

INSPECTION REPORT

Keelham Primary School

Bradford

LEA area: Bradford

Unique reference number: 107438

Headteacher: Mr D. Atkinson

Reporting inspector: Mr P. M. Allen
17531

Dates of inspection: 24th – 25th April 2002

Inspection number: 196557

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Junior and Infant

School category: Foundation

Age range of pupils: 4 – 11

Gender of pupils: Mixed

School address: Well Heads
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West Yorkshire
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Appropriate authority: Governing Body

Name of chair of governors: Mr C. Ing

Date of previous inspection: 13th March 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Keelham Primary School is a small primary school serving a rural community on the outskirts of Bradford, bordering on Calderdale. The majority of pupils live in the villages of Denholme and Thornton. The school draws its pupils from a mixture of socio-economic backgrounds. The school has grown significantly since local reorganisation when, two and a half years ago, it became a through primary school, where previously it was a first school catering for children aged four to 9. There has been imaginative extension and refurbishment of the building. There are 111 pupils on roll, with slightly more boys than girls; in some classes there is a gender imbalance. There are four classes, with one for Reception, one for Key Stage 1 and two for Key Stage 2. Virtually all the pupils are of white ethnic origin. Twenty-five pupils are on the special educational needs register which is in line with the national average. Nine per cent of the pupils are entitled to free school meals which is significantly below the national average. Following a period of instability, the teacher staffing is now settled. The school is led by a headteacher who works on a part-time basis for three days of the week. Attainment on entry to the school, although varying from year to year, is broadly in line with what could be expected.

HOW GOOD THE SCHOOL IS

This is an effective and improving school which provides a good standard of education. Standards are rising. Currently standards at the end of Year 2 and Year 6 are very good and well above national averages. The quality of teaching is good overall. The headteacher's very good leadership has enabled the school to improve and successfully adapt to become a through primary school. The school gives good value for money.

What the school does well

- ◆ Standards in English, mathematics and science at the end of Year 2 have gradually been improving and are now very good, as they are at the end of Year 6.
- ◆ The headteacher's very good leadership is instrumental in the school's improvement.
- ◆ There are very good practices for assessing, monitoring and setting targets for pupils' attainment and progress.
- ◆ There is very good support for pupils with special educational needs.
- ◆ The very good provision for spiritual, moral and social development and the good provision for cultural development underpins the school's caring, community ethos.
- ◆ The good behaviour and the very good attitudes and personal development of the pupils contribute positively to the quality of education.

What could be improved

- ◆ The information and communication technology provision, so that it better supports the various areas of the curriculum.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Keelham Primary School came into being in September 1999 as a reorganised school and, as such, this is its first inspection. Very good progress has been made during the period of its development into a primary school and during this time many improvements have taken place. There is a corporate commitment to further improvement and a shared capacity to succeed.

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
	1999	2000	2001	2001
English	n/a	n/a	B	D
Mathematics	n/a	n/a	A	A
Science	n/a	n/a	B	C

Key

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

The vast majority of the youngest children are in line to meet most of the national Early Learning Goals by the end of the Foundation Stage (Reception year), although a small number may not achieve the higher levels in communication, language and literacy. Around a half are likely to exceed most of the goals. Currently, standards at the end of Year 2 are very good in reading, writing, mathematics and science. These judgements reflect the growing trend of improvement in recent years. Standards at the end of Year 6 are very good in English, mathematics and science which represents an improvement on the creditable results achieved in the school's first ever Year 6 group in 2001. In religious education, pupils achieve standards which are in line with the requirements of the locally agreed syllabus. Standards in information and communication technology are sound and improving across the school. The school is setting clear targets to maintain and improve upon its results.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils have very good attitudes to the school, with an enthusiasm for what the school has to offer.
Behaviour, in and out of classrooms	Standards of behaviour are good; older pupils are supportive and protective towards the younger ones.
Personal development and relationships	Personal development is very good. Pupils have very good relationships with each other and with all the adults in school. Each child's contribution is valued.
Attendance	Attendance is very good being above the national average. Pupils arrive in good time, enthusiastic to start the day.

The very good attitudes, behaviour and personal development contribute very positively to the quality of education.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	satisfactory	good	good/very good

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

The quality of teaching and learning is good overall. The teaching observed during this short inspection was at least satisfactory, often good and sometimes very good. The skills of literacy and numeracy are taught well, although the school recognises the need to review the effectiveness of the groupings for the literacy and numeracy hours. The teaching generally meets the needs of all pupils including those who are higher attainers. The teaching provides very well for pupils with special educational needs. The good quality and number of classroom assistants has a positive impact on the quality of teaching and learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced. It is inclusive by ensuring equality of access and opportunity for all pupils. Information and communication technology is insufficiently used to support learning across the curriculum. During the inspection insufficient time was given for self-directed creative and practical activities for the Reception children.
Provision for pupils with special educational needs	The provision is very good. The special educational needs co-ordinator is managing the work well, enabling a consistent approach which is leading to greater progress than previously.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very good provision for spiritual, moral and social development and good provision for cultural development. The pupils respond well in these areas.
How well the school cares for its pupils	Pastoral care is of a high order and each child is valued. The support and guidance is very good. There are very good practices for assessing, monitoring and setting targets for pupils' attainment and progress.

Parents are supportive of the school and supportive of their children. They are pleased with what the school provides and achieves. The school is inclusive for all children in all its practices.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is providing very effective, purposeful leadership that is continuing to take the school forward in its aspirations to further raise the quality of education provided. The deputy headteacher provides a good level of cover when the headteacher is not in school.

How well the governors fulfil their responsibilities	The governing body is very supportive of the headteacher and the school. Governors are increasingly gaining a clear understanding of the school's strengths and areas for development.
The school's evaluation of its performance	The school's self-evaluation of its performance is becoming well established, involving systematic, effective review and target setting.
The strategic use of resources	There is very good strategic use of resources. Surplus income has been earmarked for the planned further improvements to the premises.

The school is adequately staffed. Although very good improvements have been made to the accommodation, which is well cared for and imaginatively used, it is cramped with narrow corridors and a small hall. The playgrounds are too small for the number of children, the school lacks an outdoor play area for the Reception class and there is no school field. Overall, the school is well resourced. The school gives good consideration to the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ◆ Children like school and are making good progress. ◆ Standards of behaviour. ◆ The quality of teaching and the approachability of the school. ◆ The expectation that the children will work hard, do their best and become responsible. ◆ The school is well led and managed. ◆ The school works closely with parents. 	<ul style="list-style-type: none"> ◆ A number of parents feel that the school's expectations for homework are unclear and that the provision is inconsistent. ◆ Some parents would appreciate more information on their children's progress. ◆ Some feel there could be more extra-curricular activities.

The school is aware of parents' views about homework and information about progress and has firm plans to review its arrangements. The number of extra-curricular activities is similar to those provided in most schools of a similar size, although there are firm plans to further develop this area. The vast majority of views expressed were supportive of the school and inspectors agree with parents that Keelham Primary School is a good school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science at the end of Year 2 have gradually been improving and are now very good as they are at the end of Year 6

1. In the Reception class, literacy and numeracy are given a strong focus. This enables the children to make a very positive start in communication, language and literacy and in the mathematical area of learning. It provides the foundation for future development. The judgement of the inspection team is that standards in English, mathematics and science at the end of Year 2 are very good and above national averages. This reflects the school's most recent results in the National Curriculum tests in these subjects.

2. Reading is given a high priority in the school, with a tradition of very good standards. Progress is closely monitored which leads to careful identification of the pupils to be targeted for extra help. These high standards in reading have a positive impact on attainment across most curricular areas. In the Key Stage 1 tests of 2001, the results in reading were well above the national average for the third year in a row. All the pupils reached at least the appropriate level 2 in writing and mathematics. The overall results in writing were well above the national average and also well above those for similar schools; the results in mathematics were well above the national average and above those for similar schools. These high standards replicate those identified in the teacher assessments in reading, writing and mathematics. The pupils' performance in the teacher assessments for science was very high in comparison with the national average.

3. Standards within small cohorts of pupils can, and do, vary from year to year. Nevertheless, national performance data over a period of three years gives a picture of consistently creditable attainment. Taking the three years from 1999 to 2001 together, figures show that the performance of pupils in reading, writing and mathematics exceeded the national averages for their age group, most significantly in reading and writing. Over recent years, the number of pupils achieving the higher levels, above level 2, is increasing in all areas, most significantly in writing and mathematics. Overall, national performance data indicates an improving trend from 1998 to 2001, a trend which is likely to be continued with the results of 2002.

4. The year 2001 was the first year the school contained Year 6 pupils and so there is little national performance data to identify trends. In the Key Stage 2 tests of 2001, a very creditable start was made, especially in mathematics where the results were well above the national averages and well above those for similar schools. In English the results were above the national average but below those for similar schools, whilst in science they were above the national average and in line with those of similar schools. Teacher assessments undertaken at the same time confirm this picture of high attainment. This first set of results is good in relation to schools nationally and in relation to the 'value added' progress which the school has identified between the end of Year 2 and the end of Year 6. It is the judgement of the inspection team that standards in English, mathematics and science at the end of Year 6 are currently higher than those in 2001. At both key stages there have been no significant differences between the attainment of boys and the attainment of girls.

5. During the inspection, a number of literacy and numeracy lessons were observed and a work scrutiny was undertaken which focused on English, mathematics and science, most

notably at Year 2 and Year 6. The evidence collected confirms the view that standards are gradually improving at both key stages and that the current Year 2 and Year 6 pupils are in line to continue the very creditable results which have been achieved. All pupils are enabled to achieve well relative to their abilities. Some good and some very good teaching was observed during the inspection and the quality of teaching has a clear and positive impact on both the progress the pupils make and the standards achieved. There is a shared commitment and capacity on the part of the staff, to continue the process of raising standards in the core subjects. This can enable this effective school to become more effective. The school has high expectations of continued improvement.

The headteacher's very good leadership is instrumental in the school's improvement

6. The school's experienced headteacher was appointed to the school on a temporary basis in September 1998. This was on a part-time basis with the headteacher working flexibly for three days each week. Following consultation with the then Department for Employment and Education, this unusual arrangement was made permanent in January 2001. Throughout the period of his tenure, the school has been through many changes. The success of these changes is due in no small measure to the very good quality of the headteacher's leadership and management, which ensure a clear direction for the work and development of the school and the promotion of high standards.

7. At the time of the headteacher's appointment, the school was under serious threat of closure. The headteacher worked closely with the governing body and the local community to develop proposals to keep the school open and to change its character from a first school to a through primary school. The success of the campaign laid the foundations for the teamwork enabling the school to move forward and improve. The two new year groups have been assimilated and care has been taken to ensure that their needs have been fully met; for example, appropriate physical education lessons have been provided, partly through making good use of the local secondary school's facilities.

8. At the same time the headteacher has been instrumental in the moves to extend and improve the accommodation, including the creation of new teaching areas. The Year 5 and 6 classroom has been redesigned, the Reception room has been extended, there is extensive toilet and classroom accommodation, the Year 3 and 4 classroom and the hall have been refurbished and, across the whole school, new furniture and floor coverings have been introduced. All this work has improved the physical environment to enable it to better support the teaching and learning.

9. The headteacher's leadership is clear and well structured. For example, he has introduced planning materials to ensure full coverage of all National Curriculum subjects. He has built up the school's annual improvement plan to effectively guide the development of the school. The role of the governing body has been significantly developed enabling the governors to provide good support for the school, giving them an increasingly clear understanding of the school's strengths and areas for development. A number of parents commented on both the approachability of the headteacher and the increasingly good communications between home and school.

10. The introduction of systematic self-evaluation of the performance of the school has been led by the headteacher, providing a clear commitment to raising standards and improving the quality of teaching and learning. There is well developed monitoring of teaching in order to

provide targets for improvement. There are very good practices for monitoring, assessing and setting targets for pupils' attainment and progress. These processes are having a positive impact on the raising of standards. Standards at the end of Year 2 have improved year on year in reading, writing and mathematics. Standards at the end of Year 6, as reflected in 2001, the first Year 6 group, were creditable and the 2002 test results are likely to show good improvement, indicating that standards are very good and well above national averages.

11. More recently, the headteacher has significantly developed the support provided for pupils with special educational needs and this is beginning to have a marked impact. The headteacher's dynamic approach is building good teamwork amongst the teachers, with good support provided by the good number and quality of classroom support assistants. Over the many areas of its life, this effective school continues to improve and the headteacher's leadership is instrumental in and fundamental to this aspiration to become better and to better provide for the children in its care.

There are very good practices for assessing, monitoring and setting targets for pupils' attainment and progress

12. The school has high expectations of continued improvement in pupils' attainment and progress and recognises the importance of effective assessment and recording in helping to achieve high standards. Procedures for assessment and recording are very thorough and are used well to provide information about attainment and progress.

13. A baseline assessment is done when pupils begin school. This ensures that pupils receive any necessary extra support at an early stage. The assessment is then repeated at the end of the year to see how much progress pupils have made and also to highlight any weaknesses in the curriculum.

14. At Key Stages 1 and 2, regular national and school based assessments are made throughout the school and results recorded on individual tracking documents. Teachers record termly progress in English, mathematics, science and information and communication technology, and, with the headteacher, they assess the progress being made. This highlights strengths and weaknesses and helps teachers to plan effectively and to set appropriate future targets for pupils. There is evidence in teachers' planning of the effective use of day-to-day assessments to plan work which meets the needs of all pupils. The very thorough assessments made of the attainment and progress of pupils with special educational needs, together with the good communication between teachers and the special educational needs co-ordinator, enables these pupils to make good progress.

15. Curriculum co-ordinators monitor progress made each term and use the information to make any necessary changes to literacy and numeracy groups. Key stage assessment co-ordinators analyse the results of national tests to ensure coverage and delivery of curriculum. The headteacher analyses the results on an individual, group and class basis to determine how much progress pupils make in a particular year and also year by year. Useful comparisons are made with results nationally and with those in similar schools. The school prides itself on providing equally for all pupils. Progress is monitored and analysed according to gender, ethnicity, first language and special need. There is much evidence of the way in which the school has effectively used analysis to determine trends and achievement; for example, they identified that pupils make good progress in the Foundation Stage and found an improvement in boys' writing at Key Stage 1. Writing, especially that of boys, has been identified as an area for further improvement at Key Stage 2.

16. The information gained is set out in a useful document, which records results, progress analysis and target setting and is a valuable resource for the governing body. It is used well when agreeing priorities for the annual school improvement plan.

17. The very thorough assessment procedures and effective use made of results is having a very positive impact on the quality of teaching and learning and, together with the high expectations being set, is making a good contribution to the high standards found in the school.

There is very good support for pupils with special educational needs

18. As part of the school's inclusion strategy, the provision for pupils with special educational needs has been significantly developed. A key part of this development was the appointment of a very capable special educational needs co-ordinator in September 2001, who works half of the school week specifically on this area. This has had a very positive impact; it has enabled the school to develop both the rigour of its processes and the clear well organised management which started with an audit of needs.

19. Attendance on in-service training has resulted in the co-ordinator's very good knowledge of the new Code of Practice for pupils with special educational needs. A very new policy based on that code has been put in place to guide the work of the school. The needs of particular groups are identified, so that specific programmes of support are provided; for example, through additional literacy support, the 'Springboard' arrangements, 'Reading Recovery' and the 'Better Reading Partnership'.

20. The school complies with statutory requirements for the care of the 25 pupils who are on the register of special educational needs, one of whom has a Statement of Special Educational Need. Thirteen are identified on 'areas of concern' and 12 benefit from specific provision of focused activities through appropriate individual education plans which are used very effectively. These plans, which are developed through consultation between the co-ordinator and the class teacher, contain clear and achievable targets to address pupils' specific requirements and are regularly reviewed with parents closely involved. Eight pupils are given regular support on an individual basis, others on a less intensive basis.

21. Both teachers and classroom support assistants provide a good level of support throughout lessons, especially during literacy and numeracy hours. The school has effective involvement with outside agencies, such as the Learning Support Service, Child and Family Services and the school nurse. Very good support is provided by the co-ordinator in working with individuals, with small groups and in working alongside the teaching and support staff. The individual support provided for pupils is very effective in enabling them to make good progress and in giving them full and equal access to the curriculum.

22. The support provided makes a very good contribution to improving the pupils' attainment and progress. Differentiation was evident in most lessons seen across the wide academic ability range. Mostly pupils with special educational needs work alongside other pupils, often with an adult to support them. All these pupils are well integrated in class and given similar work at an appropriate level. The school is aware of the entitlement of higher attaining pupils with a number of pupils being challenged and extended in their tasks to reach higher levels. A small number are in higher sets for literacy and numeracy than others of the

same age in order to better meet their learning needs. This is a developing aspect of the special educational needs provision.

23. Pupils with special educational needs are usually keen to improve. Their attitudes to work and behaviour in lessons are mainly good. This has a positive effect on their learning and progress. They are usually well involved in their work showing respect for teachers and support staff. The good attitudes and behaviour of these pupils makes an important contribution to the quality of teaching and learning where each child is valued. The very good support for pupils with special educational needs, well managed as it is by the co-ordinator, is one of the school's many strengths.

The very good provision for spiritual, moral and social development and the good provision for cultural development underpins the school's caring, community ethos

24. The school provides a happy, secure environment for its pupils. Parents praised the school's welcoming family atmosphere. The school has suitable procedures and policies to ensure that pastoral matters are dealt with promptly; the staff know the pupils well and provide good supervision. The high standard of care and guidance given by the teachers and the support staff was evident throughout the inspection.

25. The school's provision for pupils' spiritual development is very good. In the daily act of collective worship the pupils are encouraged to explore questions about themselves, their family and friends and the world around them. They reflect on the personal qualities of famous people, such as Ernest Shackleton, and learn about perseverance. On the wall of the main corridor there are two colourful displays developed by the Year 5 and 6 pupils. One is an artwork collage depicting the 'The Christian Story of how the world was created'; the other is the 'Creation Story' containing drawings and reflective written text from the pupils' religious education work. The Year 1 and 2 class 'Our World' display, encourages pupils to think about the beauty of nature and to respect their environment. The school also promotes spiritual development through its strong links with local churches. The school enhances its own religious celebration by extending the traditional provision; for example, in singing the Lord's Prayer to Cliff Richard's recorded alternative version.

26. Provision for pupils' moral and social development is very good. The school teaches the principles that distinguish right from wrong and regularly reviews its own behaviour policy. The class rules are developed in consultation with the pupils and parents. The older pupils were observed discussing with their teacher 'What makes a bully?'. Pupils learn to trust each other, to take responsibility and to develop an understanding of their actions; they learn to value truthfulness and fairness. Pupils' self-esteem is promoted through the celebration of achievements, particularly in the Friday assemblies. Apart from the liberal use of praise, there are many initiatives to reward pupils' efforts and attainments; for example, star charts adorn the walls of the classrooms. In the Year 5 and 6 room, the pupil groupings of Golden Eagles, Wolves, Lions and Tigers celebrate achievement through the awarding of stars. The school has a good inclusion policy and has recently updated its personal, social, health and citizenship policy. Posters in and around the hall highlight healthy lifestyles and good manners. Safety education is well promoted by educational visits, for example to the police station in Brighouse, and by the use of visitors and videos, such as Railtrack's 'Short Cut!'. Charity and local community work, including support for Manorlands Hospice, make a good contribution to pupils' social development.

27. Pupils' cultural development is good. In their work in history, geography, music and art, they learn about the way of life of other people around the world and make comparisons with their own culture. The diversity of these cultures is reflected in many of the displays in the school; for example, the African and Asian drums in the hall. The school celebrates festivals from other religions, such as Diwali, Eid and the Chinese New Year. The Year 1 and 2 pupils have been reading stories about Buddha. National celebrations include the patron saints' days. The local culture embraces events such as the annual Rose Day, when parents and friends join in the celebrations.

28. The overall very good provision for pupils' spiritual, moral, social and cultural development impacts positively on all aspects of school life. This provision is a strength of the school and it makes a significant contribution to the harmony and peace within the school.

The good behaviour and the very good attitudes and personal development of the pupils contribute positively to the quality of education

29. Throughout the school the pupils' attitudes towards learning are very good. Pupils like coming to school and enjoy their work; this is evident from the very high level of attendance, which is well above the national average for primary schools. During the inspection it was observed that all the Year 6 pupils voluntarily stayed for a 'booster class' after the school day had finished. All the pupils, including those with special educational needs, are enthusiastic about their work. They are keen to learn and are able to sustain a high level of concentration. Pupils participate eagerly in their lessons, for example when putting hands up to answer their teachers' questions. The good and often very good progress that pupils make was typified during a Year 3 and 4 literacy lesson, when the pupils wrote imaginative stories about walking through a forest. Their written work was of good length, containing substantially correct grammar and punctuation and the pupils used a wide variety of appropriate adjectives and adverbs.

30. The standard of behaviour is very good within school. No instances of serious misbehaviour were witnessed during the inspection and only one pupil has been temporarily excluded in the period since the school gained primary status. The behaviour in the playground is generally good, although the playground space is very restrictive with uneven surfaces and insufficient room for pupils to properly enjoy themselves. There is good, orderly movement within the buildings, despite the lack of circulation space.

31. Relationships are very good between pupils and adults and between the pupils themselves. Pupils of all ages work and integrate harmoniously and the older ones help to look after their younger friends. Pupils co-operate well, sharing resources and working together in pairs or groups when required to do so. The pupils show appropriate respect for property and for the feelings and beliefs of others. Many parents commented on the family atmosphere and friendly environment within the school where every pupil's contributions and efforts are valued.

32. The pupils' personal development is very good. They are courteous and trustworthy, showing good manners and a high level of maturity. The pupils are welcoming to visitors and showed great pride when discussing their work with inspectors. Pupils benefit from the many educational trips, such as the Year 4 residential visit to Arnside and from the various charity and community events. Pupils are given increasing responsibilities as they move through the school. All pupils help to maintain their classrooms clean and tidy. The pupils participate in nominations and elections for representatives on their School Council.

33. The high standard of the pupils' attitudes, behaviour and personal development make a significant contribution to the quality of education and to the standards that are achieved.

WHAT COULD BE IMPROVED

The information and communication technology provision so that it better supports the various areas of the curriculum

34. Standards of attainment in information and communication technology have improved in recent years and pupils receive their basic entitlement. The commitment and enthusiasm of the co-ordinator has had a very positive impact on the improvements made. The school is appreciative of the valuable assistance given by parents at the computer clubs set up to accelerate the learning of basic skills. Resources have been substantially increased. The school has an adequate supply of computers. In addition to the 13 computers, it has sensibly invested in nine laptops because of restricted space available in classrooms. Mostly the oldest pupils use these machines. Internet access is provided through a network connection enabling pupils to access information and to receive and send e-mails. The current service provider offers limited opportunities and the school intends to change to one that provides a better service. There is sufficient other audio-visual equipment.

35. An effective administration network has been set up which links all relevant staff, including the co-ordinator for special educational needs. This has improved communication considerably by providing a common and frequently updated diary of events and needs. Training opportunities are being provided for teachers enabling them to become much more confident and competent in teaching information and communication technology skills.

36. Although computers are used on a regular basis to support learning, there is a need to both make maximum use of machines and software and to give information and communication technology a higher profile in the planning of lessons in order to provide pupils with appropriate experiences within all areas of the curriculum. Pupils use programs to support work in literacy and numeracy and use research and word processing skills in history and geography. Insufficient use is made of information and communication technology to record and manipulate information and data, especially in science lessons. Limited use is made of sensory and control devices and although the school has a digital camera this is not currently used independently by pupils.

37. The improvements needed in information and communication technology are recognised by the school and documented in the school improvement plan and in the detailed information and communication technology development plan. One of the school's objectives is to encourage pupils to use information and communication technology as a first choice resource and learning tool. A thorough audit of the use of information and communication technology in the classroom has been carried out to identify gaps in learning, so that teachers can plan more effectively, and also to ensure that relevant resources are provided. An effective programme for monitoring and evaluating provision is in place. A useful assessment system has been developed and challenging attainment targets set.

38. The headteacher sets high expectations. He recognises the central role that information and communication technology needs to play in all aspects of the school's work. There are plans to create an information and communication technology suite. This will

enable more effective class and group teaching to take place and, in addition to the other planned improvements, will help to further raise standards.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors' action plan will set out how the areas for improvement identified during the inspection are to be addressed.

In order to build on the school's many strengths and the quality of education provided and to further raise standards, the governing body, headteacher and staff should:

- ◆ improve the information and communication technology provision so that it better supports the curriculum by:
 - *further developing information and communication technology as a teaching and learning tool in literacy and numeracy;*
 - *reviewing and substantially developing software to support all curricular areas;*
 - *better ensuring the routine use of information and communication technology in most lessons;*
 - *continuing to develop Internet access;*
 - *further developing sensory and control technology;*
 - *continuing to build upon staff confidence through information and communication technology training.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	42

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	6	5	0	0	0
Percentage	0	21	43	36	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 seven 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)	111
Number of full-time pupils known to be eligible for free school meals	10

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	25

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.6

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	10	9	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Percentage of pupils at NC level 2 or above	School	95 (100)	100 (94)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 2 or above	School	95 (89)	100 (100)	100 (94)
	National	85 (84)	89 (88)	89 (88)

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
	2001	10	3	13

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	77 (n/a)	100 (n/a)	100 (n/a)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	69 (n/a)	85 (n/a)	100 (n/a)
	National	72 (70)	74 (72)	82 (79)

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

In accordance with statutory requirements the results of National Curriculum assessments are not reported by gender, as the number of boys and girls at both key stages was ten or fewer.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	3
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	93
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)	5.3
Number of pupils per qualified teacher	20.9 : 1
Average class size	27.8

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	113

FTE means full-time equivalent.

Financial information

Financial year	2000-01
	£
Total income	322,425
Total expenditure	299,360
Expenditure per pupil	2,697
Balance brought forward from previous year	40,908
Balance carried forward to next year	*63,973

* Surplus income has been accumulated to develop outdoor play and sporting facilities and to build a dedicated information and communication technology and resource room.

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	1.5

Total number of vacant teaching posts (FTE)	1
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	110
Number of questionnaires returned	78

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	38	3	3	0
My child is making good progress in school.	60	37	3	0	0
Behaviour in the school is good.	42	53	4	0	1
My child gets the right amount of work to do at home.	33	51	12	4	0
The teaching is good.	71	28	0	0	1
I am kept well informed about how my child is getting on.	47	41	12	0	0
I would feel comfortable about approaching the school with questions or a problem.	77	22	0	1	0
The school expects my child to work hard and achieve his or her best.	76	24	0	0	0
The school works closely with parents.	50	42	8	0	0
The school is well led and managed.	53	45	0	1	1
The school is helping my child become mature and responsible.	56	37	3	0	4
The school provides an interesting range of activities outside lessons.	29	42	19	1	9