

INSPECTION REPORT

PORTWAY JUNIOR SCHOOL

Allestree, Derby

LEA area: City of Derby

Unique reference number: 112741

Headteacher: Judith Ryan

Reporting inspector: Brenda Iles
12000

Dates of inspection: 12th to 13th November, 2001

Inspection number: 196666

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 School
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Robincroft Road Allestree Derby
Postcode:	DE22 2GL
Telephone number:	01332 550113
Fax number:	01332 541551
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Graham Else
Date of previous inspection:	19 th May, 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
12000	Brenda Iles	Registered inspector
9003	Bryan Findley	Lay inspector
17454	Brian Aldridge	Team inspector
3692	David Hill	Team inspector

The inspection contractor was:

SES

132 Whitaker Road
Derby
DE23 6AP

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Portway Junior School is situated in Allestree, a residential suburb of Derby. The majority of families live in privately owned housing and most pupils attending the school live locally. Due to the school's popularity a small proportion of pupils attend the school from beyond the immediate area. The increase in pupil numbers and local decisions to admit pupils whose families appeal for placements mean that a class is currently taught in the school hall. Three hundred and forty-one pupils attend the school aged from seven to eleven. The school is larger than most junior schools and has increased in size since the last inspection. Three per cent of pupils are eligible for free school meals, which is well below average. Eight pupils come from backgrounds beyond Europe, most of whom are of Indian or African heritage. Five pupils speak English as an additional language, one of whom is at the early stages of learning English. Thirteen per cent of the pupils are on the register of special educational needs, which is below average. Seven pupils have statements, a higher proportion than at the time of the last report. Seven per cent of pupils joined or left the school at times other than the usual admission and transfer times during the last year, which is below average. Most pupils transfer from the local infant school. Attainment on entry is above that of most seven-year-olds. More parents than average have higher education qualifications. The headteacher has recently returned after a lengthy period of sick leave. Despite efforts to appoint replacement staff last year, some Year 6 pupils were taught by several supply teachers.

HOW GOOD THE SCHOOL IS

This good school consistently achieves standards that exceed the national averages with particular strengths evident in literacy and numeracy. This is due to good teaching. The priority placed on personal development is a significant strength. Strong relationships, staff commitment and teamwork and a shared vision for the future support school improvement. The school provides good value for money.

What the school does well

- Standards in English and mathematics are well above average by the age of eleven.
- Teaching is very good in four in ten lessons and a significant strength in provision for Year 6.
- Behaviour, attendance, attitudes to learning and provision for pupils' personal development are of a very high standard.
- Recent difficulties arising from staffing issues have been managed well.

What could be improved

- Standards in ICT are below average.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in May 1997 priority has been placed on maintaining high standards in literacy and numeracy. Although the trend in improvement appears slower than the national trend the proportions of pupils who attain the higher levels have increased. The school also has more pupils with special educational needs. The dip in standards in 2001 was due to difficult staffing issues. Current evidence shows that standards are similar to those described previously with improvement evident in mathematics. Many strengths described in the last report have been maintained and the quality of teaching has improved. Pupils' research skills, criticised in the last report are now well developed. The impact of the long-term illness of the headteacher has been managed well by the deputy headteacher and governors. Strenuous efforts have been made to improve the accommodation but progress has been slow. This has resulted in provision and standards for information and communication technology being lower than those described previously. The deputy headteacher, staff and governors have worked as a committed team to maintain standards and the school plan accurately identifies areas for improvement. The analysis of assessment information, tracking procedures and introduction of

setting pupils precise targets for learning are enabling the school to identify and refine its practice in literacy and numeracy. This practice is now to be applied to science to raise standards higher. The national literacy and numeracy strategies have been implemented effectively. Overall, progress in meeting national, local and school priorities has been good.

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	A	A	A	B
Mathematics	A	A	B	C
Science	A	B	B	C

Key

well above average A

above average B

average C

below average D

well below average E

Over the last four years standards have been consistently well above average in English and mathematics overall and above average in science. In Year 6 this year, almost half the pupils gained the higher level 5 in English, more than four in ten did so in science and a third were successful in mathematics. The trend in test results at 11 is downward in relation to the national picture. The dip in attainment in mathematics in 2001 was due to discontinuity in the teaching of a set in Year 6 which adversely affected learning. Assessment in science is not as well developed as in English and mathematics and this affects rates of progress. Pupils with special educational needs and the very small number with English as an additional language are fully included in all activities and make good progress.

Standards attained by the present Year 6 are well above average in English and mathematics and above average in science. The dip in attainment in mathematics was analysed and the issue is being addressed successfully. The new science coordinators are reviewing the science curriculum and assessment procedures to make improvements. The school aims to improve standards further in mathematics and science and has set challenging targets that it is likely to meet. Attainment in ICT is below average and continues to be an issue for the school to address.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very enthusiastic learners and thoroughly enjoy school.
Behaviour, in and out of classrooms	Behaviour is very good in lessons and at play.
Personal development and relationships	The provision for personal development and very good relationships are strengths of the school.
Attendance	Attendance is excellent

The school values are strongly promoted by all staff and pupils have a high regard for the adults who care for them. Consequently, pupils feel valued, behaviour is very good, learning is fun and pupils are

keen to attend school. Pupils of all ages project consistent pride in the school and their achievements. Rules are fully understood and maintained.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	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 teaching of literacy and numeracy are strengths of the school. During the inspection the standard of teaching seen was high; close to half of the lessons seen were very good and almost three-quarters were at least good. In Year 6 two-thirds of the lessons were very good with excellent features. Very good teaching was also observed in Years 3 and 4. The quality of marking and the use of assessment information are often very good and planning, which accesses the Year 7 curriculum for eleven-year-olds, challenges more able pupils well. Relationships with pupils are very good. Teachers use questioning skilfully to promote self-esteem and ensure the inclusion of all pupils. Features of excellence include the use of role-play and games that promote fun in learning and a positive ethos. In satisfactory lessons, work is less challenging and the pace of learning is slower. Assessment in science is not as rigorous as it could be. Discontinuity in teaching arrangements for Year 6 led to a drop in standards in 2001.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and the literacy and numeracy strategies are implemented effectively.
Provision for pupils with special educational needs	Provision is good.
Provision for pupils with English as an additional language	The very small number of pupils who are learning English are well supported and take part in the full range of lessons and activities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is very good.
How well the school cares for its pupils	Procedures for ensuring the care and safety of pupils are good.

The development of literacy and numeracy are curriculum strengths. Provision for ICT is a weakness currently prioritised in the school plan. The care shown to pupils, especially those who have long-term illnesses is very supportive.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school has experienced a period of discontinuity due to staff illness. This has been managed well. A review of roles and responsibilities has taken place and co-ordinators are optimistic about their action plans for improvement.
How well the governors fulfil their responsibilities	Governors provide good support and fulfil their roles and responsibilities well. They are fully involved in decision-making and have a very good understanding of how the school should move forward.
The school's evaluation of its performance	The school evaluates the progress made towards meeting its targets and sets itself high levels of challenge based on careful analysis of strengths and weaknesses
The strategic use of resources	The schools' limited resources are used efficiently.

The deputy headteacher and governors have managed a period of change and discontinuity well. There have been several changes in staffing. Difficulties in teacher recruitment to cover long-term absence led to some pupils in Year 6 being taught by several teachers which had a negative impact on attainment in aspects of learning. The school made the best use of available resources in a difficult situation. They have maintained a rigorous approach to seeking support to extend the cramped school building.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • The school provides interesting activities to support learning • Children are expected to work hard • They feel comfortable to approach the school with problems 	<ul style="list-style-type: none"> • Closer partnership and more information about their children's learning and expectations for homework • Continuity in school leadership

Inspectors support parents' positive views of the school. The school provides a good range of information for parents including regular newsletters, information evenings and opportunities for parents to talk to teachers both formally and informally. However, reports on pupils' progress do not indicate clearly enough areas for improvement and targets for learning. The school has provided parents with appropriate information to keep them informed of the headteacher's absence and return to work. There is a high level of regard for the headteacher and the discontinuity in leadership, resulting from illness, is regretted by all learning partners. The situation has been managed sensitively and in accordance with procedures laid down for circumstances of this kind.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English and mathematics are well above average by the age of eleven.

1. Over the last four years standards have been consistently well above average in English and mathematics overall. When compared to similar schools, pupils' performance in 2001 is above average in English and average in mathematics. Almost half the pupils gained the higher level in English and a third of the pupils attained the higher level in mathematics. The dip in attainment in mathematics in 2001 was due to discontinuity in the teaching of mathematics in Year 6. Inspection evidence shows that the school's detailed analysis of the test results and its subsequent action has addressed this relative weakness successfully. Standards attained by the present Year 6 are well above average in English and mathematics. The school has set challenging targets which it is likely to meet.
2. Provision for more able pupils is very good. Teachers plan lessons which are matched well to pupils' abilities. Through very good teaching they extend prior learning and enable those pupils who are most able to experience aspects of the Year 7 curriculum. This ensures they are appropriately challenged. The recent practice of setting targets with each pupil also focuses attention well on improvement. Pupils understand the strengths and weaknesses in their work and in discussion know what they need to do to improve. Pupils of all ages have very positive attitudes to reading, writing and mathematics.
3. Speaking and listening skills are very well developed. Pupils are articulate and use a broad range of language during discussion and question times. By Year 6 they express their views in a mature manner and back up their ideas with reasoned evidence. Pupils enjoy listening to their friends and eagerly contribute suggestions that lead to debate and influence collaborative decision-making. This was evident when pupils composed poems using personification. They evaluated and improved the teachers' initial draft and proceeded to create their own poems in a similar style. In an excellent lesson with lower attaining pupils in Year 4 the pupils eagerly spotted the teacher's deliberate mistakes in their mental mathematics and explained or wrote on the board the accurate method of calculation. Pupils use specific subject terminology well. This is because there are high expectations from teachers for all pupils to use the words that have been introduced. For example, in a science lesson, Year 3 pupils used terms such as *materials*, *properties* and *classification* and in Year 5, pupils exploring electricity explained their investigations using terms such as *hypothesis*, *prediction* and *conduction*. Year 6 pupils are proud of their displayed work, for example, reports which describe their investigations about reversible and irreversible change. They describe how they mixed together substances such as vinegar and baking powder, which released bubbles of carbon dioxide, and the differences between chemical and physical changes. These features of speech are present across all subjects and pupils have a very good awareness of the appropriate uses of Standard English and informal speech by the time they are eleven.
4. Pupils are avid readers and demonstrate a love of books. Reading diaries are maintained well and provide evidence of access to a broad range of reading material and opportunities to review books. By the age of eleven pupils express very good understanding of the different purposes of reading and have well developed

research skills. This shows good progress from the last report when independent research skills were a weakness. Pupils say they have regular opportunities to explore and research projects independently and in groups. They sensibly explain how they locate books and specific information from reference books, encyclopaedias, dictionaries and news articles. They access the Internet when the system is operational in school and many use their home computers to access a wider range of information. Boys and girls like poetry, fiction and non-fiction. They give reasons why they prefer the style of some authors to others, for example, J.K Rowling, Roald Dahl and Dick King Smith. Pupils draw attention to features of the text which develop characters, they select good examples of description which enable them to imagine the events clearly and give ideas to suggest how the endings of books might be changed. While the adventures of Harry Potter are a clear favourite at the moment some pupils thought the film might be a disappointment. They understood that a film cannot include all elements of a book and were hopeful that important characters and images created in their minds through reading the text would be portrayed accurately.

5. The literacy strategy has been implemented effectively. High priority is placed on spelling and punctuation accuracy, the correct use of grammar and the links between speaking, writing and reading. Spellings are a regular feature of homework and lists of words are matched to pupils' strengths and abilities. Analysis of writing shows that pupils' spelling is mainly accurate and that most errors are phonetically plausible. In each year group pupils have opportunities to write for a wide range of different purposes including stories, poems, reports, letters, lists and newspaper articles. A significant amount of work has been completed since the start of the school year and, by the age of eleven, pupils confidently give reasons why one form of writing is more suitable than another for a specific task. Skill in the use of punctuation exceeds that of most eleven-year-olds. Pupils use inverted commas and apostrophes, exclamation marks and commas accurately, they organise their writing into paragraphs and chapters and have a well developed understanding of how to plan a piece of writing. They discuss key aspects such as story starts, main characters and events, effective language and the conclusion. Pupils expect to draft their work and the final version reflects pride in presentation. Handwriting is neat, legible and joined.
6. In mathematics pupils have a very good knowledge of numbers and tables and explain clearly different ways of calculating numbers to achieve the same answers. In their work they are encouraged to record calculations in a variety of ways that support decision-making and self-correction. Pupils think learning mathematics is fun. The use of games and active involvement of pupils in pairs, small and large groups enables them to collaborate and work out problems in practical situations that require discussion and structured analysis. By the age of eleven they calculate decimals to three decimal places, work out percentages of numbers and distinguish the different forms of angles found in triangles. They add and subtract fractions, work out addition and subtraction of negative numbers and calculate the area and perimeter of regular and irregular shapes accurately. Terms such as *rhombus*, *formula* and *probability* are understood well and the application of learning to practical problem solving tasks is very good across the range of ability levels.
7. The majority of pupils achieve well and those with special educational needs and the very small number with English as an additional language are fully included in all activities and make good progress. The introduction of specific target setting is addressing well the needs of all pupils and especially average and lower attaining

pupils. This practice is to be linked to science to raise standards in the subject to those of English and mathematics.

Teaching is very good in four in ten lessons and a significant strength in provision for Year 6.

8. Twenty-three lessons or parts of lessons were observed during the period of the inspection and in this small sample over four in ten lessons were of very good quality with examples of excellence observed in Year 6 and Year 4. A further three lessons in ten were good and the remainder were satisfactory. There has been an improvement in the proportion of very good and excellent teaching since the last report.
9. Teaching in Year 6 and lessons observed in literacy and numeracy were particular strengths. Teachers have successfully implemented the literacy and numeracy strategies and these subjects have been the school's main focus for development, in line with most schools. There is a good balance of time allocated to listening and practical activities that maintain pupils' interest. In the excellent lessons observed in mathematics in Years 4 and 6 the teachers inspired lower attaining pupils using games, humour and well focused role play to engage interest, maintain pupils' self-esteem and ensure that learning took place in an exciting and dynamic ethos. The use of repetition through presenting problems in different ways gave valuable and essential opportunities for pupils to revise and consolidate their learning. They are confident to take part because mistakes are recognised as a natural part of learning and can be rectified. This group is taught in the hall because the school has limited accommodation. The teacher takes advantage of this situation to teach mathematics through aspects of physical activity. Pupils love this creative approach and cannot wait for their next lesson. The very strong relationships the teachers have with pupils create confidence to disagree, to critically analyse and to support friends when they struggle. This is why pupils look forward to lessons and show respect for teachers.
10. Very good teaching of literacy and mathematics was observed in Years 3, 4 and 6. Teachers have confident subject knowledge and plan and structure lessons to build well on prior learning and to link with other aspects of the curriculum. The pace in these lessons is brisk and teachers use questioning techniques very effectively to ensure all pupils are included in discussions and feedback sessions. Individual whiteboards are used well to include all pupils in calculating answers and spelling specific words. When pupils show their work the teacher is able to assess quickly the levels of understanding and support each pupil needs. An impressive feature of the teaching is the way in which pupils are expected to contribute to the learning of others. This partnership approach, further developed through paired reading across year groups, encourages personal competition and peer support, which in turn enables pupils to achieve their best.
11. Teachers make good use of specific subject vocabulary and expect pupils to use the terms they have introduced in their responses. Consequently, pupils develop a wide range of vocabulary and follow the good role models presented to them. Marking of pupils' work is a further strength. It is particularly strong in literacy and numeracy. Teachers pay close attention to the aspects of learning which have been successfully completed and those which need to improve. Comments are written in helpful ways that give praise and encouragement while identifying clearly what is expected next. This helps pupils to understand how well they are progressing. For example, pupils in Years 3 and 4 identify improvements in writing and presentation and are proud when they have achieved enough merits points to gain the award to work in pen.

12. In the very small number of science lessons observed, teaching was at least satisfactory and very good in Year 6. Because assessment procedures in science are not as well developed as in English and mathematics, pupils' individual needs are not defined as specifically and the pace of learning is not as fast. The school is aware of this issue. Following the retirement of the coordinator, new staff have been appointed to lead and manage science. They are very enthusiastic and have a clear understanding of the steps to take to raise the quality of teaching higher to support more targeted learning and higher achievement.
13. The relationships teachers have with pupils are very strong. The high expectations of behaviour and work, clarity of instructions and calm but rigorous pace in lessons, give pupils the confidence to use their initiative and answer questions. When they are unsure of the answers, comments such as; *Who can help? 'Talk about this with your partner,* and *Can you think of an alternative?* encourage the expression of different points of view and thinking processes. Although classrooms are frequently cramped and one class is currently taught in the hall, there is commitment to equal opportunities. The very good organisation of the hall arrangements, high level of organisation and expectations of pupils to move furniture sensibly and carefully enables classes to access the hall for a minimum programme of indoor physical education. This is supplemented by additional outdoor physical education and swimming.

Behaviour, attendance, attitudes to learning and provision for pupils' personal development are of a very high standard.

14. Attendance is excellent and pupils express a keen interest in learning and an eagerness to come to school. A feature of the very good support the school offers was evident when a pupil with a long-term illness described how well she was supported to attend school on a part-time basis. The school's policy is very effective, all absences are followed up swiftly and both parents and pupils are mindful of the importance of regular and prompt attendance. Consequently, there is hardly any absence other than for illness. Regular attendance makes a very good contribution to continuity in learning.
15. Provision for pupils' personal development including the spiritual, moral, social and cultural elements is very good. The high standards mentioned in the last report have been maintained and developed further.
16. There are many opportunities for pupils to develop responsibility for their learning and to contribute to their friends' learning. Paired reading sessions provide pupils in Year 3 with opportunities to share books with Year 6. The older pupils guide younger ones, modelling their teachers' approaches to reading experienced through the literacy hour. They help them to change their books and to make careful entries into reading records.
17. Assemblies make valuable contributions to the spiritual, moral, social and cultural dimensions of learning. They are of high quality, led by the headteacher and deputy headteacher, and promote the school values and approach to developing citizenship very well. The focus placed on respecting others, regardless of age, gender, disability or culture, draws pupils' attention positively to the contributions that each person can offer to their community. Time for quiet reflection is an excellent feature. Pupils are given choices to pray or quietly consider the impact of their own actions and words have on others. Similarities and differences between individuals, for example, dialect and old age are confronted positively. This teaches

pupils to look for strengths in individuals and to value the differences. Singing is joyous and celebrates the occasions when pupils and staff give praise.

18. In discussions the pupils say they love school because their teachers make learning fun and everyone is kind. They are adamant that any upsets are quickly overcome and that the very rare incidents of bullying are dealt with swiftly and effectively. School rules are understood and adhered to, and reinforced through circle time and classroom displays. Consequently, pupils move around the building courteously, open doors for others and say *please* and *thank you* without the need for prompting. They take turns at play and in lessons and enjoy the opportunities they have to problem solve, debate and research. Pupils feel their views are considered fully by staff and understand why the annual school production has been delayed until later in the year when, it is hoped, proposed improvements to the accommodation will provide greater access to the hall. Pupils also understand that a priority is to increase space for a library and computer suite and recognise this as being more important than improving the playground. These views were consistently expressed by the pupils who spoke to inspectors.
19. The very good range of extra-curricular activities enhances learning. Pupils take full advantage of these opportunities and have a well developed sense of belonging and desire to project their school positively. Pupils who have joined the school quickly settle and make friends and there is great pride in representing the school, for example in sporting and charity events. Pupils look forward to day and residential visits, which are linked to their work in history and geography, and identify English, mathematics, science, art and history as some of their favourite subjects.
20. Good citizenship is promoted through circle time when pupils learn ways to resolve conflict, to be good listeners and to think carefully before passing judgement on the actions of others. They learn to ask questions which help them to understand how to interpret feelings and respond to others. Through role-play they have opportunities to try out some of the approaches they experience. These many positive features are evident throughout the school's work and have a very positive impact on learning and achievement.

Recent difficulties arising from staffing issues have been managed well.

21. Since the last report the school has suffered a period of change and discontinuity. Several staff have retired or left the school and new appointments have been made. The headteacher has suffered serious long-term illness and the deputy headteacher took over the leadership of the school for fifteen months. Governors reviewed her responsibilities and appointed her to be acting headteacher, relieving her of many teaching duties to enable the focus to return to school improvement. Despite the school's strenuous efforts to appoint long-term temporary staff, the gap this left in the teaching of Year 6 pupils was filled by several temporary teachers with a resulting loss of continuity and a drop in standards.
22. Governors met regularly, sought advice and have given very good support in a difficult situation. The acting headteacher very quickly developed her leadership and management skills and supported financial planning and school improvement planning in partnership with staff and governors. For example, literacy, numeracy and ICT plans of good quality all properly support priority issues. Personnel issues have been handled sensitively and in accordance with the guidelines laid down for circumstances of this kind. They have provided an appropriate level of information for staff and parents, whilst at the same time maintaining confidentiality and

ensuring that proper procedures are followed precisely. Issues related to improving the school building have been rigorously pursued. Plans have been drawn up to provide additional accommodation to provide a new classroom, computer suite and library. The school sought advice and permission to reserve funds to enable it to match the sum offered by the local authority. There is optimism that these plans, when confirmed, will enable the school to restore the hall to regular use for drama and all aspects of physical education by the summer term.

23. The pace of school improvement has been slower than expected but every effort has been made to maintain the school's plans. Difficulties in staff recruitment and employing supply teachers to cover staff release time have been beyond the school's control. As a result less monitoring than usual has taken place, for example in science. There is a very good awareness of the school's strengths and weaknesses. Roles and responsibilities have been reviewed and staff are eager and enthusiastic to develop their subjects further. In science the new coordinators have planned to conduct a review of provision this term and, having analysed test results in 2001, are reviewing assessment procedures and the quality of teaching to raise standards to those in English and mathematics. Coordinators are supportive team members and provide valuable guidance to their colleagues. For example, the mathematics co-ordinator is a leading mathematics teacher in the authority and supports teachers within and beyond the school, providing a very good role model for subject leadership and management.
24. The acting headteacher leaves the school at the end of term to take up a headship. Governors, alongside the headteacher and local authority drew up clear criteria for her replacement. This has ensured the successor has sufficient proven management experience to support the headteachers' gradual return to work. Many parents indicated to the inspection team their continuing high regard for the headteacher. The anxiety expressed by some parents reflects their keen desire for the school to continue to be successful and some insecurity during the period of the headteachers' illness.
25. The headteacher has already reviewed the school's strengths and weaknesses and is beginning to develop a new programme for improvement that addresses accurately the school's current needs. She continues to have strong leadership and management qualities.

WHAT COULD BE IMPROVED

Standards in information and communication technology (ICT) are too low.

26. Standards in ICT are below average and lower than those described in the last report. The subject continues to be a priority area for development and is a focus for development in the school plan. Since the last report national expectations have increased. The school has not kept up with the pace of change and consequently standards have fallen.
27. A significant inhibiting factor in the development of the subject is related to the limited use of available resources. At present computers are frequently not used enough in lessons. When they are in use pupils adhere to a rota to ensure equality of access. Each class has its own computer and printer but this is insufficient to develop the skills pupils need to apply technology to their learning. The school has Internet access but experiences regular technical difficulties that result in frustration. Pupils have a good understanding of the important role of technology in

their lives but too few opportunities to extend and apply their knowledge in practical situations. The computer club is popular and provides opportunities for pupils who do not have access to computers at home to extend their experiences. The club is well attended. There are examples of the use of ICT for word processing and displaying data but overall these are too limited. In discussion the pupils describe how to access the Internet for research purposes, explain how to edit text, highlight, copy, cut, paste and print. However, keyboard skills are weak and slow down the learning process.

28. The school has rigorously pursued ways of extending the current building to create a computer suite. The decision was taken to match fund the building of two extra classrooms to improve research facilities, including an ICT suite and library. The school has earmarked money to be match funded by the local authority to support this development. Delays in these developments have been pursued consistently. However, the planning programme is not yet resolved and there is a need to improve resources in classes to support raising attainment.
29. The coordinator provides good leadership and the plan to develop ICT covers well the areas that need to improve. The delay in making decisions about the building plans has led to limited progress. Staff are currently receiving training to improve their knowledge and expertise and the funds available for development now need to be used to improve the range of hardware and software. No direct teaching of ICT was observable during the period of this short inspection so judgements about the quality of teaching in the subject cannot be made.
30. There is an urgent need to move plans forward and raise standards in this subject. Progress since the last report has been unsatisfactory in this aspect despite the school's intentions and efforts to move forward.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER

***Raise standards in ICT by;**

Improving the provision to support the teaching of ICT in classrooms;
Maintaining the training programme to develop staff expertise and competence;
Making more systematic links to ICT across subjects;
Monitoring and evaluating the success of the ICT action plan in raising standards.

***Indicates that the school is aware of the issue and has included reference to it in the school development plan.**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	8	7	6	0	0	0
Percentage	9%	35%	30%	26%	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll

	Nursery	Y3-Y6
Number of pupils on the school's roll (FTE for part-time pupils)		341
Number of full-time pupils known to be eligible for free school meals		11

FTE means full-time equivalent.

Special educational needs

	Nursery	Y3-Y6
Number of pupils with statements of special educational needs		7
Number of pupils on the school's special educational needs register		49

English as an additional language

	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

%

Unauthorised absence

%

School data	3.2
National comparative data	5.2

School data	0.2
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 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	28	50	78

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	22	24
	Girls	47	36	47
	Total	70	58	71
Percentage of pupils at NC level 4 or above	School	90 (93)	74 (84)	91 (95)
	National	78 (75)	74 (72)	91 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	23	23
	Girls	26	47	49
	Total	78	78	78
Percentage of pupils at NC level 4 or above	School	86 (89)	90 (86)	92 (93)
	National	(70)	(72)	(79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	2
Black – other	
Indian	4
Pakistani	1
Bangladeshi	
Chinese	
White	322
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y3-Y6

Total number of qualified teachers (FTE)	14.2
Number of pupils per qualified teacher	24
Average class size	28.3

Education support staff: Y3-Y6

Total number of education support staff	7
Total aggregate hours worked per week	129

FTE means full-time equivalent.

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	5
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

Exclusions in the last school year

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

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

Financial information

Financial year	2000-2001
	£
Total income	531,332
Total expenditure	505,919
Expenditure per pupil	1,514
Balance brought forward from previous year	34,851
Balance carried forward to next year	60,264

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	341
Number of questionnaires returned	144

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	40	2	0	0
My child is making good progress in school.	42	47	7	0	4
Behaviour in the school is good.	28	63	3	1	5
My child gets the right amount of work to do at home.	26	55	16	2	1
The teaching is good.	35	58	2	1	3
I am kept well informed about how my child is getting on.	13	51	22	5	9
I would feel comfortable about approaching the school with questions or a problem.	46	47	5	2	1
The school expects my child to work hard and achieve his or her best.	47	51	1	0	1
The school works closely with parents.	15	54	17	4	9
The school is well led and managed.	22	51	8	8	11
The school is helping my child become mature and responsible.	38	54	4	1	3
The school provides an interesting range of activities outside lessons.	45	49	3	2	1