

# INSPECTION REPORT

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**BOUGHTON HEATH PRIMARY SCHOOL**

CHESTER

LEA area: Cheshire

Unique reference number: 111164

Headteacher: Mr K J Pinder

Reporting inspector: R S Moseley  
16886

Dates of inspection: 11-12 June 2002

Inspection number: 198274

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:	4-11
Gender of pupils:	Mixed
School address:	Boughton Heath Primary School Becketts Lane Great Boughton Chester Cheshire
Postcode:	CH3 5RW
Telephone number:	01244 318153
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Owen Watkins
Date of previous inspection:	October 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Boughton Heath Primary school is smaller than other primary schools, with 220 pupils, consisting of 124 boys and 96 girls. Four per cent of pupils are entitled to free school meals, which is below the national average. Attainment on entry to the school is slightly above that which is typical for children who are four and a half years old. Six pupils are from ethnic minorities or have English as an additional language. These are very well integrated into the school and do not require extra support. Thirteen per cent of pupils are on the school's register of special educational needs, which is below the national average.

### **HOW GOOD THE SCHOOL IS**

This is a very effective school, with many very good and excellent features. It has developed a challenging climate for learning through a curriculum that is rich and vibrant. Most pupils attain high standards in English and art and design and very good standards in mathematics. The quality of teaching is never less than good with a significant amount that is very good and excellent. Pupils' attitudes to their work and their relationships are excellent. The school is very well led and managed and gives very good value for money.

#### **What the school does well**

- The school provides a challenging climate for learning through a curriculum that is rich and vibrant. Consequently, pupils have developed excellent attitudes to their work. This has resulted in very high standards in English and standards which are well above average in mathematics.
- Strong teaching helps pupils to learn very effectively and achieve very well.
- The provision for the visual arts across the curriculum.
- The enrichment of pupils' learning through a large number of curriculum based residential visits.
- The headteacher, with the support of the deputy headteacher, subject co-ordinators and governors, provides very good leadership and a clear educational direction for the school.

#### **What could be improved**

- Consolidation and strengthening of the good developments in information and communication technology.
- Further development of the good provision for science.

*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 October 1997. It has overcome all of the weaknesses noted in the last report and has made many other improvements. For example, the teaching of design and technology has been reviewed and a new scheme of work introduced and the school assembly system has been adapted to meet statutory requirements with whole school, infant and junior and class assemblies being held. In addition to the items identified in the last inspection, the headteacher and deputy headteacher have raised the quality of teaching through careful monitoring. Also, the provision for the teaching of information and communication technology has improved considerably by the development of a new computer suite and staff training. This is leading to the development of higher standards.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A*	A*	A*
mathematics	A*	A	A	A
Science	B	A	B	C

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

The results over the last few years show standards in English to be very high and in mathematics to be well above average. When these results are compared to similar schools, they show the same high or well above average results. The results in science, although variable and not quite as good when compared to similar schools, nevertheless, show standards that are above average. The school is aware that the results in science are not quite as high as in mathematics and English and has targeted science as an area for further development.

The inspection findings indicate that for this year's pupils, standards are above average when pupils enter Year 1 and they achieve well. These standards are maintained and pupils still attain above average results in English, mathematics and science at the end of Year 2 and they are achieving well. By Year 6, standards are even higher and similar to levels attained in the 2001 National Curriculum tests and pupils are achieving exceptionally well in English, very well in mathematics and well in science. Attainment in art and design is very high in comparison to the levels expected for pupils' ages and pupils are achieving exceptionally well. It was not possible to make a judgement on attainment in any other subjects during this short inspection but a good proportion of pupils in Year 6 are beginning to achieve well in information and communication technology. Attainment in literacy is very high and in numeracy well above average by the time pupils leave the school. The school has achieved or exceeded all the targets that have been set.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Outstanding. Almost all pupils are very eager to learn and give of their best at all times. They are very responsive and show excellent attitudes in all they do.
Behaviour, in and out of classrooms	Behaviour by almost all pupils in lessons and around the school is very good. Pupils are polite and courteous to each other and to adults.
Personal development and relationships	Personal development is very good. By the time pupils leave the school they have acquired many of the skills needed for independent learning as well as a great deal of confidence. Relationships are excellent throughout the school.
Attendance	Very good.

Pupils are very proud of their school. They care about each other and respect each other's views.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very good

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

As this was a short inspection, only a small number of lessons could be seen. Also, these were not necessarily evenly distributed throughout the school. Nevertheless, inspectors judged that the quality of teaching has improved since the last inspection. Strengths are the high levels of teachers' expectations of pupils' work and behaviour and the teaching methods and ideas they use. Lessons proceed at a good pace; teachers' assessment of pupils' capabilities is developing well, especially in English and mathematics. These records are used well to plan future work. These strengths encourage pupils' intellectual, physical and creative effort, ensuring that lessons are productive and that pupils retain interest to the end of the lesson. Teachers' short term lesson planning is of good quality with clear learning objectives. These are shared with the pupils and they have a very clear idea of what they are to learn. The planning outlines work for the different levels of attainment in the class, especially in English and mathematics. Teachers' knowledge is generally very good in most subjects but some teachers have slightly weaker knowledge in information and communication technology. They have undergone training but are anxious to practise and consolidate their newly learned skills. Teachers' use of information and communication technology to support learning across a range of subjects is underdeveloped. Throughout the school, the teaching of literacy and numeracy is very good and has been adapted well to the needs of pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities are very good with some outstanding features. Teachers provide every opportunity to make pupils' learning experiences, both in school and during the many residential visits, rich and vibrant.
Provision for pupils with special educational needs	Very good. These pupils experience a full curriculum both in class and when they are withdrawn for special support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. All aspects of school life develop pupils' confidence and independent learning skills. Pupils are well prepared for living in a multicultural society. The contribution of art and design to pupils' spiritual and cultural development is particularly strong.
How well the school cares for its pupils	The school cares for its pupils very well.

The procedures for child protection and ensuring pupils' welfare are very good. On a very few occasions the registers are not filled in correctly. Parents have a very high regard for the school and there are very effective links with them.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher is a very effective teacher. He has developed a strong sense of purpose amongst the staff and enabled them to develop their own management and leadership roles.
How well the governors fulfil their responsibilities	Very good. The governing body fulfils its responsibilities very well. The chair of the governing body is very supportive and works closely with the headteacher.
The school's evaluation of its performance	Outstanding. The headteacher, staff and governors are fully aware of the school's performance. They have a very clear idea of the aims, values and ethos of the school.
The strategic use of resources	Excellent. Resources are readily available and used very well. All money is spent wisely and carefully.

The headteacher has been very effective in maintaining this very successful school and deciding its priorities. The school always applies the principles of getting best value for its pupils very well.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their child likes the school.</li> <li>• Their child is making good progress.</li> <li>• The teaching is good.</li> <li>• They can approach the staff with any problems.</li> <li>• Their child is expected to work hard and do their best.</li> <li>• The school is well managed.</li> <li>• The school helps their children to become more mature and responsible.</li> <li>• The school provides an interesting range of activities outside lessons.</li> <li>• Their child gets the right amount of work to do at home.</li> </ul>	<ul style="list-style-type: none"> <li>• A very few parents felt that they were not well informed about how their child is getting on.</li> </ul>

All parents' views expressed at the parents' meeting and in the questionnaire were brought to the attention of the headteacher.

Inspectors support parents' positive views of the school. They also judged that the information given to parents about some subjects is not laid out as it should be in pupils' reports, although details of progress in all subjects is clear.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**The school provides a challenging climate for learning through a curriculum that is rich and vibrant. Consequently, pupils have developed excellent attitudes to their work. This has resulted in very high standards in English and standards which are well above average in mathematics.**

1. The headteacher and staff have created an atmosphere in the school where pupils want to learn. The long open plan room for all ages is laid out to stimulate learning. For example, Year 5 pupils have set up a display on astronomy showing the layout of the sun, earth and moon. Pupils have posted up a question to ask, "What is an eclipse?" and, "How do we get night and day?" Pupils then have to carry out their own research and display the facts they have discovered. This creates interest and enjoyment, as well as developing their individual research skills. This is typical of the school's approach to learning. Work in pupils' books indicates that very little is copied. It is mostly a result of the individual's own discoveries and interpretations. Pupils are also expected to take a great pride in their written work and in every aspect of work displayed on the walls. The whole school, both inside and outside is clean and bright and full of interest. Pupils' successes are always celebrated. Regular assemblies are held where these achievements are shared. Pupils take a pride in talking about their work, especially when it is displayed out of school. For example, high quality life size models of Christmas shepherds, made by the pupils, were displayed in Chester Cathedral. All staff display a caring attitude, which enables each individual, including very young children in the reception classes, to feel that he or she is important and can succeed. This encourages the pupils' self-esteem and confidence. Pupils' attitudes to their learning are outstanding. Pupils are very interested in their work and will persevere and concentrate for long periods, working on their own or with a partner very productively. They can be left unsupervised. They are trusted and they respond well to this trust.
2. The contribution of the staff and the challenging environment, together with the attitudes of the pupils have resulted in high standards in a number of subjects. For example, pupils in Year 6, last year, attained very high standards in English and high standards in mathematics in their National Curriculum tests. Pupils in Year 6 this year are achieving similar standards. As the level of attainment on entry to the school, at age of four and a half, is only slightly above what is expected for their age, this indicates that pupils achieve exceptionally well in English and very well in mathematics.
3. In English, the school has very effectively implemented the National Literacy Strategy but has very sensibly adapted it so that the rich and vibrant curriculum stimulates high quality work in English. For example, high quality work done in history on the ancient Egyptians, together with a good range of resources and a visit to an Egyptian museum, stimulated a range of very good extended writing. Samples of work in Year 6 show that writing is lively and thoughtful, varied and interesting with imaginative vocabulary that is chosen for effect. One pupil wrote, "Despite the ongoing doubts and worries entwining themselves into her thoughts, Amber managed to get into an uneasy sleep". Throughout the school there are very good examples of literacy skills being used to support learning in other subjects and the school is justly proud of the progress pupils make in writing in all classes. In spite of these successes the school is always anxious to raise standards even further. For example, writing targets have been adapted to develop guided writing. The school development plan targets further improvements in writing and pupils are set into attainment groups in writing at the end of each term.
4. In mathematics, the National Numeracy Strategy has been introduced and developed very well. Teachers take every opportunity to start each numeracy lesson with an effective mental warm-up activity which stimulates thinking or consolidates previously learned strategies. For example, each pupil in Year 4 was given a card with a mathematics problem on it, such as, "If the video shop get 45 new videos and they loan 21 out, how many new videos are left at the end of the day?" All pupils have to work out the answer because one of them will have the correct answer

on the back of the card. The person who has this card then reads out the next problem and so on. The game is timed and pupils are anxious to complete the game more quickly than a similar game the day before. Another strong feature of numeracy lessons is the way pupils are encouraged to explain to the rest of the class the thinking or written methods they have used to find an answer. Pupils realise that good mathematics thinking is very important, just as important as getting the right answer. They also quickly become aware that there are usually many different ways of approaching a mathematics problem. This makes numeracy lessons enjoyable, stimulating and attractive and pupils are enthusiastic about learning new ways. The school has benefited recently from the appointment of the deputy headteacher who is also a leading mathematics teacher with many skills.

### **Strong teaching helps pupils to learn very effectively and achieve very well**

5. As this was a short inspection, only a small number of lessons could be seen. Also, these were not necessarily evenly distributed throughout the school. Nevertheless, planning indicates that teachers continue to develop their skills well and the quality of teaching has improved greatly since the last inspection, where one quarter of the teaching was very good or excellent. The teaching seen in this inspection indicated that nearly all the teaching, four out of five lessons, was very good or excellent. In all lessons, teachers prepare their lessons well by identifying precise learning objectives. These are usually shared with pupils, which helps them to be clear about what they are expected to learn. Lessons proceed at a good pace and are well structured with a step-by-step approach. This results in motivating pupils and sustaining their interest to the end of the lesson. These features, together with teachers' enthusiasm about their work and their very good class management and discipline, contribute significantly to the standards attained and the very good progress pupils make in Years 3 to 6, where they are building well on the good previously learned skills in reception, Year 1 and Year 2 classes.
6. Teachers also plan a wide range of stimulating and well thought out ideas. This means that pupils want to learn and thoroughly enjoy lessons. These ideas start well with children in the reception class. For example, in a physical education lesson, the reception teacher used the sound of a tambourine to give a signal. This good idea helped children to stop or start almost instantly and respond effectively to commands. Another well thought out idea was seen in Year 1. The teacher used a hand puppet very effectively to demonstrate different feelings. This was linked to the importance of "reading with expression". This was fascinating to the pupils, who responded well and effectively, raising and lowering their voices appropriately when reading.
7. The teaching of the basic skills of literacy and numeracy is at least good in all lessons and often very good. For example, in a mathematics lesson for pupils in Year 4, the teacher displayed "today's" mathematics vocabulary on the board and every opportunity was used to refer to it. In a physical education lesson for pupils in Year 1, the teacher had no hesitation in using the new word "equidistant", which not only extended the pupils' vocabulary but also demonstrated a strong link to mathematics and measurement. The quality of pupils' writing is a strength of the school. This is because pupils are encouraged to write in full sentences in all subjects from an early age and there is minimal use of work-sheets. Also, good presentation and handwriting skills are developed early. By the time pupils are in Year 6, most pupils write very neatly and clearly using a fountain pen. Some pupils use well advanced italic writing script.
8. Teachers' subject knowledge in many areas is very good and this enables them both to ask appropriate questions and effectively challenge pupils with differing levels of attainment. For example, in a literacy lesson for pupils in Year 1, the teacher's very comprehensive subject knowledge enabled her to set work for three levels of attainment. The lesson was based on Shirley Hughes' poem, "Mudlarks". The higher attaining pupils were given challenging work writing their own poem based on "water" with a good use of adjectives. The average pupils described mud, sand and water well and the lower attaining pupils were offered words such as, 'bubbly and squidgy' and they made a valiant attempt to work with these words.
9. Only one lesson was seen in the reception class but a discussion with the teacher indicates that these children experience a very good early years curriculum based on the early learning

goals. The quality of teaching is very good and children are achieving well. The teacher has a strong understanding and a consistent approach to children's learning and provides a rich environment. Relationships are very warm and supportive.

### **The provision for the visual arts across the curriculum**

10. Attainment in art and design is exceptionally high and pupils achieve very well. It was a similar picture at the time of the last inspection. Over the last few years there has been considerable pressure, because of the introduction of literacy and numeracy, to reduce the time available for subjects other than English and mathematics. However, the school has worked hard to retain the strong benefits of the art and design curriculum, as well as delivering all other subjects well. In fact, introducing art and design into many subjects and providing a truly cross-curriculum approach has strengthened it. For example, during a history study of the Tudors, some outstanding work was done in pastels of Henry VIII and other Tudor characters. During a study of Ancient Egypt, a very good display was produced using Egyptian symbols. Work in art and design also gives inspiration to other areas. For example, an image, part sculpture and part picture of "The Peacock", a symbol of the Hindu religion, inspired expressive writing, such as, 'When I was little I thought the peacock was a rainbow'.
11. The co-ordinator for the visual arts, who is well qualified, has planned the work very well throughout the school using the Cheshire scheme of work, which the school helped to establish. It develops step by step and pupils build well on previously learned skills. For example, work in the style of the artist Kandinsky inspires children in the reception class, where they produce 'shapes within shapes', which is above the art and design level expected for their age. By the time these children enter Year 1, they have developed an eye that is beginning to recognise some of the finer details of an object or painting. As pupils progress through the school, artists, such as Hockney, Jackson Pollock and Hundertwasser inspire their art and design experiences. The many residential and other visits provide inspiration and material to reinforce the art and design programmes of study. For example, visits out of school, such as the one to the Lowry Centre, inspired some high quality work, which is on display in the hall. Pupils in Year 4 produced work in the style of Lowry, with a combination of bold marker drawings, photocopying work and colour backgrounds of pastel and ink giving very effective representation.
12. The high quality work the pupils produce within the visual arts is one of the reasons the school has a very rich and vibrant curriculum. The school is well known in the area for this aspect of its work and has made a strong contribution to the work in the County giving training, advice and support to other schools. Its work is often displayed in the city of Chester. Almost every type of style, medium and technique is used by the pupils, such as print making, drawing, painting with acrylics, pastel drawings, charcoal work, textiles, including batik work, and many more. The work in art and design is truly outstanding and makes a major contribution to pupils' spiritual, moral, social and cultural development. The school is at present applying for an Arts-mark Award and has every chance of obtaining it.

### **The enrichment of pupils' learning through a large number of curriculum based residential visits.**

13. All pupils, from Year 2 to Year 6, have the opportunity to participate in a curriculum based residential experience each year. Records show that the parents support the cost of these very well and 98 per cent of the pupils attend. Careful planning and enjoyable work are provided for the few pupils who cannot partake.
14. The ethos and philosophy behind this major undertaking is both curriculum support and social development. Places visited include areas such as Sherwood Forest, Llandudno and the Great Orme, Helmsley and the North Yorkshire Moors, Llangollen, Bamburgh, Snowdonia and the city of York. Visits, which last from two to four days, are organised to ensure that the area is used to enhance and enrich most aspects of the National Curriculum. For example, pupils in Years 5 and 6 have visited Bamburgh on the Northumbrian coast. They study Bamburgh castle and link this study to their history work. They find out why there needed to be a defensive castle near the

Scottish border or on the coast. They investigate the geography and geology of the area and why this particular spot on the coast was chosen for a castle. Science plays a major part, as pupils study the plants and animals that live in the sea, on the beach or by the coast. They study the specialist habitats of sand dunes and compare these to other habitats like grasslands and trees they have studied back at school. Pupils visit the ruined priory on the island of Lindisfarne (Holy Island). This proves a wonderful setting and a great inspiration for art work. As they sketch a musical background is provided with the recorded sound of the Gregorian Chant. The whole area is one of desolation, which inspires many aspects of writing and artwork. Some of this work was looked at carefully during the inspection and judged to be of high quality.

15. As well as enhancing the work of the National Curriculum, these visits also enhance the social development of pupils. Pupils often stay in Youth Hostels where they learn to live and get on with each other in a variety of new and challenging situations. The planning shows that pupils sometimes help to prepare food and take turns to do daily chores. They prepare presentations and complete their diaries and sketchbooks each day. On return to school, they prepare a demonstration and layout of their work for parents and other pupils to see. All this develops their confidence and independence, as well as the spirit of teamwork and respect for other pupils' views.
16. Teachers prepare all these residential visits very well to a very high standard. During the inspection the teachers' planning document for one of the residential visits was studied closely. This demonstrated high quality preparation, from making a pre-visit to the site, evaluating its potential to support the curriculum in English, history, geography, science, art and design. The planning incorporates the philosophy of an academic and study bias to all the activities, as well as incorporating health and safety criteria. The good support given to these visits by all teachers, the headteacher, governors, students and ex-members of staff, ensures an adequate and often favourable adult staffing ratio. The high number and quality of these residential visits is another major contribution to the rich and vibrant curriculum provided for pupils.

**The headteacher, with the support of the deputy headteacher, subject co-ordinators and governors, provides very good leadership and a clear educational direction for the school.**

17. The headteacher is a very effective leader. He has developed a strong sense of purpose amongst the staff. He has encouraged all to feel part of a team, involved in moving the school forward with a clear educational direction. The headteacher works closely with his deputy and senior management team. This is an effective partnership. One of his great strengths is that he has enabled other members of staff to develop their own leadership and management roles. For example, subject co-ordinators are given every opportunity to be active leaders. They monitor the teaching, learning, planning, curriculum and pupils' work on a regular basis. Co-ordinators of English, for example, are given time to observe and work with other teachers. There are also action plans for every subject, which form part of the school development plan.
18. The headteacher also monitors the quality of the teaching and gives verbal and written feedback. He inspects teachers' planning and pupils' work. He is constantly available and is supportive to teachers and within the open-plan system, demonstrates a high profile role. He is around to support groups; he uses his own extensive teaching skills by taking lessons and giving classroom support, especially in art and design. Although the headteacher, who was appointed five years ago, inherited a good school, he has built on the existing strengths well. For example, the rich contribution of art and design has been effectively maintained, whilst at the same time standards, especially in English and mathematics, have improved. The quality of teaching is now higher than at the last inspection and the number of residential visits has grown.
19. The governing body gives good leadership and provides very good support. The chair of the governing body is totally committed to the school and regularly engages in professional dialogue with the headteacher. He is fairly new to his post but is developing his role well. A number of other governors give up their time to support the school. For example, the chair of the governors' curriculum committee is very active. She regularly comes into school to support teachers and groups of pupils. Members of the governing body have been appointed to support literacy,

numeracy and special educational needs. These appointments have been effective in helping to raise standards.

20. The governors, along with the headteacher, have developed an excellent ethos in the school. This is exemplified by the outstanding attitudes to work, the excellent relationships and the commitment to raise standards further for all pupils. There is a commitment to equal opportunities and inclusion for all pupils in all aspects of school life. In addition there is a commitment by all to maintain a rich, vibrant and wide curriculum, which not only emphasises the academic aspects but also provides a very high quality range of learning opportunities. Very careful financial planning effectively supports educational developments and priorities. The school wisely uses the money at its disposal and the headteacher and school secretary are aware of the need to get best value for its pupils. The school development plan is a high quality document identifying appropriate spending and giving a good framework for action over the next year and into the future. The management systems now in place, including the effective leadership by the headteacher, dedicated team of teachers, support staff and governors have ensured a number of improvements since the last inspection. The school has a very good capacity to maintain all improvements and to develop further.

## **WHAT COULD BE IMPROVED**

### **Consolidation and strengthening of the good developments in information and communication technology.**

21. The school has worked hard in recent years to improve the provision for information and communication technology and pupils' skills have gradually improved with many now reaching the standards expected for their age. For example, many pupils in Year 4 were seen giving a series of instructions to the computer to achieve specific outcomes. Other pupils' work, displayed on the walls, shows that older pupils have good word-processing skills. Many produce documents on the computer incorporating text, pictures, graphs and diagrams when needed. Some pupils have above average skills and work displayed demonstrates that they use information and communication technology to structure, refine and present information in different forms and styles for specific purposes and audiences. For example, work seen on display showed some high quality presentations about one of the school's residential visits using a computer program.
22. Many of the improvements in the provision for information and communication technology are recent and the school is keen to develop this provision much further. For example, the use of computers to support learning across a range of subjects is adequate in literacy and numeracy but limited in some other subjects. This is mainly because the school needs to purchase more suitable and up to date software. Also, although all teachers have now completed specialist training in information and communication technology, they now need the time to consolidate their newly learned skills. The school has recently set up a good computer suite with the help of a parent, but teachers need the opportunity to fully utilise this new facility, in order to develop pupils' skills further. Also, with the help of another parent, the school's web site has been set up. This is of good quality and contains a lot of information about the school. The parents can access this site to see examples of pupils' work, a list of current work for each class and general information about the school. However, teachers need more support, help and guidance in order to add more things to the site and use it more effectively.
23. The co-ordinator is well aware that all these areas are in need of further development. However, he has made a good start since his recent appointment. For example, he has introduced an 'ICT Passport' used by each pupil. This shows the level of skills achieved and the progress each pupil is making. He has organised staff training and utilised parents' skills well. All these needs have been clearly identified as an area for further development on the school development plan.

### **Further development of the good provision for science.**

24. Many pupils achieve well in science but the school is aware that some pupils could attain even higher standards. The curriculum provided is stimulating; pupils enjoy science and there are a number of visits out of school to places of scientific interest, such as the Caldby Valley Nature Park and a farm visit. There is a good science club and pupils have given a presentation at a local science convention. In the 2001 national tests for pupils at the end of Year 6, results were above average. This was mainly because 100 per cent of the pupils attained the expected level 4. The school is keen to raise standards further and to increase the number of pupils reaching the higher levels of attainment. The subject leader is, however, determined to achieve this without losing the enjoyment and thrill of discovery, through practical first hand methods. For example, although all classes carry out good investigations and experiments into a wide variety of scientific problems, very few pupils get an opportunity to set up and devise their own investigations. The co-ordinator is planning ways of doing this and of developing pupils' own independent learning skills. In addition, the school is aware that the present assessment procedures are only just adequate and are not always used to plan future work effectively. A trial scheme of assessment is being introduced at present and pupils' levels of attainment should be more accurately described. It is intended that these assessment records should be used to plan work in all lessons that is more appropriate for the differing attainment levels in each class.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

25. To maintain the quality of education and promote further development, the governing body, headteacher and staff should address the following issues:

(1) Continue to improve the provision for information and communication technology by:

- Strengthening teachers' knowledge and understanding;
- Expanding the use of computers to support learning in a greater range of subjects;
- Fully utilising the resources of the new computer suite to develop pupils' skills and raise their attainment further.

(These are indicated in paragraphs 21, 22 and 23.)

(2) Continue to improve the provision for science by:

- Increasing pupils' opportunities to set up and devise their own investigations less directed by the teacher;
- Implementing effective procedures to assess pupils' attainment levels and using this information to plan future lessons in order to provide more appropriate work for the differing levels of attainment in each class.

(These are indicated in paragraph 24.)



## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	17

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	8	3	0	0	0	0
Percentage	31	50	19	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than six percentage points

### Information about the school's pupils

#### Pupils on the school's roll

	Yr – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	220
Number of full-time pupils known to be eligible for free school meals	8

#### Special educational needs

	Yr – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	28

#### 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	3
Pupils who left the school other than at the usual time of leaving	9

### Attendance

#### Authorised absence

	%
School data	3.4
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.3
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	21	19	40

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	19	20
	Girls	19	19	19
	Total	37	38	39
Percentage of pupils at NC level 2 or above	School	93 (79)	95 (92)	98 (92)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	20	20
	Girls	19	19	19
	Total	39	39	39
Percentage of pupils at NC level 2 or above	School	95 (88)	98 (92)	98 (92)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	10	8	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	17	17	18
Percentage of pupils at NC level 4 or above	School	94 (97)	94 (90)	100 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	16	17	17
Percentage of pupils at NC level 4 or above	School	89 (90)	94 (90)	94 (93)
	National	72 (70)	74 (72)	82 (79)

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

Boys and girls are not reported separately as there are less than eleven of each in the year group.

**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	183
Any other minority ethnic group	4

*This table refers to pupils of compulsory school age only.*

**Teachers and classes****Qualified teachers and classes: Yr – Y6**

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	22
Average class size	24

**Education support staff: Yr – Y6**

Total number of education support staff	3
Total aggregate hours worked per week	54

**Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	3
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.*

**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	1	0
Other minority ethnic groups	0	0

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

**Financial information**

Financial year	2001
	£
Total income	404,026
Total expenditure	384,235
Expenditure per pupil	1,746
Balance brought forward from previous year	22,000
Balance carried forward to next year	19,791

**Results of the survey of parents and carers**

**Questionnaire return rate**

Number of questionnaires sent out	220
Number of questionnaires returned	89

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	27	0	0	0
My child is making good progress in school.	62	38	0	0	0
Behaviour in the school is good.	69	31	0	0	0
My child gets the right amount of work to do at home.	52	41	7	0	0
The teaching is good.	83	17	0	0	0
I am kept well informed about how my child is getting on.	54	36	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	85	13	1	0	0
The school expects my child to work hard and achieve his or her best.	75	25	0	0	0
The school works closely with parents.	49	46	3	1	0
The school is well led and managed.	73	26	0	1	0
The school is helping my child become mature and responsible.	66	34	0	0	0
The school provides an interesting range of activities outside lessons.	62	30	0	6	2