

INSPECTION REPORT

PRESTOLEE COMMUNITY PRIMARY SCHOOL

Radcliffe, Manchester

LEA area: Bolton

Unique reference number: 105185

Headteacher: Mr Mel Pilkington

Reporting inspector: Mrs Sonja Öyen
7167

Dates of inspection: 5 - 6 June 2001

Inspection number: 197335

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Church Road
Stoneclough
Radcliffe
Manchester

Postcode: M26 1HJ

Telephone number: 01204 572447

Fax number: n/a

Appropriate authority: Governing body

Name of chair of governors: Mr W I Porteous

Date of previous inspection: 8 September 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Prestolee Community Primary School is in Stoneclough, five miles south east of Bolton. The area has a mixture of owner occupied and rented housing. Twenty eight children (12 per cent) are eligible for free school meals which is below the national average. Many of the families have lived in “the village” for some time and many parents also came to the school. The number on roll has risen in the last few years and the school is now over subscribed. With 227 children, it is bigger than most primaries. There is also a 27 place nursery with ten full-time and 34 part-time children. There are more boys than girls in school, especially in the nursery and in Years 1, 2 and 5. Thirty one children are identified as having special educational needs. At 14 per cent, this is lower than seen nationally. Outside agencies provide support for ten children whose needs include speech, autism, emotional and behavioural difficulties and learning difficulties. Three children have a Statement of Special Educational Need. There are four children from ethnic minorities and one has English as an additional language but does not need support in learning English. When the children start in the nursery, their attainment varies but is generally as expected for their age.

HOW GOOD THE SCHOOL IS

Prestolee has a justifiably good reputation for its academic standards. It is successful in teaching the basic skills and ensuring that the children do well at seven and 11. The children make good progress in their time at school although the rate of progress varies due to strengths and weaknesses in the teaching and provision. Achievement for some children could be even higher, especially in writing, mathematics and information and communication technology. The quality of education is sound. The school's main strength lies in its good community spirit – the Prestolee family. The headteacher sets the tone in expecting all to do well. There is a strong work and care ethos. The school gives good value for money.

What the school does well

- Standards are good in English, mathematics and science.
- The children get off to a good start in the nursery and reception year.
- It is an orderly place; the children behave very well. They know they come to learn and they respond positively to the teachers' high expectations of them to work hard.
- It is well run; the headteacher and staff work as a team to maintain standards.
- It enjoys the good support of the parents who value the commitment of the staff.

What could be improved

- Standards in information and communication technology throughout the school but especially in the junior classes.
- The children's skills in deciding for themselves what to do, how to do it and how to record it.
- The use of assessment information to decide what children should learn next and how this can best be achieved.

- The management of the school in identifying how well it is doing and what needs to be improved.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement has been satisfactory since the last inspection in September 1997 although the school has not dealt fully with the single key issue of improving the match of work to pupils' ability. In many lessons, all the pupils do the same work irrespective of their attainment. Standards have risen, not only in the percentage of children who reach the level expected for their age, but also in the percentage who do better. The school uses the results of annual tests to set targets for pupils and recently appointed teachers are leading the way in using them to guide their teaching. The Foundation Stage teachers and support staff (nursery and reception class) have made changes in the provision in line with nationally recommended practice. The school has sustained good standards in singing but not in information and communication technology. Since 1997, national standards in information and communication technology have risen markedly and Prestolee has not kept pace. Although the school compares its results with others, it has developed few systems to evaluate its own effectiveness.

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	
	1998	1999	2000	2000	
English	A	B	A	A	well above average A above average B average C below average D well below average E
Mathematics	B	B	B	B	
Science	A	C	A	A	

In 2000, the school exceeded its targets. Its overall results were well above average in English and science. In English, the school was in the top five per cent of similar schools as nearly all the Year 6 children reached the level expected for their age. The boys and girls did much better than others nationally in writing. In science, two thirds of the children attained the higher Level 5 - well above the average of other schools. In mathematics, the standard was also above average. Inspection evidence shows that standards this year are as high. The school is likely to meet its target in mathematics and English.

The children make steady progress in the nursery and reception class. Most start to read, write and solve simple number problems. By the end of Year 2, standards are

average in reading, writing, mathematics and science. Most children reach Level 2 as expected for their age and a small number reach Level 3. Boys do better in mathematics. In 2000, the school's results were above average in mathematics and science, and average in reading and writing. Too few children did really well in reading. A similar picture emerges this year. There is a slight improvement in writing compared with last year.

In information and communication technology, standards are satisfactory for Year 2 children but unsatisfactory for Year 6. This is because the children's skills are insecure especially in word processing and data handling.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; the children enjoy school and are willing learners. They work industriously and are really involved when things catch their interest.
Behaviour, in and out of classrooms	Very good; the children are very orderly in school. They follow the rules and most behave well at all times.
Personal development and relationships	Good; the children get on very well together. Many are tentative in showing initiative. They wait to be told what to do.
Attendance	Satisfactory.

From starting in the nursery, the children are interested in learning. They try hard to please their teachers and are very amenable.

TEACHING AND LEARNING

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

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 was at least satisfactory in all lessons seen. It was good in 33 per cent of lessons; this proportion is similar in all three key stages. Strengths in the teaching for children in the reception class and in Years 2, 3 and 5, especially in literacy and mathematics, ensure that the children make good progress. Throughout the school, the teachers have good relationships with the children and work well with support staff. All plan and prepare well. In the nursery, the staff join in the play and extend the children's learning through questions and new ideas. All the teachers have high expectations of the children to listen and to do as they are told. They manage the children firmly with praise and comment. As a result, the children work quietly and industriously.

The teaching is not as strong as it was in the last inspection. Not all the teachers follow national guidance on how to teach the daily literacy and mathematics lesson. Many direct the children too much and do not help the children enough to understand what they need to know to improve in reading, writing and mathematics. They teach facts successfully but are less effective in fostering the children's skills and in organising effective group work to promote independent learning. When all the children work on the same task, the more able often find the task too easy while

the less able struggle. This often dampens the children's initial enthusiasm. Too few teachers use their marking to tell the children how well they are doing and what they need to do to make things better next time.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory; the programme of activities outside lessons is limited given the school's size.
Provision for pupils with special educational needs	Satisfactory; the children are often helped by an adult. Some older children have weekly targets that help them to achieve success in small steps. Not enough is done to ensure that all the children are given work that takes their needs into account.
Provision for pupils with English as an additional language	No child needs special provision or additional support in learning English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good; true strengths in how the school develops the children's awareness of others, knowledge of right and wrong, and to appreciate community values, are offset by the very limited provision to prepare the children for life in a multi-cultural and multi-racial society.
How well the school cares for its pupils	The quality of pastoral care is good; the staff know the children well. There are few systems to record the children's continuing progress and to identify what they need to learn next.

The school enjoys the strong support of the parents who value the way the older children take care of the younger ones. The parents work with the school in ensuring their children do their homework. National Curriculum requirements are not being met fully in information and communication technology as the school does not have all the necessary resources.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory; the headteacher's good management has been a key factor in sustaining the school's good standards and keeping morale high; he and other key staff are not as active in setting a clear direction for the school and ensuring the school keeps pace with national trends.
How well the governors fulfil their responsibilities	Satisfactory; the governors are very supportive but rely too much on the headteacher for information.
The school's evaluation of its	Satisfactory; this is a developing area. The school is beginning to compare itself with others but has not enough

performance	information on what works well and what does not, especially in teaching and provision, to identify key priorities and to hold all to account.
The strategic use of resources	Satisfactory; healthy reserve funds have been used to provide additional support and expertise; the timetable leads to inefficient use of time; the computers are often unused.

The buildings date from 1911 and are not ideal for seven classes. While some classes are spoilt for space, others, such as Year 5 with 36 pupils, are cramped.

The school is beginning to apply the principles of best value. It compares its results with other schools and considers value for money in making key spending decisions. It is less effective in challenging itself, and in consulting relevant parties, including parents and the children, about what it provides.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The teaching is good and their children make good progress. • The school expects their children to work hard and do their best. • They feel comfortable approaching the school with questions and problems. • Their children like school. • Their children are being helped to become mature and responsible. 	<ul style="list-style-type: none"> • The range of activities provided outside lessons. • Information about how their children are getting on.

The inspectors agree largely with the parents' and carers' views. There is good teaching and the children make progress. They respond well to the 'Prestolee standard' - to do better next time. The range of after-school activities is limited compared with similar schools but there are occasional lunchtime activities and visits to other places. The school is unusual in only holding one meeting per year for parents to discuss their child's progress.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are good in reading, writing, mathematics and science.

1. Most of the pupils attain at least the level expected for their age in English, mathematics and science, and a significant number do better. The school teaches the basics effectively and prepares the pupils well for the national tests at the end of Key Stage 2.
2. In the 2000 national tests for 11 year olds, the school's results were well above average in English and science, and above in mathematics, when compared with all schools and also with similar schools. The school far exceeded its targets in both English and mathematics. On average, the pupils were at least two terms' progress ahead of pupils nationally in English and science, and one term in mathematics. The girls did better than the boys in all three subjects – this baulked the national trend in mathematics.
3. In 2000, the school did particularly well in English. The fact that nearly all the pupils attained Level 4, the level expected for their age, placed Prestolee in the top five per cent of schools in similar areas. The pupils' good achievement in writing raised the overall result considerably. One in three pupils did well for their age and reached the higher Level 5, which was above average. Current standards are good but not as high not only in English but also in mathematics and science.
4. Year 6 pupils' writing is well organised and neatly presented. They have a good knowledge of spelling, grammar and punctuation rules and usually apply them in their own writing. They are familiar with different writing types including formal and informal letters, reports, comprehension passages and stories. Their skills in taking notes are not so well developed and they are also less used to drafting and revising their work.
5. In 2000, nearly all pupils attained the level expected for their age in the science tests, and two thirds attained a higher level. This was well above average. When compared with the results of their Key Stage 1 test scores, the pupils made the most progress in science at Key Stage 2. This is most evident in the pupils' scientific knowledge. Inspection evidence supports this. Year 6 pupils' work since September shows extensive coverage of science topics with a focus on scientific vocabulary, explanations and descriptions. There is less to show the development of their skills in planning and carrying out investigations in practice.
6. In mathematics, the pupils do well although the standard is not so high as in English and science. The school has generally kept pace with schools nationally in raising standards although the differential is not as marked as in the other two subjects. Year 6 pupils confidently work with number to 1000, and appreciate patterns and relationships between numbers. They were well

able to work out a mystery number by eliminating possibilities from information given. The daily sessions in mental mathematics for all pupils throughout the school are helping to sharpen the pupils' facility with number.

7. Ninety nine per cent of the parents who returned the questionnaire and all of the 28 parents at the meeting with inspectors agreed that their children make good progress and that standards are good. Several parents confirmed they opted for Prestolee because of its reputation in attaining good standards.
8. Standards are good at the end of Key Stage 1 but not quite as good as those at the end of Key Stage 2. Nearly all Year 2 pupils attain the level expected for their age in reading, writing, mathematics and science. A significant number do better especially in mathematics. In the 2000 national tests, one in three pupils reached a higher level in mathematics which was above average.
9. This year standards are a little higher in writing. The school has been successful in raising the standard of the higher attaining writers. A scrutiny of Year 2 pupils' work shows that the higher attaining writers have made good progress over the year. They use language well to tell stories and write conversations often showing the influence of books they have read. They spell accurately the most frequent words and use joined handwriting. Other pupils are not as far on in their writing and often show hesitancy.

The children get off to a good start in the nursery and the reception year.

10. The parents were rightly very pleased with the progress made by their children in the nursery and reception class. There are strengths in the teaching and provision for communication, language and literacy. The teachers and nursery nurses have a good understanding of the young child and they work well as a team to plan and provide a supportive and interesting learning environment.
11. The nursery is well set out to encourage the children to make their choices of what they wish to do. Recent purchases of furniture and equipment have heightened the quality of what is available in the nursery. For example, the painting easel allows two children to paint side by side while others work on the other side chalking or looking at pictures. The children know the rules of the nursery, such as "Only three in the Rescue Station", and the nursery staff are pleased with the progress made by the children in becoming increasingly self confident and independent. When their attention is caught, the children concentrate for long periods. Five children sat patiently waiting to play a game and happily took their turn to roll the die and then count the dots. The repeated phrases of the adult - "now pass it on, roll, now count" - reinforced what they had to do and kept them all engaged.
12. The nursery staff have used a good selection of items and props to take the theme of travel and boats into every part of the nursery. The inclusion of stones in the wet sand tray prompted one boy to make his own harbour wall.

When the adults join in the children's play, this boosts the quality of the play and the children's learning. This was seen to good effect when the teacher posed two boys the question "How am I going to turn my boat around?" They then rearranged the wooden blocks to make a larger 'pool' with more open water between the teacher's boat and their lighthouse. The teacher used this very effectively to discuss with the boys how the lighthouse warns the boats and what the lighthouse keeper did in their story. All make good progress in using language for thinking and for getting on with others.

13. The reception class are following a more formal timetable in the mornings with a literacy and mathematics session. The teacher and nursery nurse form a good partnership in supporting the children. In a literacy lesson, the nursery nurse joined in the class reading of 'The train ride' and then used this later to remind the children about the events when they were deciding what they might have for a picnic. The children are making good progress in reading and writing because of the high focus on helping the children to realise what they know. The use of small whiteboards and marker pens freed the children from the fear of making mistakes and they enthusiastically wrote their own sentences. The children's reference to words that they knew, spelling patterns and letter sounds all testified to the good progress made in reading and writing. The children put this knowledge to good use when selecting holidays in the class travel agency and in reading at home and at school.

It is an orderly place; the children behave very well - they know they come to learn and they respond positively to the teachers' high expectations of them to work hard.

14. Pupils' attitudes to learning are very good and have a positive impact on their progress and attainment. Ninety nine per cent of parents who returned the questionnaire agreed that their children like school. Parents commented on how much their children enjoy school and are pleased to return after holidays. Pupils commented on the friendliness of everyone and the interest that the teachers took in them. From starting in the nursery, the pupils are happy and willing to learn. They know the rules and routines of the school and the classrooms as the teachers make it clear what they expect of the pupils. Those who are new to the school quickly conform and take on the Prestolee expectations.
15. The pupils were anxious to do their best for their teachers and school during the inspection. They show much respect for those in authority and are well mannered, courteous and polite. In assemblies, lessons and at play, the younger pupils take their lead from the older ones who know the procedures and take pride in following them. All behave very well and often control one another to ensure they do things right. As Year 1 pupils walked with a partner to go and look for different light sources in the street outside school, one pupil organised two others by saying, "You must keep in line like we've been told". When moving around school, all pupils are sensible and walk in a

calm, unhurried manner. They come into assemblies in a very orderly fashion; they wait patiently on the stairs to go into the dining room and make little fuss about where they sit. During a wet playtime, younger and older pupils amused themselves happily and quietly in the classrooms while Year 6 pupils gave willing assistance in the nursery and other classes.

16. The pupils' amenable, acquiescent and obedient nature is also evident in lessons. The children are attentive, listen carefully to their teachers and each other and do as they are asked. They want to please their teachers and to do the right thing. They follow the rules of putting up their hands to answer and waiting to be asked before answering. They quickly get on with what they have to do, and there is usually very little noise as the children concentrate on their task. Most take time and care to present their work neatly.
17. The headteacher sets the tone in expecting the pupils to follow the Prestolee standard – to do better next time. This is at the heart of the school's very strong work culture. The pupils know that the adults value good behaviour and expect that everyone will play their part. As a result, the pupils show a high level of motivation to do things well.

It is well run; the headteacher and staff work as a team to maintain standards.

18. Although there have been several changes in teaching staff since the last inspection, the senior managers of the school have provided continuity of practice and management stability. The headteacher, deputy headteacher and assistant headteacher have worked together for 11 years and know each other's strengths and foibles. They are an effective team as the headteacher draws on individual expertise and talents to delegate responsibilities and tasks. All are proud of what has been achieved over the years and are very committed to maintaining the school's good standing in the community.
19. The headteacher is central to the life of the school and staff, parents and pupils have high respect for the way he wants the school to be run. His genial, positive but highly organised and structured approach has ensured that the school has efficient, well-ordered systems and procedures to guide its work. The school runs very smoothly day-to-day as everyone knows how things are done and what is expected of them. The Prestolee standard (doing things better next time) applies to the staff as well as to the pupils.
20. Since the last inspection, the school has implemented the principles of the National Literacy and Numeracy Strategies and has also followed the national guidance in organising its provision for children in the Foundation Stage. Systems have been devised and used to assess the quality and effectiveness of each. This has paved the way for the successful introduction of performance management procedures.
21. The quality of financial management is good. The headteacher is assiduous in monitoring the school's accounts and works closely with the finance

committee of the governing body to ensure that the school budget is spent prudently. They are drawing on healthy reserve funds to provide additional support staff in line with agreed priorities in the school development plan. They are aware of the constraints of the buildings and give high priority to its upkeep. The school is in very good decorative order and recently installed cupboards have streamlined classrooms and added to the school's high standard of orderliness.

It enjoys the good support of the parents who value the commitment of the staff.

22. The parents are very supportive of the school. This was well demonstrated in the 40 per cent return of the questionnaires, the letters and written comments included with the questionnaires and the attendance of 28 parents at the meeting with inspectors prior to the inspection. The school has sustained the good support of parents since the last inspection when the parents' responses to the questionnaire were very similar to those from this inspection. In both questionnaires, nearly all parents agreed, and more than 70 per cent strongly agreed, that they would feel comfortable approaching the school with a problem or concern. This testifies to the 'open door' policy of the headteacher and his and the staff's willingness to listen to the parents' views.
23. There is general consensus among the parents that the school achieves good standards. A significant number of parents said how they had chosen the school because of its good reputation for good results and also for "*its good atmosphere*". This was described as "*the teachers know each child – they work them hard but the children are happy*". The parents value highly the emphasis that the school places on their children working hard and doing their best. In turn, the parents help their children with work at home. They hear them read, check on what they have to do and help them find information for topics. Several talked of going to visit places linked to current themes.
24. Although the parents voiced concern about the limited range of activities outside lessons, they were very praising of the work done with the children, most especially by the deputy headteacher, to prepare them for the two Christmas productions which are very well attended by families and people in the community. The parents also show their support for the school in the way they help to raise funds via the Parents and Teacher Association and their help in classrooms to hear pupils read and supervise them when baking.

WHAT COULD BE IMPROVED

Standards in information and communication technology throughout the school but especially in the junior classes.

25. Compared with 1997, when standards in information and communication technology were judged to be in line with national expectations, current standards are barely satisfactory at the end of Key Stage 2. A major reason for this is that Year 6 pupils have not acquired all the skills expected for their age. They are reliant on adults to take them through the procedures and are too tentative in using different functions and programs. This reflects weaknesses in the quality of the teaching but also the limited experiences that pupils have had in using the computers over their time in school.
26. When the current Year 6 pupils were in Year 2, the inspection team then judged their attainment and progress to be satisfactory in word processing, handling information and in aspects of control technology. At Key Stage 2, these pupils have not developed their skills sufficiently well. This is most evident in word processing. Too many pupils are still in the early stages of merely using the computer as a typewriter. Few use two hands competently when typing and do not have enough knowledge and skill to use the tools to insert text, cut and paste, highlight, re-form, merge documents and customise their work. The habit of not saving the pupils' work in folders or on their own disks has seriously limited the pupils' understanding of how to edit, revise and publish work.
27. Current work in other classes indicates that standards are not improving overall in word processing. Year 4 pupils are familiar with only a few basic functions such as those to create capital letters, delete words and embolden print. Their typing skills are limited and this slows their work considerably. Too many pupils use the caps lock key rather than the shift key when entering capital letters. When wanting to correct an error, many delete all the text to go back to the word rather than use the mouse to locate the screen pointer. Surprisingly, not all pupils know how to save work and are unsure of how to print it out.
28. The school is using national guidance and a published scheme to structure the information and communication technology curriculum. As this has not been adapted to meet the needs of the school, it is not clear when particular skills and knowledge will be taught, or how work in other subjects provides opportunities for pupils to apply them. The school has yet to clarify what is expected of the pupils in each year group.
29. Several factors are hindering the pupils' learning. A key problem is the inconsistent use of the computers in the classrooms. During the inspection, the computers were often unused. They are frequently used in the nursery where the children confidently run programs and use the mouse to click on, drag and drop icons on screen. In other classes, the teachers include the computers as a part of some lessons. Over time the pupils get limited hands-on experience and for some, more especially the lower attaining ones and those with special educational needs, this is often very limited time. The pupils are aware that sometimes the teachers select those pupils 'who know more about computers' to work on the class computers. They are then able to help each other when things go wrong. This tends to give more time to

those pupils who have gained skills and knowledge through access to computers at home and less time to those who have not. Several pupils commented that it was only the 'better writers' who are chosen to do their writing on screen or those who finish their other work quickly.

30. A useful initiative is when groups of Year 6 pupils use the mini-ICT suite in their classrooms. At such times, the teacher instructs the pupils in new skills; for example, pupils learnt how to locate specific information on a CD-ROM, but the pupils have a relatively short time to try things out and not all remember exactly what to do. Chances are missed to provide guide cards or to display key steps for future reference for both pupils and staff who have undergone training to upgrade their skills and knowledge but are still hesitant about how to apply them in the classroom.
31. There is little imaginative use of information and communication technology as a learning tool. The teachers set a good example in using the computers to produce planning sheets, captions and labels, and also print out presentation copies of the pupils' work. Many chances are missed in literacy and numeracy to provide work on screen that is similar to that in text book exercises but allows pupils to apply their information and communication technology skills such as underlining or highlighting key phrases, inserting correct punctuation, redrafting text or solving number problems.
32. The school is not meeting all the requirements of the National Curriculum at Key Stage 2. The school has access to the Internet but has not set up emailing systems. Only those pupils who have access to email at home are familiar with its features. Similarly, although it is included in the information and communication technology action plan for this year, the school has not acquired the software to develop the pupils' skills in control technology, through such aids as a screen turtle or temperature sensors, or to teach the pupils how to create multi-media presentations.

The children's skills in deciding for themselves what to do, how to do it and how to record it.

33. The children show a hesitancy to do things without being told. They wait for adults to speak to them and look to their teachers for consent to make a start. This is aggravated by the frequent practice of teachers giving out materials and books to the children who sit and wait patiently to be told what to do. Time and impetus are often lost in changeovers from class to group sessions because of this. Few teachers have devised efficient organisational procedures that allow the pupils to get what they need as they need it and to know exactly what the task involves.
34. The use of worksheets and workbooks is common throughout the school. These sheets often provide a good framework to guide the pupils' work. Over time, however, the pupils become very used to completing sheets and the procedures that go with it. For example, Year 6 pupils have had few chances

to decide how to organise and present their own work as much has been in workbooks compiled by the teacher. A scrutiny of work since September, shows they have had very few opportunities to write their own science reports or to decide for themselves how best to display and interpret data.

35. The school has few systems to promote the pupils' independence in contributing to the life and work of the school. Pupils help out in class and when asked. The high level of maturity of many of the pupils and their eagerness to please, indicate that they are capable of much more responsible tasks than offered at present. The planned presentations to their class by Year 4 pupils show how seriously they take special tasks. One pupil had gone to considerable trouble to assemble information on Algeria using photographs, drawings and items to keep her audience's attention. The well-structured and rehearsed presentation reflected well the planning elements prominently displayed to remind pupils of what they needed to consider. The older pupils have few similar opportunities to take responsibility for what they do or to assume particular responsibilities such as representing their year group or acting as a prefect.

The use of assessment information to decide what the children should learn next and how this can best be achieved.

36. The school has a growing body of information and data about the pupils' attainment in tests and particular pieces of work. Like other schools, the teachers are using this data to track pupils' progress and to set targets for the next year. This gives all the teachers a clear profile of the pupils in their class. As the parents rightly commented, the teachers have a good, intuitive knowledge of their pupils. They have few records to indicate each pupil's current attainment and progress or to show how well they do in aspects of subjects. This is a particular concern in reading, writing and mathematics but also in information and communication technology where not only do the pupils' skills and knowledge vary widely but also they frequently make rapid progress in a short time. Finding little information about the pupils on taking charge of the class in January, the Year 5 teacher is now making good use of her own records to identify pupils having problems in aspects of mathematics and to plan ways to support them.
37. The teachers in the nursery and reception class are aware of the need to develop systems to track the children's progress in all six areas of learning. They are using their own observations well to note when children make strides in their learning but have not yet devised a system to use them as ways of deciding what the child should learn next.
38. A common weakness is the lack of records of the pupils' reading skills. All the teachers conscientiously keep records of the books the pupils have read. The parents help by noting the pages read at home and adding a comment about their child's performance. There is very little that indicates the pupils'

progress in developing skills and strategies either in reading, writing or speaking and listening. This weakens the quality of the teachers' planning.

39. A scrutiny of pupils' work in all year groups shows that too often, all the pupils are expected to do the same work irrespective of their prior attainment. Frequently, this is the same worksheet or workbook for all. In lessons, the higher attaining pupils had little difficulty in completing the task whereas the lower attaining pupils often struggled and needed help from the teacher. Although the pupils with special educational needs have specific targets in their education action plans, they are not always taken fully into account when teachers plan their lessons. The Year 2 teacher's carefully planned tasks in a history lesson, were not typical of provision across the school. She had prepared key words to guide the lower attaining pupils' observations, and pictures and words for pupils with special educational needs to match. The school has not been fully successful in dealing with this weakness also identified in the last inspection.
40. The teachers' marking varies considerably and is not being used consistently as a way to inform the pupils as to their progress and what they need to learn next, or to do to improve.
41. In many books, the teachers merely tick and add a comment about the quality of the presentation or content. All are marking work regularly but are not using marking to optimal effect to provide clear guidance to pupils. Older pupils are rarely told how their work is equivalent to a particular level of attainment or are set a target for next time.

The school's awareness of how well it is doing and what needs to be improved.

42. The school is in the early stages of evaluating its own performance and effectiveness. Since the last inspection, the governors, headteacher and staff have strengthened systems and procedures to monitor what they do but they have yet to ensure that the information is used rigorously and critically to evaluate the effectiveness of what they do and achieve. While many aspects of the school's work are managed well, this is an area of weakness where the school has not kept full pace with national trends in monitoring and evaluating its own effectiveness.
43. The analysis of the questionnaires returned by the parents for this inspection, highlights two particular areas where the parents feel there is room for improvement namely, the range of activities outside lessons and the information to them on how their children are getting on. For its size, the school has a limited programme of after-school activities. There are occasional lunchtime activities although these are often ad hoc, such as choir practice for Christmas productions. The school is unusual in holding only one meeting per year for parents to discuss their children's progress. This

may also account for why a small percentage of parents feel the school does not work closely enough with them.

44. The school development plan is a comprehensive document that collates action plans of the subject coordinators. It gives a good review of the previous year and an overview of what is to be done to maintain and improve the quality of the provision in the school year ahead. It is less effective in identifying the direction for the school in the next few years or in indicating how particular issues are to be addressed. For example, governors and staff have agreed targets in literacy and mathematics but the school development plan does not show how the actions in the subject plans will contribute to their achievement. This weakens the school's ability to evaluate how well it is doing in meeting its targets and in deciding which actions have been most effective in moving things on. It is not clear how all the senior managers are taking responsibility for raising standards throughout the school especially in information and communication technology.
45. Ongoing evaluation of the impact of teaching and provision on the pupils' learning has not yet become an integral part of how the school works. Over the last two years, the headteacher, deputy and assistant headteachers have carried out some monitoring of teaching and learning especially in literacy and mathematics. Their reports, and that given by the headteacher to the governors about the monitoring done, show some insight in identifying and describing the links between teaching and learning. Most have listed valuable, useful points about the pupils for the teachers to consider. They tend to shy away from commenting on less effective aspects of the lessons and identifying points for improvement in the teaching.
46. Agreed criteria for effective teaching have not been used consistently as a guide to evaluate the quality of teaching such as the effectiveness of group work, questioning or use of time, space and resources. For example, inspection evidence shows that many of the literacy and mathematics lessons are too long. Instead of the recommended 60 minutes for literacy and 50 for mathematics, lessons spread into 75 minutes and the pace of learning slows. Similarly, not all the teachers provide effective group work or take full heed of the principles of the National Literacy and Numeracy Strategies or of more recently issued guidance on successful ways to organise and manage it. In providing group work tasks, too few teachers take full account of the pupils' differing levels of attainment and provide work at that level.
47. At present, the school is not able to assess where there are common strengths and/or areas for improvement in the teaching as a whole, year groups or particular subjects. Similarly, it is not able to refine its monitoring programme by using the areas for improvement to structure professional development or as focal points for further monitoring.
48. The governing body is very supportive of the school and many bring specialist areas of experience and expertise to the different committees. Governors are kept well informed about the school through visits, the

headteacher's reports, progress reports and seminars with subject coordinators. They tend to rely too much on the headteacher for information, such as the analysis of test results and comparisons with other schools, and have few systems to determine for themselves how well the school is doing.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

49. In order to strengthen further standards and the quality of education, the governing body, headteacher and key staff should:

- Raise standards in information and communication technology by:
 - adapting and implementing fully the scheme of work to ensure that pupils' skills develop systematically;
 - providing time for all pupils to acquire, practise and apply their knowledge and skills;
 - ensuring that information and communication technology is used as a learning tool across the curriculum, particularly in literacy and numeracy;
 - providing necessary resources to ensure that the school meets the full requirements of the National Curriculum.
- Ensure pupils' greater independence of learning by:
 - ensuring that teaching includes skill development;
 - widening teaching strategies to enable pupils to work independently, cooperatively and collaboratively and to draw on their own ideas of how things can be done;
 - including more open-ended questions in class and group activities;
 - developing pupils' skills in planning, reviewing and evaluating what they do.
- Improve the quality and use of assessment to plan pupils' learning by:
 - observing and tracking pupils' progress through the stepping stones to the Early Learning Goals and National Curriculum levels in the Foundation Stage;
 - using lesson outcomes more rigorously to decide what pupils need to learn next.
- Strengthen the management of the school and the effectiveness of monitoring and evaluation by:
 - building on the work done so far to ensure that senior managers regularly monitor and evaluate the quality of teaching, provision and learning throughout the school;
 - ensuring that governors, headteacher and other key staff use available information more critically to determine how well the school is doing and to identify what is needed for improvement.

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
0	0	33	67	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	27	227
Number of full-time pupils known to be eligible for free school meals	n/a	28

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	7	31

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	5
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	5.6
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	16	15	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	15
	Girls	15	15	14
	Total	29	29	29
Percentage of pupils at NC level 2 or above	School	94 (94)	94 (91)	94 (94)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	15	15
	Girls	15	15	15
	Total	29	30	30
Percentage of pupils at NC level 2 or above	School	94 (94)	97 (97)	97 (94)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	20	13	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	16	19
	Girls	13	12	13
	Total	32	28	32
Percentage of pupils at NC level 4 or above	School	97 (77)	85 (74)	97 (80)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	16	19
	Girls	12	12	13
	Total	30	28	32
Percentage of pupils at NC level 4 or above	School	91 (86)	85 (80)	97 (86)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	2
Bangladeshi	0
Chinese	0
White	192
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	28.4
Average class size	32.4

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	118

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	27

Total number of education support staff	1
Total aggregate hours worked per week	27

Number of pupils per FTE adult	13.5
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FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	502,988
Total expenditure	498,424
Expenditure per pupil	1,955
Balance brought forward from previous year	51,708
Balance carried forward to next year	56,272

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	271
Number of questionnaires returned	106

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	33	1	0	0
My child is making good progress in school.	72	27	0	0	1
Behaviour in the school is good.	63	32	2	0	3
My child gets the right amount of work to do at home.	46	39	10	0	5
The teaching is good.	75	23	0	0	3
I am kept well informed about how my child is getting on.	45	34	19	2	0
I would feel comfortable about approaching the school with questions or a problem.	71	25	4	0	0
The school expects my child to work hard and achieve his or her best.	73	25	0	0	2
The school works closely with parents.	51	34	12	3	0
The school is well led and managed.	66	29	3	0	2
The school is helping my child become mature and responsible.	64	33	0	0	3
The school provides an interesting range of activities outside lessons.	38	25	17	11	9