

INSPECTION REPORT

**ST. PETER'S CHURCH OF ENGLAND
PRIMARY SCHOOL**

Simonstone

LEA area: Lancashire

Unique reference number: 119428

Headteacher: Mr H Brindle

Reporting inspector: Mr N Sherman
16493

Dates of inspection: 6th – 7th November 2001

Inspection number: 197502

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Church of England
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	School Lane Simonstone Nr Burnley Lancashire
Postcode:	BB12 7HR
Telephone number:	01282 771147
Fax number:	01282 771147
Appropriate authority:	The Governing Body
Name of chair of governors:	Rev Dr A Sowerbutts
Date of previous inspection:	15 th September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
16493	Mr Neville Sherman	Registered inspector
9981	Mr Saleem Hussein	Lay inspector
7983	Mr Iain Johnston	Team inspector

The inspection contractor was:

Lynrose Marketing Ltd
Old Bungalow Farmhouse
Six Mile Bottom
Newmarket
Cams
CB8 ORT

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Peter's Church of England Primary School is situated in the small village of Simonstone near the town of Burnley in Lancashire. The school caters for pupils aged four to eleven. There are one hundred and twenty one pupils on roll, and slightly more boys than girls. The school has no pupils who have English as an additional language. The percentage of pupils who claim free school meals is below the national average. The percentage of pupils with special educational needs is below average. At present, no pupil has a statement of special educational need. Pupils enter the school with above average levels of attainment.

HOW GOOD THE SCHOOL IS

The school is effective with many good features. By the time pupils leave the school, they reach standards that are well above average in English, mathematics and science. Standards in literacy and numeracy are above average. The quality of teaching is good overall, and in the upper part of Key Stage 2 it is often very good. The quality of teaching across the school is good and ensures that pupils make good gains in their learning. There is good leadership and management of the school. A culture of high achievement is strongly promoted by the headteacher and a hard working and committed staff ably supports him. The school provides good value for money.

What the school does well

- Pupils achieve very high standards in National Curriculum tests and this is particularly reflected in the work seen at Key Stage 2.
- The quality of teaching is good across the school.
- Pupils have good attitudes and behave well.
- The leadership and management of the school is good.

What could be improved

- The progress of pupils with higher attainments in science at Key Stage 1.
- The way information and communication technology is used to support pupils' learning across the curriculum.

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 September 1997. Since then it has made good progress in raising pupils' achievements in end of key stage tests and the number of pupils who have reached well above average standards by the end of Key Stage 2 has been consistently above the national average. Effective action has been taken on most of the key issues identified for improvement. The school has improved the range of procedures to assess pupils' progress and, in English and mathematics, now makes good use of the information gained to address weaknesses in pupils' learning. The school has greatly improved the range and quality of resources to support pupils' learning in information and communication technology. Pupils now reach the standards expected for seven and eleven year-olds although the school had identified that there is still more to be done to make more effective use of information and communication technology across all subjects of the curriculum. The monitoring of teaching and learning throughout the school has been improved, but the monitoring of standards in science at Key Stage 1 is not totally effective. Good progress has also been made in ensuring that the new extension to Key Stage 1 is used effectively to

support pupils' learning. Given the good team spirit that is evident, the school is well placed to build on its strengths and to improve still further.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A*	A	A
mathematics	A	A	A	B
science	A	A	A	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The above table shows that in the 2001 end of key stage National Curriculum tests, pupils reached standards that were well above the national average in English, mathematics and science. When the results are compared with similar schools, based on the number of pupils who claim free school meals, standards were well above average in English and science and above average in mathematics. The number of pupils attaining the higher levels in mathematics was not as high as in previous years and explains why standards in 2001 dipped slightly. At the end of Key Stage 1, pupils reached standards that were well above average in reading and writing and above average in mathematics.

Inspection findings indicate that the current group of Year 6 pupils is on course to reach standards that are well above average in English, mathematics and science. Pupils enter the school with above average levels of attainment, and they make good progress in each of the classes in most subjects. Standards in literacy and numeracy are above average. Standards in information and communication technology are in line with national expectations by the end of Year 2 and Year 6, but there are missed opportunities to promote the pupils' understanding of how computers can be used to support learning in other subjects. The school sets challenging targets for literacy and numeracy.

Inspection findings indicate that by the end of Year 2, pupils reach standards that are well above average in reading and writing. In mathematics, standards are above average. While standards in science are in line with national expectations, pupils with higher attainments do not achieve as well as they could. Too little use is made of open-ended investigation work to support the pupils' learning of science. Children in the Foundation Stage make good progress and achieve above the expectations of the early learning goals in all areas of their learning by the end of the Reception year. Pupils with special educational needs are well supported in class and as a result, make good gains in their learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy their learning. They are eager to learn and participate well in lessons and other activities that are planned for them.
Behaviour, in and out of classrooms	Very good. Behaviour is very good. All pupils consider the needs of others and treat one another with respect.
Personal development	Good. Pupils have very good relationships with one another and

and relationships	with adults. When given the opportunity, pupils demonstrate good levels of initiative.
Attendance	Attendance is very good and is well above the national average.

TEACHING AND LEARNING

Teaching of pupils:	Reception	Years 1 and 2	Years 3 – 6
Lessons seen overall	Good	Good	Good

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

The quality of teaching and learning is good overall for pupils in the Foundation Stage and in Key Stage 1 and 2. This represents good improvement since the last inspection when unsatisfactory teaching was noted in one in ten lessons. The quality of teaching for pupils in the upper part of Key Stage 2 is frequently very good ensuring that these pupils make more rapid gains in their learning. In both key stages, the quality of teaching of English and mathematics is good. The literacy hour and the numeracy lessons have been introduced successfully and teachers effectively plan to ensure that pupils' literacy and numeracy skills are developed and extended through other subjects. Pupils in Key Stage 2 are given additional opportunities to write imaginatively ensuring that the quality of their poetry work, for example, is frequently good. Across the school, lessons are planned well and teachers are careful to plan work that takes into account the needs and different ages of pupils in the class. Teachers have high expectations and pupils respond well to the high challenge teachers provide for them. The teaching of pupils with special educational needs is good, and care is taken in most subjects to ensure that higher attaining pupils are challenged to the best of their ability. However, at Key Stage 1, in science, the work that is planned for higher attaining pupils is too similar to that planned for other pupils and relies too heavily on the use of worksheets. This limits the opportunities for pupils to pursue their own lines of enquiry where appropriate and as a result, some higher attaining pupils do not achieve as well as they can. The teaching of information and communication technology has improved since the last inspection and is now satisfactory across the school, although there are missed opportunities for pupils to use computers during the course of daily lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and balanced and, in the main reflects the needs and abilities of most pupils. Pupils' learning is sufficiently extended by the well-planned range of opportunities for them to visit places of educational interest. The range of extra-curricular activities provided for pupils is good.
Provision for pupils with special educational needs	Good. The school has only a small number of pupils with special educational needs and they receive effective support in class enabling them to make good progress in many aspects of their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Pupils are given good opportunities to develop their initiative through the everyday life of the school. The provision for pupils' spiritual, moral, social and cultural development is good overall.
How well the school	All staff have a very good knowledge and understanding of the

cares for its pupils	pupils. Teachers in both key stages make effective use of regular assessments of pupils' progress in English and mathematics when planning the next steps in their learning.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides clear educational direction for the school. He is ably supported by a hard-working and committed staff, many of whom are employed on a part-time basis. Staff are well deployed and good use is made of their individual expertise and interests across the school.
How well the governors fulfil their responsibilities	Good. Governors have a good understanding of their role and give good support to the school. Their committee structure enables them to effectively fulfil statutory requirements.
The school's evaluation of its performance	Satisfactory. Regular analysis is undertaken of National Curriculum tests and other data to set targets for improvement. Regular monitoring of teaching and learning takes place but this is more effective in English and mathematics than in science where differences in the quality of learning by different groups of pupils, particularly at Key Stage 1, have not been addressed.
The strategic use of resources	Good. The school makes good use of its limited accommodation. Resources to support pupils' learning are good overall. Care is taken to ensure that school budget is judiciously spent and the headteacher and governors have a good understanding of the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The high standards and good progress that their children make. • The 'community feel' of the school. • Parents are pleased with the way they are encouraged to play a full part in the life of the school. • Parents judge the teaching to be good. • Parents find the staff of the school approachable. 	<ul style="list-style-type: none"> • The amount of homework that is provided for their children. • The number and range of extra-curricular activities.

The inspection team supports the positive views that parents have of the school, particularly that of the progress that pupils make. Inspection findings indicate that pupils are given sufficient homework. However, while teachers use homework effectively to support pupils' learning in English and mathematics, more use could be made of homework in other subjects to support pupils in their learning. Inspection findings indicate that there is a good range of extra-curricular activities to support and extend pupils' learning.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve very high standards in National Curriculum tests and this is particularly reflected in the work seen at Key Stage 2.

1. Pupils in Reception make good progress and by the end of the Foundation Stage, they exceed the early learning goals in all areas of their learning. Good emphasis is placed on developing the children's early literacy and numeracy skills and a suitably balanced curriculum ensures children make good progress. The children enter the school with above average levels of attainment, and they make good gains in many aspects of their learning. At Key Stage 1, pupils continue to make good progress and by the end of the key stage, attain well above average standards in reading and writing and above average standards in mathematics. Good attention is paid by teachers at Key Stage 1 to the development of pupils' literacy and mathematical skills and as the pupils move through the key stage, they gain increasing mastery and confidence in applying these skills to their work in other subjects of the curriculum. By the age of seven, pupils read avidly and greatly enjoy listening to stories and other literature. Their knowledge and understanding of famous children's authors are good for their age. The pupils have well developed speaking and listening skills which ensure that they are able to express their opinions as to why they prefer one story to another. In writing, Key Stage 1 pupils have a very good awareness of the need to carefully demarcate their writing with full stops and capital letters. The quality of their writing is often lively and makes increasing use of imagery to hold the attention of the reader.
2. Pupils' attainment in National Curriculum tests at the end of Key Stage 2 in English, mathematics and science is well above average. The school's results over the past four years have been consistently well above average in all three subjects. In comparison with similar schools, the pupils' performance is well above average in English and science, and above average in mathematics. The inspection findings, based on the current cohort of pupils in Year 6, indicate that the pupils are on course to reach standards that are well above the national average in English, mathematics and science. This very positive picture reflects the culture of high achievement and the strong desire by all staff that pupils achieve to the best of their ability. The good teaching seen in many classes enables pupils to make good gains in their learning as they move through each of the classes. While the school has a below average number of pupils with special educational needs, those that do have a particular need are well supported by teachers and support assistants and often make good gains in their learning of new skills and knowledge. Higher-attaining pupils are mostly given appropriately challenging work and they too make good strides in their learning.
3. By the end of Key Stage 2, pupils are very confident speakers and listeners. They listen attentively to both the teacher and to their classmates, and offer opinions or answers to questions. Pupils are keen and willing to ask and answer questions and good opportunities are provided in literacy sessions for pupils to volunteer their views about a passage or piece of text they may be reading. Pupils are given good opportunities to take part in debates which helps to develop pupils' confidence in speaking and listening to a wider social group. Standards in reading are well above average. The school has a good range of reading materials to support pupils' reading development and the pupils enthusiastically select different types of text in their desire to read a wide range of literature. Pupils have a good understanding for their age of both contemporary and classical authors and are able to express their opinions as to why they like one type of

book in preference to another. Many pupils, including those with special educational needs, read clearly and fluently, and use their intonation skills when reading, for example, as a particular character in a story. Pupils have a good understanding of how to use non-fiction books to support their overall literacy work and their understanding of terms such as 'glossary' or 'index' is very secure.

4. Standards in writing at the end of Key Stage 2 are well above average. Good attention is paid by teachers to ensuring that pupils' understanding of how to use punctuation correctly is developed and pupils use a range of punctuation effectively during the course of their everyday writing. Teachers have high expectations of pupils in the presentation of their written work in many subjects and this results in high standards of presentation and spelling. Pupils have a good understanding of the need for drafting important pieces of work. Teachers give pupils good scope to draft and redraft their writing with a view to improving the overall quality even further. Good opportunities are provided for pupils to have their work published, and many take great pride in seeing their poetry work being professionally produced in the form of an anthology. Pupils' poetry work is often thoughtful and pupils take great care in choosing vocabulary that brings their writing to life.
5. The school places strong attention and emphasis on developing pupils' numeracy skills. By the end of Key Stage 2, pupils have a good understanding of the relationship between the four rules of number and enjoy solving problems and mathematical tasks that are open-ended. Pupils work hard to find ways to solve mathematical problems and are keen to accept advice in looking at other ways in which the answer may be sought. In daily numeracy lessons, teachers use the start of lessons effectively to provide mental problems for pupils to solve. Pupils are expected to work quickly and many enjoy the challenge and expectation in such work. Teachers carefully plan mathematical work through other subjects. Pupils often present their science work using tables, charts and graphs to give their work more clarity. In making land yachts in design and technology, pupils used their mathematical skills of estimating and measuring as they prepared the materials prior to construction. Such work successfully builds on the pupils' previous knowledge and extends their learning of how mathematics has an important part to play in their everyday life.
6. In science, Key Stage 2 pupils attain standards that are well above average. Pupils are given frequent opportunities to extend their scientific knowledge and understanding through investigation work. By the end of the key stage, pupils have a clear understanding of what it means to undertake a 'fair test' and how the changing of one variable during an investigation may alter the overall results. Pupils' learning is suitably extended by their very well developed literacy skills and teachers effectively ensure that pupils write up the results of their investigations neatly, which enables the reader to follow the flow of the pupils' thinking and learning. By the end of the key stage, pupils have a good knowledge of different scientific ideas. They explain clearly, for example, the functions the various parts of the human body perform and of the need for a healthy diet and regular exercise. Teachers encourage pupils' enquiry skills and they develop high levels of curiosity which further strengthen their learning in science.
7. Since the last inspection, the school has been very successful in raising standards in English, mathematics and science. Of note, has been the increasing number of pupils who achieve the higher levels in the National Curriculum tests. This is often as a result of the good teaching and the careful way in which teachers ensure that work is thoughtfully matched to the needs of the pupils. This ensures that in most subjects higher attaining pupils are given work that enables them to follow their own lines of enquiry and that they are suitably challenged in what they are asked to do.

The quality of teaching and learning is good.

8. In the upper part of the school teaching is frequently very good. During the inspection, the quality of teaching was good or very good in more than two thirds of the thirteen lessons observed. The quality of teaching has improved since the last inspection when nearly one in ten lessons was found to be unsatisfactory. Overall, the quality of teaching and learning is good throughout the school. The good quality of teaching makes a positive contribution to the high levels of attainment and to the good and on occasions very good progress that pupils of all abilities make.
9. The quality of teaching in the Foundation Stage is good. Children are soon settled into school and they quickly become aware of the teachers' expectations of day-to-day routines in the classroom. A small number of Year 1 pupils are taught alongside the Reception children and care is taken to ensure that work is carefully geared to meet and match the individual needs and abilities of the two age groups. There is an effective balance between activities that are led and directed by the teacher, and those which enable the children to learn more independently through structured play, and to make their own choices and decisions. Children are sensitively managed and teachers and support staff work together well. In some lessons, that also include literacy and numeracy sessions, the learning support assistant works exclusively with the children on work that is planned by the class teacher. The quality of the assistant's input is good and helps the children to gain a secure grasp of the concepts being taught.
10. The teaching of literacy and numeracy is good in Key Stage 1 and Key Stage 2 and there are particular strengths for older pupils in the mixed Year 5 / Year 6 class. Pupils at Key Stage 1 are effectively taught to read and by the end of the key stage are able to express their opinions as to why they may prefer one author to another. By the end of Key Stage 2, pupils' well developed reading and writing skills enable them to gather and record information quickly. Their ability to make and keep notes is good and their ability to use this information to subsequently write up a report or account is very good. In a very good lesson for pupils in Years 5 and 6, the teacher introduced to pupils the notion of producing an extended piece of report writing as part of researching the parts of a plant. After a very brisk introduction, that included recapping on the previous lesson, pupils were shown how to use reference materials that included books and compact disc software as a basis for their work. The teacher had very high expectations of the pupils and shared these with the pupils by commenting, 'Dazzle me with your intellect'. The teacher very effectively demonstrated to pupils the difference between a report and a list of facts and the very good use of questions gave pupils the chance to develop their speaking and listening skills. The warm and purposeful rapport between the teacher and pupils added further to the quality of the lesson. As a result, pupils consolidated their learning about the need for facts and how to use technical vocabulary when producing a report as well as enjoying greatly what they were asked to do.
11. At both key stages, teachers have high expectations of pupils to produce neat and careful work. This has a positive impact on the way pupils present their work in many subjects. Their efforts are then displayed carefully by teachers and this helps to further raise the status of the pupils' work. Spelling is taught well and consistently from class to class. Many pupils are able to make informed guesses at words with which they are unfamiliar, and then check the accuracy of their attempts by using dictionaries.
12. The teaching of numeracy is good and at times in the upper part of Key Stage 2 is very good. All teachers have a good knowledge and understanding of the National Numeracy Strategy and closely plan their work using this as a basis. Teachers make effective

ongoing assessments of what the pupils have learned so that new learning builds on what the pupils already know and understand. The opening parts to lessons involve good use of brisk questions to which teachers expect quick and correct answers. Pupils are given a good range of challenging mathematical tasks and many greatly enjoy trying to solve the problems they are given. In Key Stage 1, good use is made of mathematical equipment and apparatus to help pupils learn. In both key stages, effective use is made of homework to further consolidate learning. Many pupils are given good support by their parents who encourage them to complete the work set and this helps to extend the role parents play in supporting the work of the school.

13. In science, teachers ensure that pupils in Key Stage 1 and Key Stage 2 develop their knowledge and understanding of scientific ideas by undertaking practical and investigation work, although this is more evident at Key Stage 2. Teaching places suitable emphasis on the development of scientific vocabulary and all teachers effectively make good use of books and other materials to support pupils' learning. In one good lesson noted in Years 3 and 4, good use was made of video material to support pupils' learning about the importance that the skeleton plays for all living creatures. Whilst watching this, pupils became highly enthused and interested in how creatures such as crabs, lobsters and wood lice have skeletons on the outer parts of their bodies. This was then followed up by pupils being given scope to use electronic microscopes linked to a computer enabling them to closely monitor the physical characteristics of other living creatures. At Key Stage 2, good links are made between science and other subjects of the curriculum, particularly literacy. Pupils are given frequent enjoyable opportunities to develop their reading, researching and writing skills as they explore different topics.
14. Overall, the quality of teaching has a strong impact on the standards that pupils attain and the good gains they often make in learning in many lessons. Pupils respond well to the challenges and tasks set for them by teachers. They are keen and confident in answering questions and display good levels of initiative when asked to complete or undertake projects at home. Many pupils, for example, have access to computers at home and use these well to research information or to produce a neat copy of their work.

Pupils have good attitudes and behave well.

15. In all classes, pupils have good attitudes, enjoy coming to school and are keen to make progress in their learning. Their behaviour is very good as is the quality of relationships at many levels. These positive features contribute much to the day-to-day life of the school and create a purposeful working environment.
16. Children in the Foundation Stage are effectively taught to respect and care for the needs of others. As a result, they share, play and take turns well and know that they need to return and put away equipment ready for later use by somebody else. Children co-operate well with one another and quickly learn the school's routines and expectations. Children learn the importance of being a wider member of a social group and increasingly become aware of how to work independently of the teacher.
17. At both Key Stage 1 and 2, children continue to show enthusiasm for learning and work hard to give of their best. Pupils listen attentively in whole class and small group demonstrations by the teachers ensuring that they have a clear idea of what is expected of them when undertaking their work. Most pupils demonstrate a good ability to work independently and to show their initiative. When asked to do so, pupils work

purposefully at the school's bank of computers and are highly curious about how computers can support them in their work or how other electronic equipment such as electronic microscopes linked to a computer can assist them in their studies. Pupils effectively support one another and many offer practical help to classmates who may be finding a task more difficult. Pupils work hard to present their work in a logical and neat way and understand the importance and impact of high quality presentation.

18. Relationships amongst pupils are very good and effectively ensure that the school is a calm and orderly place in which to work. Pupils treat one another with respect and courtesy and this helps to develop pupils' understanding of the need to work effectively as a member of a wider social group.

The leadership and management of the school is good

19. There is good leadership and management of the school. The headteacher provides clear educational leadership and effectively ensures that a culture of high achievement permeates many aspects of school life. He has a good understanding of the school's strengths and where improvements could be made to improve the quality of provision for pupils even further. The headteacher achieves an effective balance between teaching part-time, and leading and managing the school and is ably supported by the deputy headteacher and a hard working and dedicated staff. All other teachers are part-time but good use is made of their individual expertise and interests and they are effectively deployed by the headteacher. There is a strong team spirit evident and all staff regularly discuss ways in which future developments at the school might be achieved. This provides staff with a common purpose and all staff work hard to ensure that the school's aims are fully met. These centre on ensuring that all pupils achieve to the best of their ability, that links with parents are genuine and effective and that the principles that underline the aided status of the school support the school's work. The ethos of the school is very good. Support staff are highly appreciated and make a valuable contribution to the school's smooth running and, as a result, the quality of pupils' learning.
20. The school has strengthened some aspects of its monitoring and evaluation procedures since the previous inspection. This has led to improvements in pupils' learning and the standards they achieve. Regular observation and evaluation of teaching and learning is undertaken by the headteacher, supported by the subject co-ordinators for English and mathematics. From this work comes a careful evaluation of where pupils are succeeding and where improvements need to be made. The school has also improved the procedures used to assess, monitor and track pupils' progress as they move through the school and makes very good use of the information to highlight the strengths in pupils' attainment and to indicate where further progress could possibly be made.
21. The governors are effective in providing the school with well-targeted support. The headteacher keeps them well informed about developments within the school and they take an active part in discussions in respect of the school development plan. The Governing Body participates fully in discussions relating to the school budget and care is taken to ensure that the school budget is judiciously spent. The Governing Body's prudent monitoring of the budget has enabled contingency funds to be accumulated to fund the careful physical expansion of the school since the last inspection leading to improved provision for pupils. Many governors are frequent visitors to the school and support teachers in class. This gives them a good understanding of the quality of provision at the school as well an understanding of the pupils themselves. The

committee structure that the Governing Body has established effectively ensures that statutory responsibilities are met. Arrangements for overseeing the provision for pupils with special educational needs are secure ensuring that those pupils with special educational needs are effectively supported enabling them to make good progress.

22. The school effectively manages the use of the somewhat limited accommodation for the number of pupils on roll. In the classrooms at Key Stage 2, because of the large number of pupils, there is limited space for pupils to undertake practical work. To compensate for this, the small communal area outside the classrooms is used at many points during the day for art and design or other practical work. The good attitudes pupils have to their learning ensure that they work sensibly and this enables good use to be made of all available space. Part of this area has been attractively enhanced since the school's last inspection to provide pupils with a bay of computers to support their learning. These are generally used well and pupils, for example, use this area to support their learning in some subjects such as science.

WHAT COULD BE IMPROVED

The progress of pupils with higher-attainments in science at Key Stage 1.

23. While most pupils achieve average standards in science by the end of Key Stage 1, higher attaining pupils do not make the progress of which they are capable. When the most recent teachers' assessments are evaluated, they indicate that too few pupils attained the higher Level 3.
24. The major reason for the relatively slow progress of higher attaining pupils is that teachers' expectations are too low and the teaching does not take sufficient account what the pupils are capable of achieving. The work that is set for them is very much based on worksheets and these are often used far too extensively by teachers to support pupils' science learning. The worksheets in themselves provide too little challenge and higher attaining pupils often complete them very quickly. There is not enough work provided for the higher attaining pupils which effectively extends their learning of new scientific ideas and develops their vocabulary to a level that they are capable of. In addition, pupils are given too few opportunities to undertake open-ended investigation work where pupils themselves determine the course and direction of their learning. Teachers do not have high enough expectations of what pupils are capable of achieving in this aspect of their science work and the pupils' progress is restricted as a result. Assessment information is not always used effectively to plan precisely and build upon what pupils already know. Because much of the pupils' work is centred on the completion of low level worksheets, the marking of work is often superficial and does not give sufficient guidance as to how they may improve their learning.

The way information and communication technology is used to support pupils' learning across the curriculum.

25. Since the last inspection, the number of computers and the range of information technology equipment has improved notably. The school has created a bay of up-to-date computers to support pupils' learning, which has been strategically placed in a central area of the school so that pupils in all four classes have easy access to it. In addition, each classroom has a computer, which can be used to extend and build upon the skills that pupils learn while using the computers in the bay and staff have had

training in how to successfully integrate computers and accompanying software to support their teaching in lessons.

26. However, while some use is made of computers during the course of everyday lessons, this is inconsistently planned for and in practice, pupils do not have enough opportunities to use computers in lessons in most subjects of the curriculum. As a result, pupils are not extending and improving their information and communication technology skills as quickly as they could nor are they developing a full understanding of how technology can be used to support their everyday learning in other subjects. At Key Stage 1, too few opportunities are provided for pupils to use compact disc software, for example, to explore aspects of history or geography and pupils have an unsatisfactory understanding of how the Internet can be used to extend their learning. At Key Stage 2, pupils have a limited understanding of how to use the computer language of 'Logo' to develop their understanding of shape and space or of how to use spreadsheets to support their work in mathematics, for example. Pupils of all abilities in both key stages could be set more challenging work using computers to support their learning across the curriculum. Many pupils have access to computers at home but, at present, the school does not sufficiently extend or build on this prior knowledge.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

1) Improve the progress of higher-attaining pupils in science at Key Stage 1 by ensuring that:

- greater use is made of assessment information in planning pupils' learning;
- teachers' knowledge and understanding of how to use investigation work to support pupils' learning is improved;
- the work given to pupils is sufficiently challenging;
- the marking of pupils' work gives them greater guidance as to how they might improve their work.

(paragraphs 23 and 24)

2) Ensure that pupils have sufficient opportunities to develop their information technology skills through in other subjects across the curriculum by:

- ensuring that teachers' planning identifies opportunities for pupils to use computers and appropriate software to support their learning across the curriculum;
- making greater use of computers in daily lessons
- ensuring that work planned for pupils is suitably challenging;

(paragraphs 25 and 26)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	13
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	-	3	5	5	-	-	-
Percentage	-	23	38	39	-	-	-

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

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)	121
Number of full-time pupils known to be eligible for free school meals	4

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	10

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	5
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

%

Unauthorised absence

%

School data	4.0
National comparative data	5.6

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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	9	8	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	8	8	9
	Girls	8	8	8
	Total	16	16	17
Percentage of pupils at NC Level 2 or above	School	94 (100)	94 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	8	9	9
	Girls	8	8	8
	Total	16	17	17
Percentage of pupils at NC Level 2 or above	School	83 (82)	91 (85)	92 (88)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	3	11	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	2	2	3
	Girls	11	11	11
	Total	13	13	14
Percentage of pupils at NC Level 4 or above	School	93 (88)	93 (88)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	2	2	3
	Girls	11	11	11
	Total	13	13	14
Percentage of pupils at NC Level 4 or above	School	93 (88)	93 (88)	100 (94)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	97
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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)	4.7
Number of pupils per qualified teacher	25.7
Average class size	30.3

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	49

FTE means full-time equivalent.

Financial information

Financial year 2000/01

	£
Total income	244 722
Total expenditure	239 064
Expenditure per pupil	2 135
Balance brought forward from previous year	5 235
Balance carried forward to next year	10 893

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	121
Number of questionnaires returned	60

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	40	2	0	0
My child is making good progress in school.	60	36	2	0	2
Behaviour in the school is good.	57	42	0	0	1
My child gets the right amount of work to do at home.	38	22	22	0	2
The teaching is good.	53	47	0	0	0
I am kept well informed about how my child is getting on.	35	47	12	5	1
I would feel comfortable about approaching the school with questions or a problem.	70	30	0	0	0
The school expects my child to work hard and achieve his or her best.	65	35	0	0	0
The school works closely with parents.	38	45	12	2	3
The school is well led and managed.	58	38	0	0	4
The school is helping my child become mature and responsible.	57	38	0	0	5
The school provides an interesting range of activities outside lessons.	38	35	23	3	10