English is an additional language, neither are at early stage of English language acquisition. The school has recently been extended and is now based on a single site. There has been considerable disruption due to building work for the last 12 months.

HOW GOOD THE SCHOOL IS

This is an effective school which provides a good quality of education. Pupils achieve well and by the time they leave school, pupils' attainment in English, mathematics and science is well above the national average. The headteacher, governors and staff work well together to improve the school and maintain the high standards. Teaching is good and this helps pupils to make good progress. The pupils have very positive attitudes to learning and their behaviour is good. Overall, the school provides good value for money.

What the school does well

- Pupils achieve well and standards of attainment in English, mathematics and science are well above the national average.
- The quality of teaching is good overall and much is very good.
- The headteacher provides very effective leadership and manages the school well. She is well supported by governors and staff.
- The curriculum is broad and relevant. A good range of activities is provided to meet pupils' interests and abilities.
- The provision for pupils' personal and social development is good.

What could be improved

- The playground facilities.
- Resources to support work in information and communication technology.
- The school library facilities.

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 June 1997. Since then it has continued to improve in many areas. The results achieved by pupils in the National Curriculum tests at the age of 11 have been well above the national average between 1996 and 2000 and the school's results have improved at a higher rate than the national trend. All the issues from the previous inspection have been effectively addressed as a result of the clear leadership provided by the headteacher. Clear and effective procedures have been established to monitor and evaluate pupils' attainment and progress. The curriculum co-ordinators play an effective role in monitoring standards of attainment. The governors have also developed their role in monitoring standards and the quality of education. They take a fuller and more informed part in planning the longer term development of the school. The new computer suite has improved the provision for information and communication technology and helped to improve standards of attainment. There are clear plans to extend the computer suite. However, limited resources are impeding the use of information and communication technology to support learning in other curriculum areas. In addition, the school has been extended to provide

accommodation on a single site. However, this has resulted in a reduction of the space available for pupils' outdoor play.

STANDARDS

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

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

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Pupils' performance in the 2000 National Curriculum tests in Year 6 in English and science was well above the national average. Their performance in mathematics was very high (in the top 5 percent of schools nationally). In comparison with schools with a similar intake, performance in the 2000 tests was very high in English and mathematics and well above average in science. The test results between 1996 and 2000 have improved at a higher rate than the national trend. The results in the 2001 tests were very similar although national comparisons are not yet available.

Pupils achieve well. On the evidence of the inspection, their attainment is well above the national expectations.

Children in the reception class make good progress. By the end of the reception year, attainment is above that expected nationally.

Pupils' performance in the 2000 National Curriculum tests in Year 2 was well above the national average in reading, writing and mathematics. Evidence from the inspection reflects these results and indicates that standards in all three subjects are well above the national expectation.

The school monitors and analyses progress and has set realistic but challenging targets for achievement at the end of Year 6. The targets set for 2001 were surpassed.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes. They work hard, concentrate well and show good levels of interest.
Behaviour, in and out of classrooms	Behaviour is generally good throughout the school.
Personal development and relationships	Relationships are very good. Pupils co-operate well with each other and their teachers. Pupils are provided with opportunities to exercise responsibility and they respond well.
Attendance	Attendance is above the national average.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall and effectively promotes the progress and attainment of all pupils.

During the inspection, teaching was good or better in all of the lessons observed. Lessons are well planned and organised. Work is well matched to pupils' needs and abilities, providing them with a clear challenge and thus supporting their progress. The teaching of English and mathematics is good overall and the skills of literacy and numeracy are taught well. Classroom support staff work closely with the teachers to raise standards and ensure that all pupils gain full benefit from their lessons. They make an important contribution to pupils' learning. Pupils with special educational needs or for whom English is an additional language are well supported and make good progress.

Pupils respond well. They are keen to learn and work hard, showing good levels of concentration and developing their knowledge, skills and understanding.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provides a wide range of interesting and relevant activities, well matched to the needs and abilities of the pupils. It is enhanced by the good use of visits and visitors.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. They are well supported and make good progress.
Provision for pupils with English as an additional language	Pupils with English as an additional language are well supported and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision is made for personal development. The positive values promoted in assemblies and lessons help to promote spiritual, moral, social and cultural development.
How well the school cares for its pupils	The school provides a good level of care for its pupils and is successful in ensuring their welfare, health and safety.

The school provides a broad and well-planned curriculum. It emphasises the development of relevant skills within the context of interesting and challenging activities, which motivate pupils.

Pupils' academic performance and personal development is monitored effectively. There are good systems in place to analyse the results of assessments and to track pupils' progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and has established a positive climate for learning in the school. She is well supported by senior staff. The school is managed very effectively.
How well the governors fulfil their responsibilities	Governors are very supportive. They are aware of the needs and priorities facing the school and contribute effectively to its success. All statutory requirements are met.
The school's evaluation of its performance	There are effective systems in place to monitor the work of the school. Teaching, learning and standards of attainment are regularly reviewed and evaluated. This evaluation is used to inform the planning of further improvements.
The strategic use of resources	Effective use is made of the school budget and additional grants for the benefit of pupils' learning. Financial planning is good and resources are used well to support the school's educational priorities.

The headteacher, staff and governors contribute very effectively to the quality of education provided and to the standards achieved by the pupils. The school development plan has been produced in consultation with staff and governors. This is based on an analysis of the school's needs. It clearly identifies the school's priorities and is reviewed regularly to evaluate progress. The school makes satisfactory use of the principles of best value to make effective use of the financial resources available. These are used effectively to support the priorities identified in the plan.

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 are expected to work hard and to achieve their best. • Children make good progress. • Behaviour in the school is good. • The school is well led and managed. • Teaching is good. • The school helps their children to become mature and responsible. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • The amount of homework provided for children. • The information they receive about their children's progress.

Parents' views of the school are very positive. They think, and the inspection team agrees, that the school is well led and managed, with good teaching that enables the children to make good progress and to become mature and responsible. They respect the teachers and find them very approachable. Some parents have reservations about the homework policy and the information provided about pupils' progress but the inspectors consider the school's arrangements for these matters to be both adequate and appropriate. Some parents would like to see a wider range of activities outside lessons. After-school activities have been restricted because of the building of the new school extension. Currently there are sports activities and plans for an art club and a school choir to start. The school does provide opportunities for a wide range of visits, including residential visits. It also makes effective use of visitors to the school to extend the experiences offered to pupils.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve well and standards of attainment in English, mathematics and science are well above the national average.

1. The pupils achieved well above the national average in English, mathematics and science in the 2000 National Curriculum tests at the end of Year 6. Similar results were achieved in 2001, although national comparisons are not yet available. The work observed during the inspection confirms these good standards in all three subjects. Since the last inspection, the school has adopted the national strategies for literacy and numeracy. This has resulted in good improvement in the quality of planning, assessment and teaching and is having a positive effect on standards. Pupils achieve well and the test results for 2000 were well above average in comparison with similar schools. The good progress made is a result of clear planning, good teaching and a very positive response from the pupils who work hard and show good levels of interest and concentration. Standards of literacy and numeracy are good and the school ensures that skills are not taught in isolation but are used to support learning across the curriculum.
2. Teachers provide a good range of opportunities to develop pupils' speaking and listening skills in a variety of settings, both in class and in the wider school context, such as assemblies. They are sensitive in building up each individual's self-esteem and independence and have high expectations of achievement. From the earliest age the pupils communicate freely with their peers in imaginative role-play situations, take part confidently in large and small group discussions, and exchange relevant ideas in pairs. By the end of Year 2, the vast majority of the pupils are confident and articulate. These skills are further developed in Years 3 to 6, where pupils' demonstrate the ability to listen attentively and contribute well to class discussion. Higher attaining pupils supply articulate and complex contributions which reflect standards above the national average.
3. Great importance is attached to the use of reading as a tool for learning, as well as to the enjoyment of books. Progress is also enhanced by good home-school links through reading diaries. Pupils make good progress in reading, extending their interest and enjoyment of books as they develop confidence in their reading skills. Good teaching supports their progress and the school ensures that pupils systematically develop their knowledge and understanding of letters and sounds, thus providing pupils with the necessary skills and strategies to tackle new words. By the end of Year 2, the majority of pupils read accurately and with growing confidence when reading a range of simple texts. Most pupils have a good understanding of the text and can explain clearly what they have read. By the end of Year 6, most pupils read fluently and with good expression from a range of texts. When asked about their reading they show good comprehension skills. They enjoy reading for pleasure and are able to discuss books and authors indicating their personal preferences.
4. Pupils make good progress in writing skills. Their work shows clear progression in pupils' knowledge of parts of speech, use of speech marks, different tenses and different writing styles matched to the needs of the audience. By the end of Year 2, pupils write in complete sentences, which are generally correctly punctuated. Common short words are usually spelt correctly and attempts at longer words are sound. Pupils write for a number of different purposes including creative, descriptive and

poetry writing. They are familiar with parts of speech such as adjectives and choose words to good effect. By the end of Year 6, pupils are using punctuation with increasing accuracy and are developing skills in planning and redrafting to produce a final copy. Pupils extend their range of writing across the curriculum in a number of subjects. They are able to write descriptions, instructions and reports. Higher attaining pupils are able to compose sustained, well organised pieces, which demonstrate accurate sentence construction, punctuation and grammar. They write complex sentences with consistent accuracy. They choose words carefully to persuade or describe, and their extended writing, in narrative or poetic form, is well organised and imaginative. Paragraphs are used to good effect, and punctuation and spelling are usually correct. High standards of presentation are expected and most of the pupils write clearly and legibly in neat joined script.

5. Pupils make good progress in mathematics. They show gains in knowledge and understanding and in their ability to use mathematical skills. They develop a mathematical vocabulary through well planned activities. By Year 2, pupils carry out simple calculations accurately and have a good knowledge and understanding of number facts. They have a secure understanding of shape and can name and discuss the properties of a variety of shapes and solids. They develop skills of simple data handling and can construct and interpret graphs. They understand simple fractions and can calculate halves and quarters of numbers. They measure using metres and centimetres and calculate money using decimal notation. They are aware of the value of coins and have an understanding of the need for standard measures.
6. By Year 6, the majority of pupils of all abilities have a good knowledge of the number system. They can carry out calculations and are competent in long multiplication and division. Their skills in mental arithmetic are very good. They can use a variety of methods to collate and represent data they have collected. The higher attaining pupils have a good understanding of percentages and probability and use fractions and decimals accurately. The lower attaining pupils can apply the four rules of number effectively, use a wide range of units of measure competently and can construct simple graphs to illustrate data they have collected. Good use is made of mathematical skills in other areas of the curriculum. For example, pupils use skills of measuring and calculating to support their work in science and design and technology.
7. Pupils throughout the school make good progress in science. They develop their factual knowledge and understanding of science topics within the National Curriculum programmes of study and also develop early scientific skills such as the ability to devise their own experiments and conduct a fair test. Higher attaining pupils carry out their own investigations, record the results and explain their findings. By Year 6, pupils use accurate scientific vocabulary to describe what they know or observe. They present their results in a clear and methodical form, often making use of independent research, reflecting standards well above national expectations. The quality and organisation of the work seen in science books reflects good overall attitudes to the subject throughout the school and a clear interest and involvement in lessons.

The quality of teaching is good overall and much is very good.

8. The quality of teaching is good overall and effectively promotes the progress and attainment of all pupils. During the inspection, all of the teaching observed was at least good and 39% was very good. This is an improvement since the previous inspection when some teaching was unsatisfactory. Teachers plan lessons carefully. They identify

what they wish pupils to learn and share these objectives with the class. Pupils are encouraged to be responsible about their work, and are given opportunities to work independently and in pairs or groups. Relationships are very positive and most pupils respond well to teachers' expectations of good behaviour and show good levels of concentration.

9. The main strengths of teaching in the reception class are the very good relationships between adults and children, combined with a very good understanding of the curriculum for the age group and of how young children learn. The children are respected and valued. Activities are planned carefully to enable children of all abilities to build on their previous knowledge and understanding. Children are provided with many interesting practical activities and they respond very positively, making good progress. In a lesson about how the countryside changes in autumn, children had the opportunity to observe a range of berries and leaves using magnifying glasses. Good questioning from the teacher encouraged them to look closely and make comparisons. Classroom support staff worked very effectively with groups involved in producing leaf prints or designing their own scarecrows. The pupils with special educational needs are supported very well. Two pupils with statements of special educational need were enabled to take a full part in all activities and make good progress in relation to their prior attainment.
10. Teachers have high expectations and take great trouble to present learning in ways which challenge and motivate pupils, as when setting problems in mathematics, encouraging pupils to undertake scientific investigations, or providing a wide range of experiences in English. Lessons proceed at a good pace and are well organised.
11. Teaching of English and mathematics is good overall and much of it is very good. Teachers have high expectations and provide work that is well matched to pupils' needs and abilities. Pupils respond well and make good progress. Good use is made of the frameworks provided by the National Literacy and Numeracy Strategies. This good quality teaching has a very positive impact on maintaining and raising the standards of attainment. Mental and oral activities are used very effectively in mathematics lessons to provide appropriate challenge. A good example was observed in a Year 3 mathematics lesson. The teacher's high expectations of pupils' behaviour and attitudes resulted in a very effective lesson where pupils worked hard. The mental and oral activities proceeded at a lively pace and developed pupils' skills and understanding of multiplication and division. The main part of the lesson consisted of tasks which were well matched to the range of ability in the class. Pupils responded well, showing good levels of concentration.
12. Teachers have good subject knowledge and their own enthusiasm for the work leads to pupils responding well to the teacher's high expectations. In a Year 6 science lesson on evaporation, the teacher provided work that was challenging. Very good questioning helped pupils to review earlier work on the subject and to develop their predictions and explanations.
13. Good use is made of the resources available to provide interesting tasks which motivate pupils. Group work is organised skilfully to enable some groups to work independently thus enabling the teacher to give more intensive support to others. Classroom support staff and volunteer helpers are used very effectively to support pupils' learning. A good example being the numeracy lesson observed in the Year 5 class when a very well planned and organised lesson was enhanced by the group work led by support

staff. This helped all pupils to maintain their interest and concentration as they tackled a range of activities well matched to their needs and abilities.

14. Teachers help pupils make relevant links between the various subjects of the curriculum and to use their experiences in one area to support new learning elsewhere. In Year 1, for example, the teacher made very good use of a book to introduce the idea of an imaginary character. Pupils then made use of the computer suite to create their own imaginary character. This in turn developed mathematical language as pupils described their creation 'My monster has a rectangular head, an oval body and square feet'.

The headteacher provides very effective leadership and manages the school well. She is well supported by governors and staff.

15. The school is very well managed. The headteacher's very positive leadership provides clear educational direction for the school and this has a very positive effect on pupils' attainment. Senior staff provide very effective support. Governors, teachers and non-teaching staff have clearly defined roles and responsibilities and work well together to support the headteacher in promoting the school's aims. The very positive and supportive atmosphere and the sense of commitment displayed by all who work in the school reflect the effectiveness of the leadership. There are high expectations of pupils' standards of achievement and behaviour, very good relationships and equality of opportunity for all.
16. The governing body plays an effective and supportive role. The governors are aware of their responsibilities and ensure that statutory requirements are met. They are regular visitors to the school and have a good awareness of the issues to be addressed. The establishment of a committee structure provides for efficiency in strategic decision making. Financial planning to support educational initiatives is very good. The finance committee provides effective support for the head teacher in decision making and uses the budget effectively to achieve educational targets. The school development plan has been produced in consultation with staff and governors. This clearly identifies the school's priorities and is a useful and effective management tool. It is linked to the school budget, has clear criteria for success and is reviewed regularly. Staff development is well managed to address both school and individual teachers' professional needs.
17. All staff have curriculum responsibilities. Co-ordinators make a very positive contribution to the management of the school. They are responsible for managing their subject and providing curriculum support. They have developed effective policies to support teachers' planning and they are involved in monitoring and evaluating the standards of attainment, and the quality of teaching and learning. This provides teachers with useful feedback and has helped to improve the quality of teaching.
18. Daily management and organisation is efficient and unobtrusive. The school secretary works hard to assist the smooth day to day operation of the school. This has a positive effect on the quality of learning and standards of achievement.

19. Parents are very supportive of the aims and values promoted by the school. The school has high expectations of the pupils in terms of their personal and academic development. There is a clear sense of shared values and a unity of purpose. Consequently, the school is well placed to make further progress.

The curriculum is broad and relevant. A good range of activities is provided to meet pupils' interests and abilities.

20. Provision for children in the reception class is good. The curriculum is rich, broad and balanced. It reflects the teacher's very good knowledge and understanding of the ways in which young children learn, and provides a wealth of well organised experiences which are closely matched to the children's level of development, and challenge them to make progress. Planning is based on the six areas of learning appropriate for this age group, moving on to the National Curriculum as the children achieve the early learning goals. Assessment is carried out carefully and regularly and used to plan future work.
21. In Years 1 to 6, the school provides a very good curriculum which fully meets the requirements of the National Curriculum and the locally agreed syllabus for religious education. It reflects the school's aims, provides equal opportunity for all pupils to learn and make progress and provides effectively for sex education and drugs awareness as part of the wider curriculum of personal, social and health education. The timetable is well balanced, giving appropriate allocations of time to subjects. The teachers have high expectations of pupils' attitudes and attainment not only in English and mathematics but across the whole curriculum. This provides pupils with opportunities to achieve good standards of work in a wide range of activities. There is much evidence of good quality art work displayed around the school. The provision for information and communication technology has been significantly improved since the previous inspection. Many pupils play musical instruments and some have the opportunity to play in the school brass band. Good links are made between subjects to support pupils' learning. A good example was the art and design work in Year 6. Pupils had studied 'A Midsummer Night's Dream' and had then designed and created a range of headgear for the various characters in the play. Pupils in Year 5 used their study of Greek myths and legends to develop art work and drama as they presented the story of Persephone, using masks they had designed and created.
22. There are appropriate policies in place for all subjects, and the very effective long term and medium term plans ensure a continuous, progressive and systematic approach as pupils move through the school. Planning is thorough and work increases in challenge appropriately. There is an effective programme for pupils' personal and social development.
23. The school promotes pupils' intellectual development well, especially through the encouragement and opportunities given to them in most lessons to question and investigate aspects of the curriculum. This is particularly evident in mathematics and science. The curriculum is purposeful. There is a great deal of fun included in the learning without sacrificing the standards which the pupils are expected to attain. Indeed, the interest created has a very positive effect on pupils' progress and attainment.

24. The provision for pupils with special educational needs is good and they make good progress in relation to their ability. The co-ordinator manages this area very well. All pupils, including those pupils with special educational needs, enjoy equal access to the curriculum.
25. Visitors to the school are used effectively to enliven the curriculum, and a wide range of visits is arranged for pupils. These include residential visits for pupils in Years 5 and 6. These experiences are particularly effective in helping to build confidence and social skills as well as developing pupils' awareness of the wider community.

The provision for pupils' personal and social development is good.

26. The school provides pupils with a secure, caring environment in which to work and play. This has a beneficial influence on pupils' attitudes to their work and helps to develop their self-esteem and supports their progress. There are good links with the Starter Group which meets in the school and this enables children to make a positive start when they enter the reception class, and they settle quickly and happily into school.
27. Procedures for monitoring pupils' academic progress are good. Teachers know their pupils well, assess their progress thoroughly and advise them what they need to do to make further progress. Pupils' personal development and behaviour are monitored in a mainly informal way but are, nevertheless, evaluated effectively and well promoted through all areas of school life. Praise and rewards are used appropriately to encourage effort, and significant achievements are celebrated.
28. The school's provision for pupils' personal development is very good and permeates its work. Opportunities for spiritual development are good. Pupils study different faiths in religious education. Assemblies contribute appropriately to spiritual development by offering chances to pray and reflect quietly. Moral development is promoted very well. Pupils are given a clear sense of right and wrong and are expected to consider their intentions thoughtfully and to make decisions about actions on the basis of this understanding.
29. The promotion of social development is very good. This is reflected not only in lessons, but in the school's general ethos and attitudes to the wider community. Pupils are always encouraged to relate positively to each other, to be considerate and courteous and to play together. All adults in the school set a good example in this area. In class there are many opportunities to work together, valuing different ideas, working responsibly together to achieve a particular goal and sharing resources fairly. Pupils also learn to work effectively as a team through a focused residential visit, opportunities to compete for the school at sport and through participation in musical events and school productions. Pupils are involved in fund-raising for charities. Good links are made with outside agencies such as the Trading Standards organisation and pupils enjoyed success in a 'Value For Money' competition organised by them. This involved the evaluation of commercially produced Easter eggs and pupils made good use of a wide range of numeracy, literacy and investigational skills to produce their report. The school has also been involved in the Children's Parliament on the environment. This resulted in the Good Citizenship award from the Department for Education and Employment.

30. Cultural development is equally well promoted both within the curriculum and through extra-curricular opportunities. There are regular visits to places of educational interest. Visitors are also used effectively to support the curriculum and enrich pupils' experience. Last year, this included visitors who involved pupils in face painting and mask making in the Chinese tradition. Different styles of music are played regularly in school and many pupils are learning to play an instrument. A range of visual images is displayed around the building to promote interest and an exciting environment. Pupils are encouraged to develop their own tastes based on a thoughtful response to what they see and hear.

WHAT COULD BE IMPROVED

The playground facilities.

31. The recent extension of the school buildings has brought many improvements. The school is now on one site and the pupils have access to a new hall. However, the extension has reduced the area available for outdoor play. The playground is inadequate for the number of pupils. It lacks any facilities for pupils to sit quietly, space to play active competitive games, or to use outside play equipment.

Resources to support work in information and communication technology.

32. Provision for information and communication technology has improved significantly since the last inspection. The previous report indicated that pupils had too little access to computers. Since then governors have made good use of specific grants to provide a computer suite. Teachers are now using this very effectively for the development of computer skills. However, the computer suite cannot accommodate a whole class of pupils. This means that classes have to be split when using the suite and this creates difficulties of organisation. Information and communication technology is a priority in the school development plan and there is a clear action plan for further improvements which includes the extension of the computer suite. Currently, there is too little software available to support work in other subjects. Whilst teachers make adequate use of computers to support learning, a wider range of software would enable pupils to make better use of computers as an integral part of their day-to-day learning.

The school library facilities.

33. The computer suite has been developed in the area which once housed the school library. This has meant that the library is now situated in a corridor area where space is very limited. To compensate, the school has developed good book collections in classrooms and makes effective use of loans from the school library service. Pupils do have opportunities to develop their research and reference skills in the classroom and through the use of information and communication technology. However, the current library arrangements do not support the development of these skills.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

34. In order to improve further the quality of education and the standards of attainment, the headteacher, governors and staff should:

(1) Improve the outdoor play area by:

- extending the playground;
- providing seating and other amenities where pupils can sit quietly;
- providing a range of equipment and games for pupils to use;
- marking out the playground for a range of games and activities.

(Paragraph 31)

(2) Further improve the resources for information and communication technology by:

- completing the planned extension of the computer suite;
- extending the range of software programs to support pupils' learning in other subjects.

This is a priority in the current school development plan.

(Paragraph 32)

(3) Develop the school library facilities.

(Paragraph 33)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	11	0	0	0	0
Percentage	0	39	61	0	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 five 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)	207
Number of full-time pupils known to be eligible for free school meals	14

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	24

English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

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	5

Attendance

Authorised absence

	%
School data	6.4
National comparative data	5.2

Unauthorised absence

	%
School data	0.3
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	12	19	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	12
	Girls	18	19	19
	Total	28	29	31
Percentage of pupils at NC level 2 or above	School	90 (94)	94 (91)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	12	9
	Girls	19	19	18
	Total	29	31	27
Percentage of pupils at NC level 2 or above	School	94 (97)	100 (100)	87 (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	17	11	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	17	17
	Girls	11	11	11
	Total	26	28	28
Percentage of pupils at NC level 4 or above	School	93 (96)	100 (85)	100 (85)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	15
	Girls	10	10	11
	Total	24	26	26
Percentage of pupils at NC level 4 or above	School	86 (85)	93 (81)	93 (85)
	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	1
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	1
Bangladeshi	0
Chinese	0
White	177
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	29.6
Average class size	29.6

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	90

Exclusions in the last school year

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

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

Financial information

Financial year	2000/2001
	£
Total income	379,331
Total expenditure	345,299
Expenditure per pupil	1,669
Balance brought forward from previous year	0
Balance carried forward to next year	34,032

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	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	207
Number of questionnaires returned	84

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	30	5	1	2
My child is making good progress in school.	56	42	0	0	2
Behaviour in the school is good.	68	31	1	0	0
My child gets the right amount of work to do at home.	46	33	13	4	4
The teaching is good.	64	32	1	1	1
I am kept well informed about how my child is getting on.	33	48	15	1	2
I would feel comfortable about approaching the school with questions or a problem.	69	27	2	1	0
The school expects my child to work hard and achieve his or her best.	68	32	0	0	0
The school works closely with parents.	44	42	8	1	5
The school is well led and managed.	63	33	1	1	1
The school is helping my child become mature and responsible.	64	33	2	0	0
The school provides an interesting range of activities outside lessons.	24	18	37	7	14

Other issues raised by parents

Parents expressed concern about the limited space available on the playground.