

INSPECTION REPORT

TOTLEY PRIMARY SCHOOL

Sheffield

LEA area: Sheffield

Unique reference number: 107024

Headteacher: Mrs Isobel Shevill

Reporting inspector: Mr O L Thomas
16041

Dates of inspection: 9 - 10 October 2001

Inspection number: 195424

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 to 11

Gender of pupils: Mixed

School address: Sunnyvale Road
Sheffield

Postcode: S17 4FB

Telephone number: 0114 236 4482

Appropriate authority: Governing body

Name of chair of governors: Patricia Lamb

Date of previous inspection: 16/06/1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Totley Primary School is situated in the suburbs of Sheffield City. Most pupils come from private housing but the catchment area is wider than the immediate school vicinity. The socio-economic circumstances of the area are mainly above average and there is little evidence of pupils being socially disadvantaged. In recent years the school's population has declined because of the aging population in the nearby area.

There are 184 pupils on roll taught in seven classes and the school is smaller than other primary schools. The percentage of pupils eligible for free school meal is well below the national average. The proportion of pupils speaking English as an additional language is 1.6 per cent. The percentage of pupils on the register of special educational needs is broadly average at 21 per cent. One per cent of pupils have a statement of special educational need. Most pupils have attended some form of pre-school facility prior to entry. When they enter the reception class, most pupils' attainment is above average in many areas but their literacy skills are about as expected for their age. The school is very popular with parents.

In the recent past, three staff left the school and three have been appointed, this includes one at senior level. The Headteacher took up post at the start of the academic year in September 2001. The school has not suffered from any recruitment or retention concerns, although the budget has determined that one qualified, full-time classroom assistant was made redundant. A part-time classroom assistant has now been appointed.

The school has successfully bid for grants to improve information and communication technology, which is a major initiative and the governors have pledged to match the grant funding to the tune of £12000 through a programme of funding pledged by parents

HOW GOOD THE SCHOOL IS

This is a good school with significant strengths in the essential areas of learning and teaching which provides all pupils, including those with special educational needs and English as an additional language, with an effective quality of education. The pupils' very good behaviour and positive attitudes impact very well on the overall ethos of the school and on the progress they make. Although it is early days the signs of strong leadership by the Headteacher and her commitment to raise standards and improve the quality of education further is clearly evident. The school gives good value for money.

What the school does well

- Pupils' well above average performance in the national tests for seven and 11 year olds.
- The good quality teaching, notably the very effective teaching of basic skills, high expectations and the ability to hold pupils' interests, ensures they concentrate on their work and are very competent to use what they know in the other subjects.
- The impact of the newly appointed Headteacher on the school's direction and ethos.
- The quality of relationships, encouragement and support to pupils to sustain their positive attitudes and high quality behaviour.

What could be improved

- The quality of the school improvement plan to enable all members of the school community to contribute to future planning and measure success.
- The use of assessment to drive learning forward for all pupils.
- Standards in information and communication technology and its use in the other subjects.

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 that time it has suitably addressed most but not all of the issues raised for action. The most significant improvements are that the pupils' performance in tests has got better with more pupils attaining at the higher Level 5 at the age of 11 than previously found and at the age of seven more pupils are gaining at the higher Level 3. The quality of teaching has improved; the national initiatives related to literacy and numeracy have been effectively implemented and helped support improvements to teaching, pupils' knowledge and understanding of the subjects, notably technical vocabulary, mental recall skills and Standard English; curriculum planning, assessment and target setting procedures are now better, although their use requires improvement to ensure work is better matched to the needs of individuals. The curriculum for children under five is now well planned and provides them with a range of activities, which enable them to explore and experiment. The condition of the building has improved. Health and safety issues raised have been addressed and the governors' annual report to parents meets legal requirements.

Standards in information and communication technology by the age of 11 are below what is expected and the school has not kept up with the pace of change. Coordinators' roles have very recently been re-delegated and their impact earmarked as a priority.

The Headteacher has gained the respect of staff and her unambiguous agenda to improve accountability at all levels, to serve the needs of the pupils better and raise standards as far as possible, sets a tone of confidence for the future.

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	B
Mathematics	A*	A	A	B
Science	A*	A	A	B

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

The school's results are impressive. It has already identified and addressed specific weaknesses noted from careful analysis of test scores, for example, writing and mental recall. The trend is one of improvement for seven and 11 year olds. The school's targets for the current Year 6 are challenging not least because more pupils are identified with special educational needs, but the school is confident it can sustain and improve pupils' progress to meet the challenge.

In the Foundation Stage, most pupils arrive at school with abilities above those usually found when they enter reception class, in their personal and social skills and their knowledge of number, which is mainly good. However, their reading and writing skills are no more than average and this gives further credence to the good value the school gives when pupils leave at 11, with good performance in English. The progress that pupils make in the reception class is good and pupils are well on target to meet the Early Learning Goals at the age of five.

In the work seen in English, mathematics and science pupils by the ages of seven and 11 attain standards above those usually found nationally. Reading is a strength of pupils' achievements and pupils are very competent writers; using their skills across the subjects whatever the context. Pupils' mathematical knowledge is good and they use and apply what they know well. Standards in science have improved since the last inspection. Investigative work is structured and pupils sometimes determine their own lines of enquiry, although this could be improved further. Standards in religious education are in line with the recommendations of the local agreed syllabus. Although by the age of seven many pupils are attaining suitably in their knowledge and use of information and communication technology, by the age of 11 they do not attain as expected. Although there is incidence of pupils making progress, skills are not taught systematically and their use to support other subjects is weak.

Pupils of all abilities achieve well as they move through the school but the use of assessments to fine tune work to challenge pupils more deeply is an area for further improvement. Pupils do not play enough part in improving their own work and driving their learning forward through an understanding of how to get better.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	A strength of the school.
Behaviour, in and out of classrooms	Very good. Even the youngest children have good levels of self discipline, which aids their progress.
Personal development and relationships	Very good, pupils feel safe and secure. They have very positive relationships with each other and their teachers. Pupils are developing good levels of confidence and self-esteem.
Attendance	Very good. Most pupils say they enjoy school.

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.

Sixteen lessons were seen; three quarters were good and one quarter very good. No teaching was less than good. The main focus of observation was English and mathematics. The teaching of literacy and numeracy are key strengths, especially the introductions to lessons which set out the learning clearly and make good use of sharing subject vocabulary and making key teaching points. High teacher expectations lead to concentrated efforts from pupils and enable good progress to be made by all pupils. The specialist support available to pupils with English as an additional language, enables these pupils to make good and at times, rapid progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Curriculum planning for the Foundation Stage is good. Pupils aged from six to 11 have good access to all the other subjects except information and communication technology, which does not meet requirements. Basic skills are well used across the subjects.
Provision for pupils with special educational needs	Satisfactory overall. Focused teaching, and effective support enables pupils to make the same good progress as their peers.
Provision for pupils with English as an additional language	Good. Outside support is used well and complements their day-to-day work.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Moral and social development are particular strengths. Collective worship provides a good platform for pupils to think about issues such as friendship and reflect on how they live their lives.
How well the school cares for its pupils	Levels of care from teachers and support staff are very good but the school's systems to ensure pupils' welfare are adequate. Assessment procedures are good but they are not used as effectively as they could be to raise standards.

The school is good at keeping parents well informed to involve them in school life. The school's aims and values are well appreciated by most parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the Headteacher and other key staff	Good overall. Key staff are committed and conscientious but there is scope to improve the impact they have on the work in their subjects.
How well the governors fulfil their responsibilities	Satisfactory. The delivery of information and communication technology does not meet requirements. Governors play an active part in school life but have not yet grasped the principles of best value to inform and support its work.
The school's evaluation of its performance	Analysis of test data has had a very good impact on raising standards. The school plan is outdated and at best, only adequate; this is recognized by the newly appointed Headteacher who has already begun a rigorous audit of the strengths and challenges facing the school.
The strategic use of resources	Good. The school makes effective use of what is available.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That their children like school. • That children make good progress. • Pupils are well behaved. • Teaching is good. • The school's expectations for hard work. • That the staff are open and approachable. 	<ul style="list-style-type: none"> • The amount of homework given. • The information about pupils' progress. • The range of activities outside lessons.

The inspection agrees with the positive points raised by parents. In relation to the areas parents would like to see improved, the inspection finds that the school sets an appropriate amount of homework and it is effective in extending the pupils' understanding of schoolwork. Annual progress reports meet requirements and are written in understandable language. There is an open door policy and parents are welcome to discuss their children's progress often. The school provides a good range of activities beyond lessons.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils' well above average performance in the national tests for seven and 11 year olds.

1. Standards in national tests for seven and 11 year olds have stayed consistently high in English, mathematics and science. The school analyses its results carefully and works hard to maintain its standards by acting upon any noticeable weaker features. In the national tests for seven year olds in 2000, pupils reached a level well above that expected nationally in both English and mathematics, although writing was less strong than reading. By 2001 the school had tackled this particular weakness so that in the recent writing tests, over a third of seven year olds reached a level higher than the Level 2 expected nationally. Results in mathematics were also very good and more pupils did better than average than in the previous year. Test results of 11 year olds also present a strong picture of continuing high standards in the core subjects. In the 2000 national tests, standards in English and science were well above the national average and slightly above average in mathematics. By 2001, all three subjects had very good test results with high numbers of pupils achieving well above the expected levels in English and in science. In English the strength is in reading rather than writing and this is reflected in the standard of work seen during the inspection across all subjects.

2. These good basic educational standards are the direct result of the teacher's high expectations and the strong work ethic they create in each classroom. Pupils enter school with sound and sometimes, good levels of attainment with particular strengths in social development and independence. From the reception class on they learn the importance of trying hard and concentrating well. The record book kept by all pupils contains work from each year and shows good steady progress with no ground lost in any class. Careful detailed planning means that pupils are constantly moving on to new learning and the work in books and on the walls reveal standards of handwriting, spelling, punctuation and grammar that improve as they should with age, although writing could be better, the pupils achieve a level of basic competence that is above that found in many schools. For instance, the standard of recording in science is very good indeed. In a Year 5 science lesson, pupils made notes about which materials they predicted would be good insulators charted the temperature measurements in table form and then used these to create a well-written scientific report about their 'fair test'.

3. The school has made good use of the national strategies for literacy and numeracy to continue to raise the standards of reading, writing and number work across the subjects. This is because the strongest features of teaching are well matched to the literacy and numeracy lesson frameworks. Teachers are especially effective in teaching the whole-class phase of the lesson because of their secure subject knowledge, direct teaching style, and high quality management of pupils' time and resources. These strengths were seen in a very good Year 5 literacy lesson, in which pupils learned the difference between biographical and autobiographical writing. The teacher used a passage about a local inventor to link with the Victorian topic and kept up interest by comparing this to the author, Roald Dahl's autobiography and used whiteboard well to sustain pace and make the pupils think for themselves. In a very good numeracy lesson in Year 6, whiteboards were also used to record, show and assess quick responses to converting vulgar fractions to decimals.

4. Teachers of the younger pupils teach the early basic skills of reading well so that pupils are able to match sounds to letters and to sound out and blend together unfamiliar words. This means that the majority of pupils are well launched into reading and make good progress by the end of Year 2; they are not held back by being unable to read what is expected of them in the wider curriculum. Pupils in Years 3 – 6 are fluent readers for their age and regard books positively as important tools in their learning. Pupils' writing shows a good understanding of sentence structure at levels appropriate for their age and by the age of 11 pupils can use a range of connectives to produce complex sentences. They are capable of producing writing, using different forms such as empathetic writing in a diary of an Athenian soldier at the siege of Troy. However, more could be done to help pupils improve their skills of editing and re drafting. In mathematics and science, pupils are currently working well towards the higher Level 5.

5. The school is aware that weaknesses persist in writing because it analyses the test results carefully. In the same way it has also highlighted the underachievement of a group of boys within a particular year group. Additional support is being provided for these pupils and this is already making a difference. The school's targets for 2002 are ambitious and for the school to meet them a keener focus on the needs of different groups within the class is required. This would allow teachers to show individual and groups of pupils exactly how they can make their work better, in addition to setting high expectations for the class as a whole. Pupils do not have a clear enough picture of where they are, what they need to do and how they should do it in order to produce writing and number work of the highest standards possible for their age and capability.

The impact of the newly appointed Headteacher on the school's direction and ethos.

6. The newly appointed Headteacher has swiftly recognised the areas for celebration and the challenges ahead and has gained the support of staff to drive the school forward.

7. In the short time since taking up her post at the beginning of the term, the Headteacher has spent valuable time building relationships with staff and setting the tone to work in partnership with staff and governors to take the school forward. The governing body is very actively involved in the work of the school and gives good support to the Headteacher and staff in acknowledging the challenges that face them in their work. Through discussions and monitoring of the school at work, she has been incisive in gaining a clear picture of the way forward to further the promotion of high standards and effective teaching and learning. In carrying out her initial audit of the school's provision for the pupils, she has been well supported by established members of staff, particularly the assistant Headteacher, who have shared their knowledge and understanding of the school, gained through their participation in the process of self-review developed since the last inspection in 1997. Efficient financial procedures and administrative systems and the support of the school secretary and Chair of Governors, have helped her to gain an insight into the management of an extremely tight budget. Her thorough and perceptive analysis of the situation has a range of needs. The school improvement plan needs development to give a cohesive account of strategic planning. It should show how best use can be made of the skills of staff, responsibilities delegated linked to agreed targets, provide detailed costings of proposals and show how success is to be evaluated. Assessment procedures need fine tuning to determine the match of work to the needs of individual pupils. Information and communication technology provision needs to be improved.

The good quality teaching, notably the very effective teaching of basic skills, high expectations and the ability to hold pupils' interests, ensures they concentrate on their work and use what they know in other subjects.

8. Teaching is never less than good with four out of the 16 lessons observed being very good. The quality has improved since the previous inspection. The high quality teaching that pupils receive contributes substantially to their learning and has a very positive impact on standards. The teaching of literacy and numeracy is very good and a strength of the school. Pupils are encouraged to listen carefully and so aid their understanding. There is a very good focus on mental recall to work out arithmetical problems. At the start of lessons teachers share what is to be learned with the pupils and this is regularly reinforced during the lesson, particularly during plenary sessions, when specific teaching points are made and levels of understanding are checked. This is a strength of teachers' planning and delivery. Excellent management and organisational skills are used which ensure no time is wasted. High expectations and appropriate challenges drive learning forward for all groups of pupils. The partnership between class teachers, ethnic minority support staff and other support staff gives high quality help to all pupils including those with English as an additional language and special educational needs and ensures they make similar good progress to other pupils. Teachers' subject knowledge has improved giving depth and momentum to lessons; these flow well within an agreed developmental framework, for example, in design and technology and art, in which high quality work is being achieved throughout the school.

9. The teachers know the pupils well and stimulate them to learn through creative and lively lessons. Pupils are encouraged to show interest in their work and to concentrate and persevere with tasks. Relationships are very good, secure and highly caring. They are underpinned by positive and firm discipline so that pupils learn clear parameters, and know what is expected of them. Good questioning prompts the pupils to make every effort to think problems through. Assessment procedures are used well to plan class and group activities, marking is carried out regularly and thoroughly. However, specific targets are not written for pupils to keep and relate to and to further their understanding how they can improve further. Homework is used well to consolidate learning, which is appreciated by most parents. Teaching and the high achievements in this school are inextricably linked. The identification of weaknesses in the pupils' knowledge and understanding through the analysis of test results and the subsequent target setting for groups has had an early beneficial effect on the pupils' attainment and progress but a sharper focus through individual target setting could impact strongly on raising standards further and ensuring all meet their potential and are suitably challenged.

The quality of relationships, encouragement and support to pupils to sustain their positive attitudes and high quality behaviour.

10. The very positive ethos of the school and its commitment to develop independent learning skills in pupils has a significant impact on their attitudes, behaviour and personal development. This supports very well their attainment and progress. The pupils enjoy their schooling and are eager participants during lessons. They clearly gain satisfaction from success and are stimulated by challenge. During a lesson for pupils in Year 2 they were seen to enjoy the challenge of thinking things through for themselves. Although they worked well independently, they were willing to share their knowledge and understanding with others whilst showing perseverance and good concentration. In a mathematics lesson, pupils in Year 6 were learning about fractions. They responded positively to the challenge of 'quickfire' questioning and the class teachers' high expectation for self-discipline and organisation. Their behaviour was very good. In a Year 1 religious education lesson pupils

were eager to suggest their own ideas and they listened to others as they offered their views. Similarly, pupils in a Year 3 mathematics lesson displayed self-discipline and perseverance and a willingness to hear the views of others. The pupils generally show a willingness to take responsibility, as in their participation on the school council.

11. The overall provision for the pupils' personal development is good with some aspects being very good. The development of their spiritual values is good, being significantly supported through their work in art and science. In art, the pupils have experimented with a variety of mediums to produce delightful examples of work that includes some that follows the style of leading artists. This has given them the opportunity to investigate and reflect on the tone, colour and texture of paintings and to gain real pleasure from being able to emulate the work of painters. Across the year groups they have used collage, silhouette and the weaving of material to produce some high quality artwork. During a science lesson for pupils in Year 5, they were investigating materials to identify those with the best insulation properties. They were intrigued by the remarkable results and enjoyed exploring the outcomes on their return to the classroom. Collective worship is well used to support their appreciation for spiritual values. During a whole-school assembly the spiritual atmosphere was enhanced through the use of appropriate music and the opportunity for reflection on friendships. Their very good moral values and social development are clearly reflected in their attitudes and behaviour during lessons and about the school. They have a positive understanding of the need for good conduct and the rules that support this. They display appropriate independence and a willingness to cooperate and share and to care for one another. In a lesson for reception pupils, they showed caring and support for a child who found difficulty in engaging due to shyness. Older pupils look after their younger school friends and the children have raised funds for a number of charities. Their cultural development is good, being significantly supported through their involvement with their local community. Pupils are soundly prepared for life in a multicultural society. They engage in a number of competitive sports with local schools, they visit their local church whose minister attends to lead assembly each half term and they have visited local homes for retired senior citizens and sung for the residents.

WHAT COULD BE IMPROVED

The quality of the school improvement plan to enable all members of the school community to contribute to future planning and measure success.

12. The inspection has identified weaknesses in the school development plan as it lacks some rigour in the quality of self-evaluation. Whilst the strengths of the school are clearly outlined, the challenges facing it are not clarified in enough depth or are missing. In addition, initiatives have not been well costed and the governors have not given achieving best value a high enough priority. They acknowledge this. The new Headteacher's initial audit has identified the need to devise and extend the strategic school improvement plan. Staff, parents, carers and governors are to be more involved, their skills and expertise are to be used to further develop the whole-school approach to inclusive education, ensuring it reflects the aims of the school community. Within her vision the Headteacher is anxious to further develop the role of coordinators, ensuring funding allows them the opportunity to carry out their delegated responsibilities. Measures for accountability are to be put in place. This is an area still requiring attention from the previous inspection even though improvements have been made.

13. Although most parents are generally supportive of what is being achieved, a small number would welcome more information about changes that may lie ahead and the opportunity to be consulted and feel part of the decision making process. The Headteacher plans to meet this need.

The use of assessment to drive learning forward for all pupils.

14. The school needs to make better use of its good quality assessment and monitoring procedures to improve teaching and curriculum planning. At present, it tracks pupil and year group progress towards attaining the expected standards in national tests using a suitable range of approved assessments. It uses these to set numerical targets for achievement in English and mathematics. It has analysed its test data for broad areas of weakness such as writing and mathematics and has made changes such as improving the teaching of mental and oral strategies in mathematics and spelling in English. Recently the school has used its test results to identify a group underachieving pupils in one year group. Further work is now needed to draw together this knowledge of school and individual pupil strengths and weaknesses and match these up to specific curriculum targets for each year group and then for groups within the class. At present class teachers use their own detailed records to set individual targets in English and mathematics but these do not always relate to whole-school targets. Teachers, as yet, do not have a shared understanding of how the targets for each class can affect the school's success in hitting whole targets in national testing.

15. Target setting is not a prominent enough feature of teachers' planning, teaching and feedback to pupils. Teachers do not plan and match their teaching to the needs of targeted groups with a lesson and do not often enough refer to targets when marking pupil's work. As a result, pupils are not fully involved in understanding how they can meet their targets and do not take enough responsibility for monitoring their own progress. In classes where this happens, the effect on standards is marked. For instance, in a very good literacy lesson pupils had group targets posted on their desks and the teacher had planned to direct his support to improving on these target areas as the pupils worked. This had a very beneficial impact on the quality of writing. The school now needs to develop

more very well matched teaching of this sort and to involve the pupils much more in the search for further improvement.

Standards in information and communication technology and its use in the other subjects.

16. The school's provision for information and communication technology is not sufficient to bring pupils into line with national expectations by the age of eleven. In the reception class, pupils get a good start to becoming familiar with a computer and can use it to complete a simple program. In Years 1 and 2 the school supply of one or two computers per class is enough to ensure that pupils are in line with standards expected at the age of seven.

17. By the age of 11, the limited access to computers has had a restrictive effect on pupils' confidence and skill level. In a well-taught lesson in Year 6, pupils understood how to input details into a class database because of the teacher's clear explanation and supportive questioning. However, the pupils showed a very varied level of competence in using the mouse and the backspace keys to move boxes or delete and needed reassurance from the supporting trainee teacher about how to correct errors and how to 'save' their input. There is not much evidence of information and communication technology being used as a regular tool neither for drafting, re-drafting and improving writing nor for locating and selecting a range of information, checking it over and classifying it. Because no classroom has more than two computers, direct skill teaching and follow up tasks happen at a slow rate and it is more difficult for teachers to make access time for other subjects. As a result, pupils do not readily use the computer to find information and are not able to log on to the Internet at school. The visits arranged for Year 6 pupils to the computer suite at the local secondary school raise expertise in the final term but not yet to the required level. For instance, they improve their ability to bring text tables and images together but pupils are not capable of comparing and evaluating a multi-media presentation.

18. The school is well aware of the need to raise standards in information and communication technology (ICT) and has made recent progress. A scheme of work is in place, assessment records have been introduced and a staff training day has been arranged. New Opportunity Fund staff training is arranged for later this term. Information and communication technology is a priority in the school development plan and already the school has been granted a SEED Challenge Grant to develop a new ICT suite during this academic year. This will be a major step forward in improving access and skill development. It will also be important to raise staff levels of expertise and to create a bank of quality software so that teachers can show the pupils how to search out, prepare and interpret information. Progress in ICT needs to be linked to the target setting process so that pupils review their learning and talk about how to improve. The school will then be in a better position to bring the seven and 11 year olds up to an average standard for their age.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

19. The governors, Headteacher and staff now need to:

Improve the quality of the school improvement plan to enable all members of the school community to contribute to future planning and measure success by ensuring that:

- the outcomes of the recent audit are used as a focus;
- that funding is closely linked to initiatives with definite timescales;
- clear success criteria are established which are measurable and closely linked to improving standards;
- the principles of best value are an integral part of the process;
- individuals are held accountable for reporting progress, with targets set to support the raising of standards;
- staff training is given to heighten coordinators' skills and confidence to support colleagues.

Reference to this issue can be found in paragraphs: 12 and 13

Improve the use of assessment to drive learning forward for all pupils by ensuring that:

- teachers use the valuable information they have more carefully to match work to individuals;
- targets are specific to individual needs, reviewed regularly for success and shared with pupils so they know how what is needed to improve their work.

Reference to this issue can be found in paragraphs: 14 and 15

Raise standards in information and communication technology and its use in the other subjects by ensuring that:

- the school's own plans for improvements to the subject are implemented swiftly.

Reference to this issue can be found in paragraphs: 16, 17 and 18

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	5

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	12	0	0	0	0
Percentage	0	25	75	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. When the total number is substantially less than 100, care should be taken when interpreting these percentages as each lesson represents more than six percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	184
Number of full-time pupils known to be eligible for free school meals	n/a	5

FTE means full-time equivalent.

Special educational needs	Nursery	YR - Y6
Number of pupils with statements of special educational needs	n/a	2
Number of pupils on the school's special educational needs register	n/a	39

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	17
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence	%
School data	3.2
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	19	9	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	19	19
	Girls	9	9	9
	Total	28	28	28
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	19	19
	Girls	9	9	9
	Total	28	28	28
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	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	15	23	38

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	13	15
	Girls	23	17	23
	Total	38	30	38
Percentage of pupils at NC level 4 or above	School	100 (87)	79 (78)	100 (87)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	13	14
	Girls	21	17	22
	Total	35	30	36
Percentage of pupils at NC level 4 or above	School	92 (79)	79 (79)	95 (92)
	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	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	3
Chinese	
White	172
Any other minority ethnic group	9

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR - Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	23.9
Average class size	27.3

Education support staff: YR - Y6

Total number of education support staff	3
Total aggregate hours worked per week	82

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	389,334
Total expenditure	393,272
Expenditure per pupil	2,126
Balance brought forward from previous year	4,478
Balance carried forward to next year	540

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	3
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	183
Number of questionnaires returned	65

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	34	2	0	2
My child is making good progress in school.	52	40	3	0	5
Behaviour in the school is good.	51	45	3	0	2
My child gets the right amount of work to do at home.	28	57	8	2	6
The teaching is good.	58	31	5	0	6
I am kept well informed about how my child is getting on.	38	38	11	3	9
I would feel comfortable about approaching the school with questions or a problem.	63	29	5	0	3
The school expects my child to work hard and achieve his or her best.	55	37	0	0	8
The school works closely with parents.	35	46	8	0	11
The school is well led and managed.	29	46	0	0	25
The school is helping my child become mature and responsible.	40	52	2	0	6
The school provides an interesting range of activities outside lessons.	29	34	29	0	8