

INSPECTION REPORT

NORMANBY PRIMARY SCHOOL

Normanby, Middlesbrough

LEA area: Redcar and Cleveland

Unique reference number: 111650

Head teacher: Mrs M Dale

Reporting inspector: Miss WLR Hunter
3277

Dates of inspection: 25th – 26th June 2001

Inspection number: 195683

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:	3 to 11
Gender of pupils:	Mixed
School address:	Flatts Lane Normanby Middlesbrough
Postcode:	TS6 0NP
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Appropriate authority:	The governing body
Name of chair of governors:	Mr W J Whisson
Date of previous inspection:	April 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in Normanby on the southern edge of Middlesbrough. The intake has changed slightly since the last inspection, with the school now accepting more pupils from families outside the immediate area. This includes nearby social priority areas and is consequently broadening the range of intake to the school.

Seventy-eight children attend the nursery on a part-time basis. When children transfer into the reception year they continue to attend on a part-time basis for one term as part of their transition towards full-time education. When children start in reception, their attainment covers a very wide range but is generally below the levels expected for typical four year olds, especially in language, literacy and mathematics.

There are 448 pupils in the school, making this much bigger than most other primary schools. The number of boys and girls is reasonably balanced but the split in each year group differs quite considerably. For instance, there are far more boys in the current Year 3 class. There are no pupils from minority ethnic backgrounds and no-one has English as an additional language. Fifty-five pupils have been identified with special educational needs, including two pupils with statements of specific need. This level of special educational need is well below average. Sixty-two pupils are eligible for free school meals; this is just below the national average, but the number of pupils taking packed lunches has risen quite sharply in recent years.

The school is on a very large site with several buildings. Following a period of stability, there have been significant changes in staffing in the last year. Several key staff have been promoted to other jobs outside the school and there has been a period of uncharacteristic absence among other staff. This has meant that there are several temporary teachers working in many classes, including reception, Year 2 and Year 6.

HOW GOOD THE SCHOOL IS

This is a good school. Standards in English, mathematics and science are high, although standards in information and communication technology could be higher. Teaching is good, pupils make good progress, and the head teacher provides strong and effective leadership and management. The school gives good value for money.

What the school does well

- Pupils reach high standards in English, mathematics and science by the end of Key Stage 2.
- Teaching is good and pupils make good progress throughout the school.
- The personal, social and emotional development of the youngest children is very good and this leads to very good attitudes, behaviour, relationships and independence as pupils grow older.
- The school offers a rich and stimulating range of experiences that go way beyond the basic curriculum, especially in Key Stage 2.
- The head teacher has led and managed the school exceptionally well through a turbulent period of staff changes in the last 12 months and has maintained the strengths of the school throughout this time.

What could be improved

- Standards in information and communication technology are not high enough by the end of Key Stage 2.

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 April 1997 and has made good progress since then. The previous key issues have all been tackled effectively and further developments have taken place in many areas, such as literacy, numeracy, parental involvement in the school, the development of a school council and physical improvements to the building and grounds. There has been heavy investment in information and communication technology (ICT) and the school has made good progress in establishing a computer suite and now has a secure curriculum in place for this subject. This is starting to improve pupils' skills, but is having a greater impact on younger pupils and has not been in place long enough to filter through and raise standards to the level they should be at the end of Key Stage 2. There has been extensive training and professional development for staff in a range of areas, with the result that several key members of staff have recently left the school for promotion. The head teacher has done remarkably well to sustain the school's continuing development through this recent period of uncharacteristic staff instability.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1998	1999	2000	2000	
English	B	B	B	B	well above average A above average B average C below average D well below average E
mathematics	B	A	A	A	
science	C	A	A	A	

In the national tests for 11 year olds last year, the school's performance was above average in English and well above average in mathematics and science. This was true when the results were compared with all schools nationally and also with other schools with a similar level of pupils eligible for free school meals. The school is sustaining its high performance in these tests and has set challenging but realistic targets for future years.

When children start in the reception year their attainment is generally below the levels expected for typical four year olds. By the end of Key Stage 1, standards in mathematics and writing are high, but there was a dip in the school's performance in reading last year. This has been carefully analysed by the head teacher and literacy subject leader, and they have identified a group of boys who did not perform as well as they should have. Standards in reading have improved this year. At the same time, the school has actively tracked the progress of this group of boys and a range of different teaching methods are being used to try to accelerate their progress as they continue through the school. By the end of Key Stage 2, standards in English, mathematics and science are high and pupils' writing is showing definite improvement over the past year.

The school has put a lot of effort into information and communication technology (ICT) and pupils' skills are developing well. However, this has not yet had sufficient time to influence the standards of the oldest pupils. As a result, standards in ICT are not yet high enough by the end of Key Stage 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils try hard and thoroughly enjoy their work.
Behaviour, in and out of classrooms	Very good. Pupils move around the school and between buildings very sensibly and maturely. They play well together at break times and behave very well during lessons in open-plan teaching areas.
Personal development and relationships	Very good. Younger children develop independent skills very early in the nursery and reception classes. Older pupils willingly accept responsibility and take great pride in their work and their school.
Attendance	Satisfactory. Rates of attendance are broadly in line with the national average.

The school actively encourages pupils to develop independence and it does this very successfully from an early age. As a result, pupils work very well together. They have very good relationships and are mature and confident in themselves.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	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.

Twenty lessons were seen. Teaching was satisfactory in 30 per cent of these, good in 60 per cent and very good in the remaining 10 per cent of lessons.

Teaching is good throughout the school and this is one of the reasons why standards are so high by the end of Key Stage 2. This quality of teaching has been maintained despite significant changes and disruptions in staff over the past year. Pupils' learning has been sustained at a good rate and standards have not been allowed to suffer.

Literacy and numeracy are taught well. Teachers plan carefully to meet the full range of needs in their classes and use questions particularly well to make sure that pupils grasp the points they are expected to learn. Pupils with special educational needs receive very good support. They work on activities matched to tightly focused targets and therefore make good progress and achieve well. This is contributing to the school's high standards. Other pupils are challenged to succeed by the high expectations of their teachers. They take good responsibility for their own learning, for instance by taking part in group discussions and by carrying out personal research on the topics they are studying. Teachers take advantage of pupils' well-developed independence to support their learning and this is another reason why the school is performing well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good, especially in Key Stage 2. The school offers an extensive range of visits and invites an impressive number of visitors into school to work with the pupils and act as a stimulus for learning. Art and design, design and technology, music and drama all play an important part in the curriculum and broaden pupils' experiences.
Provision for pupils with special educational needs	Very good. Pupils' needs are identified thoroughly and they get good levels of additional support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Experiences for pupils are carefully planned to add an extra dimension to their work and enrich their development. A vast range of visits and visitors support a broad and exciting curriculum and contribute very well to pupils' personal development.
How well the school cares for its pupils	Very good. Systems for the welfare and guidance of pupils are embedded and well understood by all staff.

Literacy and numeracy are central to the school's curriculum but not at the expense of a very wide and varied diet of other experiences, such as country dancing, theatre visits, residential trips, and work with artists, poets and musicians. Activities outside the curriculum are just as impressive. For example, the school's drama productions have won national acclaim and the 'Internet Club' has produced an excellent website. The school's involvement in a research project on 'Inclusion' has supported the development of very good procedures for special educational needs and acknowledged the benefit of high levels of classroom support for all pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Very good. The head teacher has managed the school remarkably through a recent turbulent period, at the same time as sustaining the continued drive for development. Subject leaders are committed and carry out their roles effectively.
How well the governors fulfil their responsibilities	Good. Governors are well informed and play an active part in the life and work of the school.
The school's evaluation of its performance	Very good. Test and assessment data is carefully analysed to identify what is working and what needs to be improved. The head teacher has a very good grasp of how the school, particular groups of pupils and individual children are performing.
The strategic use of resources	Very good. High levels of additional support in classrooms benefit all pupils. The school has used money very well to improve its resources and the environment.

The very strong leadership and management of the head teacher have sustained the school well. The school is well prepared for the introduction of a large number of new teachers next term, and the role of the deputy head teacher has been redefined effectively to support this situation. The school does not qualify for much additional funding but has invested its own money well, for instance by installing a computer network in both main buildings and by developing a computer suite, to raise standards in ICT. The school has also taken an appropriate decision to suspend a programme of staff training in ICT until the new teachers are in place. The principles of best value are applied effectively to all spending decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>The majority of parents feel that:</p> <ul style="list-style-type: none"> • The school has high expectations and their children make good progress. • The teaching is good. • Behaviour is good. • They are comfortable approaching the school and their views are listened to. • Their children like coming to school. 	<p>A small number of parents feel that:</p> <ul style="list-style-type: none"> • The arrangements for homework could be better. • There could be stronger links with parents and they could be kept better informed. • There could be a better range of extra-curricular activities.

Most parents have positive views of the school and are right to do so. Inspectors do not agree with the criticisms made by a minority of parents. The school has good arrangements for homework and these supports pupils' learning well. There are plenty of opportunities for parents to meet with teachers to discuss their child's progress and parents are kept well informed about the school through traditional means as well as an excellent website produced by staff and pupils. The school offers a vast range of activities beyond the required curriculum and pupils are actively encouraged to take part.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils reach high standards in English, mathematics and science by the end of Key Stage 2.

1 In the national tests for 11 year olds in 2000, the school's performance was above average in English and well above average in mathematics and science. This was true when the results were compared with all schools nationally and also with other schools with a similar level of pupils eligible for free school meals.

2 The school is sustaining its high performance in the tests at the end of Key Stage 2 and is actively seeking to improve. For instance, it recognised that the English results were slightly weaker than mathematics and science in 2000 and this was carefully investigated by the head teacher and literacy co-ordinator. As a result, there has been a clear focus on developing pupils' writing skills for the past year, and marking of pupils' work has been very thorough and tightly focused with points for improvement and development identified on almost every piece of work. This concentrated approach appears to be showing benefits throughout the school. For example, pupils in Year 3 have written well-thought out persuasive letters complaining about the levels of pollution from an imaginary factory. Year 5 pupils have used good descriptive language in their poems about underwater adventures, based on the well-known poem 'The Diver'. For instance, "*silver dolphins speeding swiftly across the sea like silver bullets*" and "*fragile bubbles floating softly like precious diamonds*".

3 The school has made very good links between literacy and other subjects, and this is helping to further reinforce pupils' writing skills and develop their understanding of writing for a range of reasons. In Year 4, pupils have written an imaginary dialogue between two apostles discussing the resurrection of Jesus (religious education) and have described the inner most thoughts of a both British and Roman soldiers as they prepare to face battle (history). In Year 6, pupils have kept a diary to record the experiences of a young child during an air-raid (history) and have written extended accounts of the digestive system (science) outlining "The journey of a chip".

4 The school is performing well in mathematics and science. In both these subjects, there are more pupils reaching the higher levels in the tests than happens in many other schools. Pupils are prepared well in Year 6 and are given clear guidance on what is expected of them and how to tackle the tests. This is paying off and is helping the school to sustain its high results. In mathematics, pupils have good numeracy skills. They have plenty of opportunities to explore and investigate patterns and relationships between numbers, and they clearly explain their working and the methods they use to solve problems. Pupils are confident working with different kinds of graphs and have a good understanding of the relationship between shape and area. In science, pupils cover a broad range of topics and use their literacy skills well to record their work, such as a practical investigation to solve the mystery of 5 'white powders'. There is an effective revision programme in science that re-visits each topic to reinforce pupils' knowledge and understanding prior to the tests, and this is contributing well to the school's performance.

5 The school has set challenging but realistic targets for future years. The head teacher has put a lot of work and effort into getting to grips with the mass of assessment data that the school now produces. She has carefully analysed the performance of each individual pupil, has identified trends and patterns (such as the performance of a group of boys in writing) and is working closely with class teachers to track pupils' progress. Consequently, the school's targets are based on valid and reliable data that has been carefully analysed and interpreted.

6 When children start in the reception year their attainment is generally below the levels expected for typical four year olds. By the end of Key Stage 2, standards in English, mathematics and science are high. The school clearly adds value to children's learning and is performing well.

Teaching is good and pupils make good progress throughout the school.

7 Teaching is good throughout the school and this is one of the reasons why standards are so high by the end of Key Stage 2.

8 The teachers and other support staff work very well together in the nursery and reception classes. In the nursery, staff have good understanding of the needs of young children. They offer a good mix of adult-led activities and tasks for children to work on their own and in groups. In this way, they support children well but encourage them to develop independence and learn for themselves. There is a strong emphasis on developing children's language in all areas of their work. For instance, when playing a matching game with cards, nursery children were expected to answer questions using simple sentences, such as "*I've got the wooden train*". Similarly, when looking at books and talking about stories, staff use words such as 'illustrator' and 'author' and some children in the nursery were able to explain that the 'blurb' written on the back of a book tells them "*what it is about and whether they will like it*". In the reception classes, staff continue to offer a broad range of activities that interest and stimulate the children. They give clear instructions and track children carefully to make sure that they all experience the different activities set out for them. Regular assessment takes place and this is clearly identified in the detailed and effective planning supporting each lesson. There are very good relationships between staff and children. As a result, children in the nursery and reception classes thoroughly enjoy their work and learning is fun.

9 In Key Stages 1 and 2, lessons are planned thoroughly and teachers share the learning objectives with pupils to make sure that they understand what they are doing and why. This is effective and means that pupils are aware of what they have previously learnt, what they are now trying to learn, and what their targets are during the lesson. In this way, they start to share responsibility for their learning, especially in Key Stage 2. For example, in a mathematics lesson in Year 5, the teacher clearly laid out the purpose of the lesson at the start then, at the end of the lesson, challenged pupils to explain whether they had been successful and, if not, why not then asked them to identify what they needed to do next. Teachers organise and manage their lessons very well and take advantage of pupils' well-developed independence to support their learning. For instance, Key Stage 1 classes, and some of Year 4, are taught in an open-plan arrangement in one building, but there are no problems with noise or disruption to lessons from neighbouring classes.

10 Literacy and numeracy are taught well. Teachers plan carefully to meet the full range of needs in their classes and use assessment and marking of pupils' previous work well, especially in English where there has been a strong emphasis on the marking of pupils' writing. Teachers are aware of areas where they need to take a particular focus, such as achievement of boys in writing, and are tackling this effectively. Pupils with special educational needs receive very good support. They work on activities matched to tightly focused targets and therefore make good progress and achieve well. This is contributing to the school's high standards. Other pupils are challenged to succeed by the high expectations of their teachers and take pride in their achievements.

11 A particular feature of the teaching in this school is the way that teachers use questions to involve pupils in discussions about their work. In many instances, this provides unplanned and spontaneous opportunities for teachers to follow-up and explore pupils' ideas. They do this well and are confident to stray from the original planned lesson on occasions, if it adds something to the topic. For instance, in an English lesson in Year 4 the teacher used an example of her own personal poetry

writing to develop pupils' understanding of 'rich' language, but took time to explore how the poem evoked thoughts and feelings.

12 The head teacher and staff have worked extremely hard to ensure that the quality of teaching has been maintained in the school despite the significant changes and disruptions in staff over the past year. Consequently, pupils' learning has been sustained at a good rate and standards have not been allowed to suffer.

The personal, social and emotional development of the youngest children is very good and this leads to very good attitudes, behaviour, relationships and independence as pupils grow older.

13 Children in the nursery and reception classes have very good opportunities to develop their personal and social skills. They are given a wide range of activities that capture their interest and curiosity and encourage them to work with others. This means that children show high levels of interest in their work and become fully involved in their activities. For example, when two boys in the nursery sat in a quiet corner and shared a book together, and when reception children worked in pairs to write words in speech bubbles to show what 'teddy' was thinking.

14 Children develop increasing independence and learn the importance of thinking about others. They begin to show care and concern, for instance saying how sorry they felt for the bear in a story they had just heard, and then discussing their own feelings about times when they have felt scared. Children learn to take turns and share equipment. For example, during an outdoor play session, nursery children waited patiently until it was their turn to crawl through a 'tunnel'. Similarly, two children, who wanted to use the same 'favourite' truck shared the vehicle with one pulling it to make it move while the other rode on it, then they switched over. Children are very well behaved at all times. In the nursery, they stop and listen when staff ask them to, line up sensibly and walk one behind the other to go out to play. In reception, children move quietly to their working areas and talk about their work in a mature and sensible way with each other and the adults in the classes.

15 As pupils grow older, they build well on the very good start that they have had in the nursery and reception classes. They grow in confidence and self-esteem. There are specific opportunities planned for pupils to sit together in 'circle time' and talk about their ideas and feelings, and to listen to each other. In addition, the school offers a wealth of rich and stimulating experiences that help pupils to develop their independence and confidence, and to be aware of their achievements. Pupils respond very well to these chances and take great pride in their work and in their sense of identity in the school. For example, younger pupils talked with great excitement and admiration about the drama success of the pupils in Years 5 and 6, and about the school's excellent website that the Internet Club had helped to produce.

16 This is a large school with several buildings and an open-plan arrangement in one building. Pupils behave very well and move around the school sensibly. They show courtesy for others by making sure that they do not disturb the work in neighbouring classrooms and show positive, mature attitudes during lunch and break times. Pupils readily accept responsibility and are keen to contribute to the running of the school, for instance through their input to the school's code of conduct and their involvement in decision making through the 'school council'.

17 Pupils develop very good relationships with each other and have a sense of belonging to a community. For example, they have contributed to discussions about traffic and car parking problems in the immediate area outside the school, and share their views and opinions on wide ranging issues, such as ecology concerns and world poverty. There is a very strong atmosphere of care and respect in the school and this is reflected in the practical way in which pupils support national charities and local good causes, such as the Hospice. Older pupils are actively encouraged to look after and support

younger children and, following their tests in Year 6, these pupils take part in a planned programme of 'peer tutoring' to further develop their inter-personal skills prior to transferring to the secondary school. As a result, by the time they leave the school, pupils are confident, self-assured and have a strong sense of independence and their own identity.

The school offers a rich and stimulating range of experiences that go way beyond the basic curriculum, especially in Key Stage 2.

18 The school offers a broad and balanced curriculum, in line with national recommendations, but it goes way beyond this in many ways. For instance, there is a very wide range of educational visits and, from Year 4 onwards, all pupils have the chance to take part in residential trips. Some of these are linked directly to the topics and themes being taught at the time, while others offer a broader experience for the children. For example, pupils in Year 3 have visited the local Methodist church and Durham Cathedral (linked to their work in religious education and art and design) and have also visited the Hancock Museum to look at the 'Egyptian' exhibition as part of their history work. Year 4 pupils have visited parts of the River Tees during their geography studies and have been to Kirkleatham Museum to study local history. Pupils in Year 5 have visited a local pharmacy, as part of their science and drugs awareness topics, and have ventured further afield to Yarm for geography and history studies. Year 6 pupils have an enviable range of opportunities, including visits to local dance festivals (music and physical education), a visit to the Six Nations Rugby Tour Bus (physical education) and experience of team building activities through residential visits and fieldtrips.

19 The school uses visits well to encourage pupils to broaden their cultural experiences. These visits range from Year 2 pupils looking at a flower display in the local church (depicting its 100th anniversary) to Year 5 and 6 pupils visiting the Millenium Dome and Globe Theatres to perform their own drama productions. The school has a strong history of drama and has won national acclaim for some of its performances, including a recent success in the Middlesbrough Drama Festival.

20 The school has strong links with other schools. For instance, pupils in Year 6 have worked with a science teacher from the local secondary school to look at 'real' hearts and lungs. The school also makes very good use of visitors to provide a range of interesting and stimulating experiences. For example, the visit of a 'zoo' in the nursery and reception classes gave children the chance to see a wide range of creatures, including snakes, spiders and rats. Puppet Theatres and Drama Troupes contribute to the English curriculum for pupils of all ages, and other visitors, such as poets, the Mayor and sports personalities broaden pupils' learning.

21 The school's curriculum rightly places literacy and numeracy at the heart of pupils' learning and does this successfully to reach the high standards shown at the end of Key Stage 2. However, this is not at the expense of other activities and experiences that add much to pupils' personal development and stimulate their learning in other areas. The school has maintained a very wide breadth of experiences through its planned curriculum. For instance, art and design makes a particularly strong contribution to pupils' cultural development, and is linked well to work in other subjects. In a project looking at 'movement', pupils in Year 4 have taken photographs and made sketches in charcoal and pastels, they have also looked at the theme of 'journeys' and collected sketches, objects and impressions and put them together into a final composition. Pupils in Year 6 have worked with an artist in residence to make sculptures representing creatures of the environment, while Year 1 pupils have used features of the 'sea' in their paper and wool weaving to illustrate different colours and movement. Music is another area where the school has maintained a rich and diverse range of experiences. For example, local musicians often support music and country dancing lessons.

22 Staff give freely of their time, both in lunch-hours and after school, to offer a wide range of extra-curricular activities. These include a selection of sports, such as football, netball, gymnastics and cricket, and the school is very successful in local leagues and competitions. Pupils are also offered

experiences in a much broader sphere, such as chess, French, drama, textiles, and the recently established Internet Club. These events are well-attended and contribute well to the breadth of activities and experiences provided for the pupils.

23 Pupils in this school get a very well rounded education. This makes sure that they develop their key skills effectively and prepares them well for their next stage of education, but also gives them a very good grounding for the broader aspects of life in general.

The head teacher has led and managed the school exceptionally well through a turbulent period of staff changes in the last 12 months and has maintained the strengths of the school throughout this time.

24 The school has had a reasonably stable staff for a number of years. However, it has faced an unusual and unprecedented period of change in the last 12 months. Several senior members of staff have accepted promotions that have taken them out of the school, and this all happened within a very short time span. In addition, there has been some absence among other staff that is not typical. The total effect of this has been to cause a lot of turbulence in the school over recent months.

25 Parents did not raise any particular concerns about the staffing changes but a few expressed some reservations about the number of changes that have taken place. They should be reassured that the head teacher has managed this difficult staffing situation exceptionally well. She has worked diligently to attract temporary teachers of a suitable quality and has supported their work in the classrooms. On several occasions, where these teachers have not come up to the required standard, she has accepted the difficult decisions that had to be made and which caused some classes to have an even higher turnover of teachers than expected. Despite this turbulence, the head teacher has made every effort to ensure that pupils' learning has not been interrupted and, with the support of the other staff, has done this well.

26 A number of new teachers are joining the school for the start of the next academic year in September. The head teacher and governors have made careful choices and are expecting seven new members of staff to join the teaching team. This is a high volume of change but it has been very carefully planned to be sure that the transition is as smooth as possible. For example, the deputy head teacher is being released from a full-time class responsibility to act as a mentor for the new staff and is going to work alongside them to support their induction into the school. He is also going to provide them with time out of their classes to develop their new roles and responsibilities. This is an effective management strategy to support new teachers but also helps the deputy head teacher to gain an overview of what is happening in different age ranges in the school. In addition, there is a well-thought out programme of professional development to support the new staff. For instance, the school made the positive decision to suspend an ongoing programme of training in information and communication technology until the new members of staff could take a full part alongside the existing teachers.

27 Throughout the past year, the head teacher has been acutely aware of the potential implications and problems arising from the significant staff changes. Despite this, she has not lost sight of the school's strengths and the need to work at certain areas for improvement. For instance, she has continued to offer a remarkably wide programme of educational visits and has carried out a thorough, detailed analysis of the school's performance in order to identify and tackle the issue of boys' achievement in reading at Key Stage 1.

WHAT COULD BE IMPROVED

Standards in information and communication technology are not high enough by the end of Key Stage 2.

28 The school has put a lot of effort into information and communication technology (ICT) and pupils' skills are developing well. However, this has not yet had sufficient time to bring the standards of the oldest pupils up to the levels they should be by the end of Key Stage 2.

29 The school has invested heavily in computers and other equipment over recent years. As a result, there is a computer suite that provides a good base for skill-based teaching, and a number of other computers located at positions around the school. However, although a network cable has been installed in both buildings, the school does not yet have enough computers to attach to this and this means that pupils have fairly limited access outside their allotted time in the suite. In addition, there are some gaps in the equipment that the school has and this means that pupils are not getting the full range of experiences they need. In particular, there are insufficient resources to allow pupils to use computers to monitor, sense and control the physical environment.

30 The school has a clear and well-planned scheme of work to support teachers. This gives good guidance to show how pupils should learn and develop their ICT skills across the year groups and is now being used by teachers when they plan their lessons. However, the oldest pupils in the school have not had the benefit of the experiences that the younger ones are now getting. This is one of the reasons why, despite the rapid developments taking place, their standards are still too low.

31 Pupils in Year 6 have had a reasonable range of experiences but they have not had the opportunity to take some of their work to sufficient depth to develop the level of skill expected. For example, they have used word processing and desktop publishing packages to present information, such as posters, poems and writing about their work on Victorians in history, and can include basic graphics and clip-art in their work. They have started to bring information together in a multi-media package but have not yet used the full power of this type of software. Pupils have learnt how to set up a simple spreadsheet and databases and can produce tables and graphs. However, they have limited understanding of how to use a spreadsheet to model different situations or how to search and interrogate a database to retrieve specific information. They have not had the chance to use computers to monitor, sense and control the physical environment, and have very limited experience of the Internet and electronic mail.

32 The school has started a programme of nationally funded training in ICT and teachers were beginning to benefit from this by increasing their knowledge and confidence. However, given the significant changes in staff over the past year, the head teacher and ICT co-ordinator took an appropriate decision to suspend this training until the staffing situation stabilises in September.

33 The co-ordinator for this subject has a good grasp of what needs to be done and where the school needs to focus its efforts. This effective leadership and management has supported the recent developments in ICT and underpins a clear and comprehensive action plan that indicates what needs to be done next in order to raise standards.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

34 The school should now:

(A) Raise standards in information and communication technology (ICT) by the end of Key Stage 2, by:

- increasing the number of computers to allow pupils sufficient access to equipment during their work outside the computer suite;
- providing suitable equipment to allow pupils to use computers to monitor, sense and control the physical environment;
- continuing the nationally funded training programme to improve and develop teachers' knowledge and expertise in ICT;
- making sure that pupils are given sufficient opportunities to work with databases and to interrogate, search and retrieve information;
- making sure that pupils are given more opportunities to use spreadsheets to model and investigate different situations;
- teaching pupils how to bring information that is produced in different software packages together electronically.

(Paragraphs 28 – 33)

The school has already identified the issues relating to information and communication technology.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10%	60%	30%	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	39	448
Number of full-time pupils eligible for free school meals	0	62

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	1
Number of pupils on the school's special educational needs register	1	55

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	24
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	5.6
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	36	24	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	35	35
	Girls	22	24	24
	Total	46	59	59
Percentage of pupils at NC level 2 or above	School	77% (85%)	98% (91%)	98% (90%)
	National	83% (82%)	84% (83%)	90% (87%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	33	33	34
	Girls	23	23	24
	Total	56	56	58
Percentage of pupils at NC level 2 or above	School	93% (90%)	93% (88%)	97% (95%)
	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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	28	31	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	23	26
	Girls	29	30	30
	Total	49	53	56
Percentage of pupils at NC level 4 or above	School	83% (86%)	90% (86%)	95% (95%)
	National	75% (70%)	72% (69%)	85% (78%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	23	27
	Girls	29	30	30
	Total	47	53	57
Percentage of pupils at NC level 4 or above	School	80% (73%)	90% (85%)	97% (80%)
	National	70% (68%)	72% (69%)	79% (75%)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	448
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	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)	17.0
Number of pupils per qualified teacher	26
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	183

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39

Total number of education support staff	3
Total aggregate hours worked per week	70

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	2000 – 2001
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	£
Total income	875,457
Total expenditure	869,880
Expenditure per pupil	1,754
Balance brought forward from previous year	23,420
Balance carried forward to next year	28,997

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	448
Number of questionnaires returned	134

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	40	3	0	0
My child is making good progress in school.	59	37	3	0	1
Behaviour in the school is good.	56	37	5	1	2
My child gets the right amount of work to do at home.	41	39	15	2	2
The teaching is good.	55	39	3	1	1
I am kept well informed about how my child is getting on.	47	41	9	3	0
I would feel comfortable about approaching the school with questions or a problem.	60	33	4	3	1
The school expects my child to work hard and achieve his or her best.	61	38	1	0	0
The school works closely with parents.	42	44	10	2	1
The school is well led and managed.	46	41	5	4	3
The school is helping my child become mature and responsible.	49	46	3	1	1
The school provides an interesting range of activities outside lessons.	52	28	6	5	9