

INSPECTION REPORT

MOOR HALL PRIMARY SCHOOL

Sutton Coldfield

LEA area: Birmingham

Unique reference number: 103351

Headteacher: Mrs Einir Baxter

Reporting inspector: Mr Michael Best
10413

Dates of inspection: 8th and 9th May 2000

Inspection number: 197284

Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Rowallan Road Sutton Coldfield West Midlands
Postcode:	B75 6RE
Telephone number:	0121 308 3966
Fax number:	0121 323 4501
Appropriate authority:	Governing body
Name of chair of governors:	Mrs Pam Garrington
Date of previous inspection:	June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Michael Best	Registered inspector
Patricia Edwards	Lay inspector
Rosemary Saul	Team inspector

The inspection contractor was:

TWA *Inspections* Ltd
5 Lakeside
Werrington
Peterborough
PE4 6QZ

01733 570753

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	11
The school is very well led by the headteacher and deputy headteacher	
Standards in English, mathematics and science are well above national standards at the end of both key stages	
Teaching and learning are good	
Relationships between all members of the school community are very good	
The school cares very well for its pupils	
Good quality resources and the well appointed accommodation provide a rich learning environment	
WHAT COULD BE IMPROVED	15
Standards in information technology are not high enough	
The school's provision for pupils' spiritual and cultural development is not systematic	
Teachers' planning does not clearly identify how pupils' practical and thinking skills will be progressively developed	
Targets in the individual education plans of pupils with special educational needs do not provide sufficient basis for monitoring pupils' progress	
The school development plan lacks sufficient detail to provide a firm basis for its implementation to be evaluated	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	17
PART C: SCHOOL DATA AND INDICATORS	18

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Moor Hall Primary School is situated in a quiet residential area of Four Oaks where many families live in comfortable circumstances and unemployment is low. It is the same size as most primary schools and has 210 pupils aged from 4 to 11 years on its roll, all of whom attend on a full-time basis. The pupils are drawn from the surrounding area. Attainment on entry is above that found nationally. Virtually all the available places in the school are filled. Less than six per cent of pupils are known to be eligible for free school meals, which is below the national average. Nearly all pupils are of a white ethnic background, and all pupils speak English fluently. These figures are well below the national averages. At the time of the inspection, the majority of children in the reception class had attained the age of five years. Fifteen per cent of pupils have been identified as having special educational needs and less than one per cent of pupils has a statement of special educational need; both these percentages are below that found nationally.

HOW GOOD THE SCHOOL IS

This is a good school that is well supported by the governing body and highly regarded by the great majority of parents. Pupils work hard and achieve high standards in English, mathematics and science compared with all schools nationally and with similar schools. Strong leadership, effective management, good quality teaching and an attractive, well resourced learning environment contribute significantly to the standards achieved. Above all, all members of the school community – children, teachers and support staff – are valued for the individual and unique contribution they make to the life of the school; this is reflected in the very good attitudes and behaviour of the pupils. The school provides good value for money.

What the school does well

- The school is very well led by the headteacher and deputy headteacher.
- Standards in English, mathematics and science are well above national standards at the end of both key stages.
- Teaching and learning are good.
- Relationships between all members of the school community are very good.
- The school cares very well for its pupils.
- Good quality resources and the well appointed accommodation provide a rich learning environment.

What could be improved

- Standards in information technology are not high enough.
- The school's provision for pupils' spiritual and cultural development is not systematic.
- Teachers' planning does not clearly identify how pupils' practical and thinking skills will be developed.
- Targets in the individual education plans of pupils with special educational needs do not provide sufficient basis for monitoring pupils' progress.
- The school development plan lacks sufficient detail to provide a firm basis for its implementation to be evaluated.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1996. Serious weaknesses were identified in the leadership and management of the school. The school's value for money was unsatisfactory. Since then a new senior management team has been appointed. The quality of leadership and management is now very good. Several innovations have been successfully introduced and the school has recently been recognised by Investors in People. The school now provides good value for money.

Weaknesses in teachers' planning have been addressed by the preparation of schemes of work for all curriculum subjects. Although all are in place, some are not fully implemented as the school is preparing for the introduction of Curriculum 2000 at both key stages and the Early Learning Goals for pupils in the foundation stage. The school has adopted a common planning format for all schemes of work in all subjects and across the school. At the time of the last inspection 20 per cent of teaching was unsatisfactory. The quality of teaching is now good. In this inspection no unsatisfactory teaching was

seen; three quarters of lessons were of good or better quality, with four out of ten lessons very good or excellent. Effective procedures for assessment, lacking at the time of the last inspection, are now in place.

Although the school's provision for pupils' spiritual and cultural development has improved since the last inspection, there is still no systematic approach in these areas. Pupils have insufficient opportunity for reflection during lessons and their appreciation of cultural diversity in modern British society remains underdeveloped. In contrast with the time of the last inspection, the school is now very well resourced for all subjects and library provision is now very good.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	A	A	A	very high A* well above average A
Mathematics	A	A	A	A	above average B average C
Science	B	A	A*	A	below average D well below average E

National test results at the end of Key Stage 2 in 1999 were well above average in English and mathematics. In science they were very high, that is amongst the highest five per cent nationally. In comparison with similar schools, results were well above average. The school has continued to maintain well above average standards in English and mathematics for the last three years. In science, standards have improved from being above average in 1997 to very high in 1999. Taking all three subjects into account, the school's results have improved at a greater rate than that found nationally.

At the end of Key Stage 1 national test results in reading, writing and mathematics have been consistently very high for the last three years, and are among the highest five per cent nationally. Compared with similar schools, standards at the end of Key Stage 1 are well above average in reading and mathematics and very high in writing. Teacher assessment in science indicates that pupils are achieving standards that are very high.

The findings of this inspection show that standards at the end of both key stages are well above average in English, mathematics and science; pupils are achieving well. Children in the reception class achieve good standards; by the time they are five, virtually all exceed the standards expected at this age in their personal and social development, language and literacy, mathematics, knowledge and understanding of the world and in their creative and physical development. The school has set itself realistic targets for attainment in recent years; targets for future years are regularly revised in the light of available assessment information that takes into account pupils' achievement.

As they move through the school, pupils develop independence and confidence in their capacity to acquire knowledge and to apply it. This makes an important contribution to the high standards they achieve. However, pupils' advanced thinking and skills, for example skills of critical analysis, and their capacity to reflect on their work are not as highly developed. Standards in religious education meet the requirements of the locally agreed syllabus. However, standards in information technology are not high enough. Although pupils acquire appropriate skills, they make insufficient use of information and communications technology to support their learning across the curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are very good. They are keen and eager to learn. They appreciate being fully involved in the life and work of the school.
Behaviour, in and out of classrooms	Behaviour is very good in lessons and around the school. Pupils are polite to each other and to adults. They can be relied upon to carry out tasks required without prompting and they handle books and equipment carefully. At breaktimes pupils engage in a range of activities, some of which are occasionally boisterous but essentially good-natured.
Personal development and relationships	Pupils have very good, open, constructive relationships with one another and with their teachers and other adults. They show feelings for others and respect individual views and beliefs. There was no evidence of bullying, sexism or racism at the time of the inspection. Pupils are willing and able to take responsibility.
Attendance	During the last reporting period attendance was above the national average. There was no unauthorised absence and no pupils were excluded. Pupils arrive punctually for school and lessons start on time.

TEACHING AND LEARNING

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

During the inspection teaching was good or better in three quarters of lessons seen and very good in over one third. One excellent lesson was seen. All the remaining teaching was satisfactory; no unsatisfactory, poor or very poor teaching was observed. Teachers have very good subject knowledge. The skills of literacy and numeracy are taught very thoroughly but opportunities for the use of information and communications technology across the curriculum are limited. Teachers have high expectations of their pupils and this enables them to achieve very well. Lessons are very well managed, enabling all pupils to learn effectively and at a good pace. Pupils are enabled to apply intellectual and creative efforts to the best of their ability and this makes an important contribution to the very high standards they achieve. Appropriate tasks, linked to the work in the classroom, are set for homework.

The way in which teachers provide opportunities for discussion and sharing ideas, and the quality of marking, particularly at the end of Key Stage 2, are strengths. However, although teachers' lesson planning is closely linked to the school's long-term curriculum plans, some make insufficient reference to how they will meet the differing needs of individual pupils; at times teaching focuses too much on the knowledge to be learnt rather than the development of practical and thinking skills.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for children under five is satisfactory. At both key stages the curriculum meets statutory requirements. Other than in information technology where it is rudimentary, the school's curriculum is of good quality. It is broadened by a wide range of extra-curricular activities and visits.
Provision for pupils with special educational needs	Appropriate provision is made for pupils with special educational needs. However, the targets on individual education plans for pupils on Stages 2 to 5 do not provide a firm basis for monitoring pupils' progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for moral and social development is good. Provision for spiritual development is satisfactory overall but pupils have insufficient opportunities to reflect on their experiences in order to develop their self-knowledge. Provision for cultural development is satisfactory overall but insufficient attention is paid to developing pupils' understanding of cultural diversity in modern British society.
How well the school cares for its pupils	The school provides a high standard of care for its pupils. Appropriate measures are taken to ensure that the unused swimming pool does not present a safety hazard for pupils during the school day.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy headteacher, working together with all the teaching and non-teaching staff, provide very good and effective leadership and management. This successfully enables pupils to achieve high standards.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory duties well. Members take a keen interest in the work of the school and are supportive of developments.
The school's evaluation of its performance	The school honestly and thoroughly evaluates its performance and identifies priorities. The present format of the school development plan does not provide a firm basis for evaluating the effectiveness of its implementation.
The strategic use of resources	The school considers very carefully the use of the resources available to it. Learning resources are plentiful and readily accessible. Recent improvements to the accommodation contribute to the high quality learning environment.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Eighty-three parents completed Ofsted questionnaires and 31 attended a meeting with the registered inspector. Other parents spoke to members of the inspection team during the inspection.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like coming to school.• The standards achieved by pupils.• High standards of behaviour, pupils' personal development and teaching.• The approachability of the school and the way in which problems are dealt with.• The high quality care for pupils.	<ul style="list-style-type: none">• Some parents would like more information about their children's learning and progress.• Closer consultation about the progress of pupils with special education needs.

The inspection confirms that the confidence parents have in the school is warranted. The inspection team believes that the school provides appropriate formal and informal opportunities for parents to find out about their children's learning and progress. The inspection team believes that the school does consult appropriately with parents of pupils with special educational need but that it could further raise all parents' awareness of the provision it makes. In addition, parents expressed a wide range of differing views on the school's provision of work to be done at home. The inspection team feels that, overall, the nature, amount and timescales for the completion of homework set are appropriate.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

1. The school does many things well and this enables pupils to achieve high levels of attainment not only in the core subjects of English, mathematics and science but also in other areas of the curriculum. Results in the National Curriculum statutory tests at the end of Key Stage 2 have been well above the national average in English and mathematics for the last three years and over that time results in science have risen from above average to very high. The school's results are well above the average for similar schools.
2. These high standards are achieved through a combination of high quality teaching and learning, very good relationships, a strong caring ethos together with good quality resources and well appointed accommodation. The key element of all these, however, is the very good leadership of the headteacher and her deputy who work closely with governors and staff to enable all pupils to achieve their best. This is a school where every individual is valued for the contribution they can make to its life and work.

The school is very well led by the headteacher and deputy headteacher

3. The headteacher has brought stability to the school and successfully moved the school forward. She provides clear direction that enables all members of the school community to take responsibility for the successful achievement of its aims and values. She is ably supported by the deputy headteacher who has successfully led the school in a number of initiatives, including the school's recent achievement of Investors in People status.
4. The headteacher and her deputy have worked closely with the teaching and non-teaching staff to improve standards and the quality of teaching and learning. The introduction of the National Literacy Strategy was very carefully planned in order to provide teachers with regular and effective support in the classroom. This laid good foundations for the subsequent introduction of the National Numeracy Strategy and has contributed to the improvement that is evident in all areas of the school's work. A strength of the school is the thoroughness and honesty by which it evaluates its performance and identifies priorities for development.
5. The staff have responded very positively to this leadership. They work hard, challenging and supporting pupils to achieve their best. Curriculum co-ordinators have a clear understanding of their subject responsibilities and have been given the necessary authority and responsibility to fulfil their duties successfully.
6. The day-to-day management of the school is good. Appropriate financial routines are in place. The senior managers ensure that all teaching and non-teaching staff are well informed of what is going on in the school and all adults provide very good role models for pupils.
7. The headteacher works closely with the governing body, which is very supportive of the school. The overwhelming majority of parents are well satisfied with the way in which the school is led and find staff to be very approachable.

Standards in English, mathematics and science are well above national standards at the end of both key stages

8. Pupils achieve high standards in English, mathematics and science in the statutory National Curriculum tests and assessments at the end of both key stages. In 1999, results at the end of Key Stage 1 were within in the top five per cent of schools in the country in reading, writing and mathematics; in comparison with similar schools, these results were very high in writing and well above average in reading and mathematics. At the end of Key Stage 2, results in English and mathematics were well above the national average and in the top five per cent of schools in the country in science; compared with similar schools, results in each subject were well above average. Taking all three subjects together, the results at the end of Key Stage 2 were in the top five per cent in the country and well above the average for similar schools.
9. Standards at the end of Key Stage 1 have been maintained at these high levels for the last three years. At the end of Key Stage 2 results have been consistent in English and mathematics for the last three years and have risen each year in science. There are no significant differences in the results obtain by boys and girls; at the end of Key Stage 2 boys have outnumbered girls by as much as two to one during this period.
10. Assessments made when children enter the reception class indicate that the majority have above average skills, knowledge and understanding. The school builds successfully on what they already know and virtually all children have met the Desired Learning Outcomes¹ by the time they reach the age of five years.
11. Pupils' speaking and listening skills are very good. They listen carefully and enthusiastically take part in discussions. This was evident not just in literacy but across the curriculum as seen in a Year 2 history lesson where pupils contributed ideas about the various jobs members of Christopher Columbus' crew undertook on the voyage to the New World; in Year 6 pupils successfully extended their literacy work on idiomatic phrases by producing and performing short dramatic sketches. The majority of pupils speak clearly and with confidence; many pupils have a mature, well developed vocabulary.
12. Writing in Year 2 is of a high quality. Handwriting is well formed and work is carefully presented. Spellings are accurate and sentences are grammatically correct. In Year 6, pupils' writing is accurate and expressive, the best examples demonstrating maturity of thought and understanding together with a good grasp of purpose.
13. Pupils in Year 2 have a good understanding of patterns in numbers; they can readily suggest pairs of numbers that add up to 20. They are confident in using the four rules of number (addition, subtraction, multiplication and division) and the vast majority of pupils have a good understanding of the principles of finding a missing number. In mental and oral maths, Year 6 pupils use a variety of approaches to find solutions to problems and can both explain and justify these through the application of existing knowledge, by inspection and by trial and error. This is a strength of their work. They are all familiar with the concept of symmetry and talk confidently about rotation and translation. The higher achievers devise puzzles and games based on their knowledge. Lower achievers make good progress, benefiting from well targeted classroom support. They use the correct vocabulary to describe various two- and three-dimensional shapes and can discuss differences between reflection and rotation.

¹ Desirable Learning Outcomes – these are goals for learning for children by the time they enter compulsory education at the age of five. They mainly refer to literacy, numeracy and personal and social skills. These will be replaced with the Early Learning Goals in September 2000.

14. In science, pupils in Year 2 pupils successfully classify and relate properties of materials to their use. They record their work well, with good examples of independent writing reflecting a high level of scientific thinking. In Year 6, pupils' scientific knowledge is very good and is a strength of the school. Observations are detailed but there is less evidence of pupils planning and designing experiments and investigations.

Teaching and learning are good

15. During the inspection teaching was good or better in three quarters of the lessons seen and very good in over one third. One excellent lesson was seen. All the remaining teaching was satisfactory; no unsatisfactory, poor or very poor teaching was observed. This represents a significant improvement in the quality of teaching since the last inspection.
16. Throughout the school, teachers have very good subject knowledge and the skills of literacy and numeracy are taught very thoroughly. Teachers have high expectations of their pupils and this enables them to achieve very well. Lessons are very well managed, enabling all pupils to learn effectively and at a good pace. Teachers provide a good range of learning resources but opportunities for the use of information and communications technology across the curriculum are limited. New ideas are explained clearly and this enables pupils to assimilate new knowledge quickly and efficiently. Pupils are enabled to apply intellectual and creative efforts to the best of their ability and this makes an important contribution to the very high standards they achieve.
17. Teachers' lesson planning is closely linked to the school's long-term curriculum plans. However, teachers do not always make sufficient reference as to how they will meet the needs of individual pupils, including those with special educational needs and those who are gifted or talented; at times they focus too much on the knowledge to be learnt to the detriment of development of practical and thinking skills.
18. Teachers make effective use of a range of methods. They provide good opportunities for discussion and sharing ideas, make good use of questioning and very effectively promote pupils' independence in learning. This is a very strong feature of the work of the school and makes a significant contribution to the standards pupils achieve and to their personal and social development.
19. Another strength in teaching is the quality of marking, particularly at the end of Key Stage 2. Teachers' comments are constructive yet critical and provide pupils with clear indication of what needs to be done to improve their work.

Relationships between all members of the school community are very good

20. Pupils enjoy coming to school. They value the supportive ethos that places particular emphasis on their individual role in the school community. Pupils enjoy each other's company and demonstrate sensitivity to the beliefs and views of others. On occasions pupils' behaviour on the field at breaktimes is boisterous but it is always good natured. Pupils report very few incidents of harassment and are at one in saying that any such incidents are very promptly dealt with. Relationships between staff and pupils are equally very good. Teaching and non-teaching staff alike know pupils well. At lunchtimes, the catering and supervisory staff take every opportunity to speak with individuals. In lessons, teachers and support staff value pupils' contributions, provide them with individual attention and encourage their self-worth. The headteacher knows all her pupils well. She is evident around the school throughout the day and everyone talks freely to her. The deputy headteacher also knows pupils well; although he currently teaches in

Year 1, he has worked with all age groups and is regularly to be found talking to older pupils on the playground or field at breaktimes.

The school cares very well for its pupils

21. Teachers assess and record what pupils know and can do thoroughly using a variety of methods and procedures. They know their pupils well and, through their knowledge of each individual, are able to support and guide them. Good procedures are in place for child protection.
22. Pupils feel safe and secure in the school and parents are very happy with the standard of care provided. Pupils are able to flourish. Staff respond promptly and sympathetically to a need. Moreover, they encourage pupils to actively care for each other, not only in their own classes but in other classes too. Inspectors saw the impact of this on a number of occasions during the inspection. This is a school where everyone is valued for the unique and individual contribution they make to the school community.
23. Pupils with special educational needs are well supported. With the introduction of the National Literacy and Numeracy Strategies, a greater emphasis has been given to supporting pupils within class lessons. This means that support staff are often working with individual or small groups of pupils in mainstream lessons. Where appropriate, pupils are withdrawn from class lessons for one-to-one or small group support. The school recognises that gifted and talented pupils may also have particular needs and makes appropriate provision for them.

Good quality resources and the well appointed accommodation provide a rich learning environment

24. The provision of learning resources, particularly the library, was unsatisfactory at the time of the last inspection. When she took up her appointment, the present headteacher found that a large contingency had accrued due to the underspending of the school's budget over a period of time. The governors have given careful consideration to her proposals for the use of these budget surpluses and have also received grants from the local authority and local charities for specific projects.
25. As a result of prudent and purposeful financial management, the school is now well resourced. The projected budget balance at the end of the present financial year is under five per cent of the budget and is in line with recommendations. Improvements to the building and grounds have significantly improved the learning environment. The recently opened library and information technology suite provide rich resources for learning and the further development of pupils' personal study skills. Although its income per pupil is above the national average, the school provides good value for money.
26. Staff work hard to create a welcoming and stimulating learning environment. Pupils' work and learning resources are imaginatively and colourfully displayed. Staff and pupils have benefited tremendously from the contribution of an artist-in-residence. The school is an exciting place in which to work.

WHAT COULD BE IMPROVED

27. This is already an effective school in which pupils achieve above average standards in the core subjects of English, mathematics and science. What follows suggests ways in which the school can achieve even more by building and extending on existing practice.

Standards in information technology are not high enough

28. The school has made efforts to improve its provision in information technology since the last inspection by introducing work with programmable vehicles and by the upgrading of classroom computers and software. However, the curricular provision is rudimentary and pupils' information technology skills are not sufficiently secure to support the high levels of learning in other subjects. Although a significant number of pupils are familiar with aspects of information and communications technology from their experiences at home, when taking into account the full National Curriculum requirements in this subject, standards of attainment at the end of both key stages are no more than in line with those expected nationally. In this area of the curriculum pupils are underachieving in relation to the standards they reach in other subjects.
29. Information and communication technology is not sufficiently used to enrich and support learning across the curriculum. At present there is no co-ordinator for the subject. The number of computers and appropriateness of software is inadequate. Staff have not received sufficient training and the majority do not make sufficient provision on their planning to ensure that pupils have regular opportunities to apply information and communication technology skills.
30. The school has recognised these shortcomings and is already well on the road to addressing them. A computer suite has recently been created in the new library and equipped with state of the art equipment and software, some of which was being installed by technicians during the course of the inspection. The school has adopted national guidelines as the basis of its scheme of work and the post of information technology co-ordinator has been advertised. The headteacher is organising a programme of familiarisation for staff and pupils during the remainder of the term. Formal training for staff, as part of the National Grid for Learning, is planned for September 2000 when further equipment and learning resources will become available.

The school's provision for pupils' spiritual and cultural development is not systematic

31. Although the school's overall provision for pupils' spiritual and cultural development has improved since the last inspection, the lack of a systematic approach means that important aspects of these areas are underdeveloped. Whilst assemblies provide appropriate opportunities for reflection, there are few planned opportunities in lessons for pupils to think reflectively and develop their self-knowledge. Provision is made for pupils to develop an appreciation of other faiths' and cultures' features in assemblies, in religious education lessons and, for Year 6 pupils, through activities shared with neighbouring schools. However, the school's curriculum mainly reflects a western European culture.

Teachers' planning does not clearly identify how pupils' practical and thinking skills will be progressively developed

32. Schemes of work and an agreed format for teachers' lesson plans have been put in place since the last inspection. Short, medium and long-term plans effectively built on each other in terms of subject content and knowledge provide for good progression in learning. However, insufficient attention is paid in the planning process as to how pupils' practical

skills will be developed. For example, Key Stage 2 pupils have limited opportunities to plan and implement scientific investigations. These skills are not directly tested in the end of key stage statutory tests but such skills are essential to pupils' future achievement.

33. Similarly, the way in which pupils' thinking skills are to be developed is not made clear in teachers' planning. The majority of pupils are achieving standards that are above those expected for pupils of their ages; they absorb knowledge quickly and can reiterate it accurately when asked to do so. When opportunities are provided for them to think through problems – as in the Year 6 work observed on symmetry – pupils demonstrate their capacity to reason and draw together their skills, knowledge and understanding in order to find a solution.

Targets in the individual education plans of pupils with special educational needs do not provide sufficient basis for monitoring pupils' progress

34. The school produces individual education plans for all pupils on its register of special educational need even though it is only statutorily required to do so for pupils at Stage 2 and above of the Code of Practice². In many instances, the targets set for pupils are not specific enough and timescales are too vague. As a result, teachers are not able to monitor the gains in learning made by their pupils with sufficient accuracy to ensure that all make the best possible progress.

The school development plan lacks sufficient detail to provide a firm basis for its implementation to be evaluated

35. The format of the school development plan served its purpose well when the present headteacher took over the leadership of the school. There was a great deal to be done in a large number of areas. At that time the school needed a means of painting a broad picture; with this now established, the time has come for the detail to be addressed.
36. The school sets itself, and its pupils, challenging targets. Staff discuss these with each other, the senior management team and the governing body, setting specific targets in their individual action plans. The governing body publishes annual targets for pupils' performance in the National Curriculum tests at the age of 11 years; test results in successive years have demonstrated that these are either fulfilled or exceeded. Compared with other schools, these targets are high but achievable as good quality teaching and learning enable pupils readily to give of their best.
37. In its present form, the school development plan does not build on the good practice evident in the staff's action plans. In particular, it does not provide a firm basis for the governing body to robustly evaluate the success of the school in implementing its developmental targets. This prevents the school from focussing in detail on targets that challenge it to find new ways of raising standards further.

² Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

Stages of special educational needs range from Stage 1, when limited additional support is provided for pupils entirely from within the school, to Stage 5, which ensures that a pupil has a statement outlining his or her needs and shows what additional and specific support that pupil will receive. Stages 3, 4 and 5 involve external specialists as well as staff within the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Raise standards in information technology by ensuring that:

- (i) the school's agreed scheme of work is fully implemented;
- (ii) all staff receive appropriate training and support;
- (iii) pupils' information and communications technology skills are fully developed and used across the curriculum;
- (iv) pupils' progress and the quality of teaching is systematically monitored;

(paragraphs 28-30)

make systematic provision for pupils' spiritual and cultural development by:

- (i) identifying opportunities in lessons for pupils to reflect on their experiences and to develop their self-knowledge;
- (ii) ensuring that pupils' appreciation of cultural diversity in modern British society is developed as part of the school's overall curriculum provision;

(paragraph 31)

improve the quality of teachers' lesson planning by including specific references to:

- (i) the development of pupils' practical and thinking skills;
- (ii) pupils' individual learning needs;

(paragraphs 32-33)

improve the quality of individual education plans for pupils with special educational needs by identifying clear targets for improvement that provide a firm basis for monitoring pupils' progress and for setting future targets;

(paragraph 34)

improve the format of the school development plan so that it readily provides the necessary detail to support the evaluation of its implementation.

(paragraphs 35-37)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	33
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3	36	37	24	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	210
Number of full-time pupils eligible for free school meals	12

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	30

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	1
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	3.4
National comparative data	5.4

Unauthorised absence

	%
School data	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
	1999	16	13	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	16	16	16
	Girls	13	13	13
	Total	29	29	29
Percentage of pupils at NC Level 2 or above	School	100 (97)	100 (97)	100 (97)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	16	16	16
	Girls	13	13	13
	Total	29	29	29
Percentage of pupils at NC Level 2 or above	School	100 (97)	100 (97)	100 (97)
	National	82 (81)	86 (85)	87 (86)

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
	1999	20	10	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	20	20	20
	Girls	10	9	10
	Total	30	29	30
Percentage of pupils at NC Level 4 or above	School	100 (86)	97 (89)	100 (89)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	18	20	20
	Girls	9	9	10
	Total	27	29	30
Percentage of pupils at NC Level 4 or above	School	90 (90)	97 (90)	100 (93)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	171
Any other minority ethnic group	7

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)	9
Number of pupils per qualified teacher	23.4
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	25

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a

Total number of education support staff	N/a
Total aggregate hours worked per week	N/a

Number of pupils per FTE adult	N/a
--------------------------------	-----

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	400,281
Total expenditure	405,653
Expenditure per pupil	1,913
Balance brought forward from previous year	43,501
Balance carried forward to next year	38,129*

*The balance of £38,129 carried forward to the financial year 2000/1 includes provision for refurbishment work started but not completed in the previous financial year. The school's projected budget balance at the end of the present financial year represents less than 5% of the total budget.

Results of the survey of parents and carers

Questionnaire return rate 39.5%

Number of questionnaires sent out	210
Number of questionnaires returned	83

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	34	5	1	0
My child is making good progress in school.	42	53	5	0	0
Behaviour in the school is good.	37	62	1	0	0
My child gets the right amount of work to do at home.	37	36	24	1	2
The teaching is good.	39	55	1	1	4
I am kept well informed about how my child is getting on.	34	48	16	0	2
I would feel comfortable about approaching the school with questions or a problem.	64	29	5	2	0
The school expects my child to work hard and achieve his or her best.	59	36	5	0	0
The school works closely with parents.	39	50	10	1	0
The school is well led and managed.	43	47	5	4	1
The school is helping my child become mature and responsible.	42	50	7	0	1
The school provides an interesting range of activities outside lessons.	41	30	17	0	12

Other issues raised by parents

- Children like coming to school
- The standards achieved by pupils are high
- The high standards of behaviour, pupils' personal development and teaching
- The approachability of the school and the way in which it deals with problems
- The high quality care it provides for its pupils
- Some parents would like more information about their children's learning and progress
- Some parents would like closer consultation about the progress made by pupils with special education needs