

INSPECTION REPORT

SCARCROFT COUNTY PRIMARY SCHOOL

York

LEA area: City of York

Unique reference number: 121282

Headteacher: Mrs A Cornhill

Reporting inspector: Mr M Johnstone
OIN 21114

Dates of inspection: 4th – 6th December 2000

Inspection number: 224090

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Moss Street York
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs L Coop
Date of previous inspection:	July 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in an old spacious two-storey building in the City of York. It is a community school and is similar in size to most primary schools. There are 248 full-time pupils and 19 who attend part-time this term in the reception class. At the time of the inspection, 44 children in the two reception classes were under the age of six. The overall socio-economic circumstances of the pupils are above average. Attainment on entry is broadly average, although the full range is represented. There are six pupils who have English as an additional language with the main language being Bengali. This number is a little higher than in most schools. About 17 per cent of the pupils are eligible for free school meals and about 20 per cent have special educational needs. Just over one per cent of the pupils have a statement of special educational need. These three percentages are similar to those found nationally. There is about 20 per cent pupil mobility in an average year, for example, in the last academic year, 32 pupils were admitted and 18 left. Due to its good work in the teaching of literacy and numeracy, art and display, monitoring of the curriculum and staff development, the Department for Education and Employment has awarded the school Beacon status. This will mean that the school will be supporting staff from other local schools in raising achievement.

HOW GOOD THE SCHOOL IS

Scarcroft Primary is an effective school with many very good features. Pupils achieve high standards at the age of eleven and make good progress as they move up through the school. This is because teaching is good and pupils work hard to succeed. The headteacher, staff and governors work together very well and there is a strong commitment to improvement. The school provides good value for money.

What the school does well

- By the age of eleven standards in English, art and personal, social and health education and citizenship are well above average.
- Overall, teaching is good with the teaching of English being very good.
- Pupils' attitudes to their work are very good.
- The headteacher provides very effective leadership. All staff and governors work together well and are committed to improvement.
- The school has very successful systems to identify strengths and areas for improvement in teaching, learning and curriculum development.

What could be improved

- Despite improvements over the past school year in information and communication technology, standards are not yet high enough, particularly by the age of eleven.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When it was last inspected in July 1996, Scarcroft was found to be a good school. The headteacher has been in post since May 2000 and is the third head teacher since the previous inspection. Despite these changes, the school has done well to continue to improve in key areas. The results achieved by pupils in national tests at the age of eleven have remained consistently above the national average and are now higher than at the time of the previous inspection. The teaching of literacy and numeracy is more effective as a result of well-established structures and good monitoring of strengths and weaknesses. All the key

issues from the previous inspection have been tackled satisfactorily, although improvements have been more marked since the appointment of the current headteacher.

STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests. (Average points scores are based on the numbers of pupils gaining the various levels in the National tests. The higher the level the more points are gained.)

Performance in:	Compared with				Key
	All schools			Similar schools	
	1998	1999	2000	2000	
English	A	A	A	A	well above average A above average B
Mathematics	A	C	B	B	average C below average D
Science	B	C	B	B	well below average E

Most six-year-olds in the current reception class (the Foundation Stage) achieve what is expected for their age in communication, language and literacy and mathematical development. At seven years of age, standards are above average in reading, writing and mathematics. By the age of eleven, standards in English are high enough to be well above the national average and well above those in similar schools. In mathematics and science, they are above the national average and high enough to be above the standards achieved in similar schools. The work pupils were doing during the inspection confirms these standards. Over the past three years these standards have been largely maintained and in all three subjects they are higher than at the time of the previous inspection. The trend in the school's average points score for all three subjects has been broadly in line with the national trend.

The school has set realistic and achievable targets in English and mathematics for the next two years. These would be likely to maintain current standards. The targets reflect the school's detailed analysis of pupils' performance in the school's own testing of the different year groups.

In art and personal, social and health education some of the work seen, particularly towards the end of the juniors, is excellent. The work in information and communication technology (ICT) has improved, particularly since September of this year, but overall standards are below average and are not high enough.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good. They enjoy coming to school and are well motivated and interested.
Behaviour, in and out of classrooms	Behaviour in lessons is very good. There is a small minority of over-active and strong-minded pupils whose playground behaviour is not up to this high standard. There has been one short-term exclusion for poor behaviour in the current school year.

Personal development and relationships	Pupils' personal development is very good. Good opportunities are provided for pupils to take on responsibility, for example through the school council and the 'buddy system' where older pupils take responsibility for the care of younger pupils. Relationships are very good.
Attendance	Attendance is good, exceeding the national average. There are fewer authorised and unauthorised absences than in similar schools. Most pupils arrive on time and lessons start promptly.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 6years (Foundation Stage)	Aged 6-7 years	Aged 7-11 years
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.

Overall, the quality of teaching and learning is good at all stages and meets the needs of pupils well. In the 25 lessons seen, four per cent were excellent, 40 per cent very good, 32 per cent good and 24 per cent were satisfactory. No unsatisfactory teaching was seen. Teaching of children in the Foundation Stage (reception classes) is mostly good and provides the children with a good start to their school life. The teaching of English is very good and in the one music lesson seen, the teaching was excellent. Mathematics is well taught at all stages. Literacy is particularly well taught. All lessons were at least good with about 70 per cent being very good. The teaching of numeracy is good. In the lessons seen 40 per cent were very good, 40 per cent good and 20 per cent satisfactory. Teaching was almost always very good in Year 6 and is one of the main reasons for the high standards pupils attain by the age of eleven.

At all stages, the key elements that make the teaching effective are very good relationships, high expectations, the pace of learning, well established classroom routines, good subject knowledge and planning that meets the needs of all abilities. These factors coupled with the pupils' very good attitudes are the keys to the school's success. In a minority of lessons, where there are some weaknesses, teachers do not always use their time effectively when pupils work independently or in ability groups. Opportunities to spend an extended period of time with a particular group in order to assess their understanding more accurately are missed. Computers are in use in most lessons, however, teachers do not always use them as effectively as they might to extend pupils' learning across all subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a good range of learning experiences at all stages. Statutory requirements are met with good planning that links learning across different subjects effectively. A good range of extra-curricular activities is provided.

Provision for pupils with special educational needs	Good additional teaching support from the co-ordinator and classroom assistants ensures the pupils make good progress and are fully integrated into all activities. There is good support from outside agencies.
Provision for pupils with English as an additional language	The three pupils who are at the early stage of English language acquisition receive effective additional support and make good progress. The other pupils are well integrated into all classroom activities and achieve well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very effective. Pupils develop a very good understanding of their moral and social responsibilities with all teachers acting as good role models. Spiritual development is good and pupils develop a very good appreciation of different cultural traditions.
How well the school cares for its pupils	Good overall. Excellent program of personal and social education and good procedures for child protection. Assessment procedures are good and information used effectively to plan pupils' work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well organised and managed. The headteacher, deputy head and co-ordinators provide very good leadership and clear educational direction. There is a strong commitment to improvement.
How well the governors fulfil their responsibilities	The governors fulfil their statutory responsibilities well and give very good support to the school. They hold the school accountable for the standards it achieves and the quality of learning.
The school's evaluation of its performance	There is good evaluation of pupils' performance in school and national tests and in their general schoolwork.
The strategic use of resources	Financial planning is very good and the governors always seek best value in the purchase of goods and services. Almost all resources are used well, although computers are not used effectively enough to support and extend learning in all subjects.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What some parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and are making good progress. • The teaching is good and children are expected to work hard. • The school is helping their children become mature and responsible. • They would feel comfortable approaching the school with a question or problem. 	<ul style="list-style-type: none"> • The range of interesting activities outside lessons. • A closer partnership between parents and school. • The outdoor space for curriculum and playtime activities. • More opportunities for pupils to use computers.

The inspection team agrees with the parents' positive comments. The range of activities provided outside lessons is varied and is better than that offered in many schools. There is limited outdoor play space with too much space being taken up by the car park. There is no playing field on the school premises. The number of pupils to each computer is twice the national average and restricts opportunities for pupils to work on computers. Inspectors feel that the partnership with parents is good and has improved over the past six months.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the age of eleven standards in English, art and personal, social and health education and citizenship are well above average.

1. Most pupils enter the reception class with average attainment and by the age of six attain the expected learning goals in communication, language and literacy. In the year 2000 national tests for seven-year-olds, pupils attained standards above the national average in reading and writing. This good start is built on very effectively and in the year 2000 National Curriculum tests for eleven-year-olds, standards in English were well above the national average. Forty-three per cent of the pupils attained the higher Level 5. This is also well above the national average. These high standards have been maintained over the past three years and are higher than at the time of the previous inspection. In all aspects of English work pupils who have special educational needs (SEN) and those who have English as an additional language (EAL) achieve good standards in relation to their prior attainment. This is due to the effective and well-targeted support they receive from the class teacher, the teacher for SEN, the support teacher for EAL and the classroom support assistants.
2. By the age of eleven, standards in speaking and listening are well above average. Pupils listen very attentively and respectfully to what others have to say. They respond well to the teachers' high expectations in this regard. They express answers and opinions clearly and confidently. Teachers pay particular attention to the development of these skills in all year groups. Pupils give convincing arguments for and against topics such as fox hunting and the import of live animals. In a Year 6 lesson, pupils volunteer to play the part of an animal importer and answer random questions from the rest of the class very well. In a meeting between inspectors and the school council of pupils representing each year group, a very mature conversation was held on a range of issues. Pupils' speaking and listening skills support their learning very well in other subjects.
3. Standards in reading are above average by the age of seven. The strategy of reading unfamiliar words by using the sounds of letters and letter combinations is developed well throughout the school. Pupils use this method successfully in all year groups. By the age of eleven, most pupils are avid readers and talk enthusiastically and knowledgeably about books they have read. When asked to write about why he enjoyed reading a pupil wrote *'books are like food which make your mouth water, tempting you with their delicious flavour'*. Higher attaining pupils give personal responses to literary texts, for example, a Year 6 pupil spoke very knowledgeably about a preference for autobiographies. Other pupils expressed informed opinions about characters in 'A Midsummer Night's Dream'. Pupils have a good understanding of what they have read and describe accurately the plot and attributes of the various characters in stories. Most pupils read with very good expression, paying careful attention to punctuation and using different voices for different characters in books. They have a good knowledge of the function of a contents, index and glossary and locate information successfully in non-fiction books.
4. Handwriting, spelling and punctuation skills are developed well from year to year so that by the age of eleven pupils write in a consistent and legible joined script. Their writing shows a good understanding of punctuation and words with complex regular patterns are usually spelt correctly. Higher and average attaining pupils in the infants write well-constructed stories with a clear beginning, middle and end. They use their

writing skills well in history where they write detailed accounts about the Ancient Egyptians. Pupils used words such as 'Egyptologist' and 'hieroglyphics' in their accounts. They write instructions for making toast and a cup of tea in the correct order. By the age of eleven, pupils' writing is varied and interesting, conveying meaning clearly in a range of forms for different readers. One pupil wrote an excellent descriptive poem about Puck from a Midsummer Night's Dream that began *'naughty, mischievous, always means well, casting Oberon's wicked spell'*. Another pupil when writing about clowns wrote *'malevolent, obscure, camouflaged from reality, an opaque mask to hide his reality'*.

5. Pupils' reading and writing skills support their learning well in subjects such as science, history, geography and religious education. In religious education, for example, they read about and then write interesting accounts about the 'Five pillars of Islam'. In history, they write very realistic diary extracts as though they were Alexander the Great.
6. The work in art and design is better than expected for pupils' age at all stages and some work, particularly of higher attaining Year 6 pupils, is excellent. Skills in the use of oil pastel, chalk, charcoal, and pencil are exceptionally well developed across the year groups. Since the previous inspection, when standards were judged to be good at seven and eleven, standards have continued to rise. By the age of seven, pupils achieve standards above those expected for their age and work covers a wide range of media. For example, pupils in Year 2 create faces using the picture 'Senecio', by Paul Klee as a stimulus for work in pastels. This is supported effectively by a computer program.
7. By the age of eleven, standards in art and design are very high. Year 6 pupils produce highly detailed drawings of Greek heads, paying particular attention to light, shade and proportion. Pictures of animals, human form, and still life are equally outstanding. Pupils make very good use of images and objects from different social, historical and cultural backgrounds to stimulate design. For example, they use African masks to help them produce well-executed and detailed pencil drawings. Pupils design their own intricate patterns in pen and ink similar to those seen in ancient Greek artwork. They create high quality collaborative screen designs using fabric crayons depicting different scenes such as life in Victorian times. Pupils have a very good knowledge of the work of different artists such as Picasso and Van Gogh.
8. Throughout the school progress in art is carefully monitored to ensure standards are maintained at this high level. Skills are developed systematically and a good range of experiences is provided. This is a key factor in the quality of work achieved. Art is used well throughout the school to support and reinforce learning in other subjects. In geography in Year 6 pupils produce a collaborative picture demonstrating the water cycle. They draw excellent pictures of the development of the human foetus to support their work in personal and social development. In a science topic on light in Year 2 pupils create windows with a stained glass effect, blending different colours using tissue paper. Art and design work is used very effectively throughout the school to create a stimulating and interesting climate for learning.
9. The school has very good policies for the development of personal, social and health education and citizenship, which includes drugs and sex education. These are reflected clearly in practice. Samples of pupils' work and discussions with pupils show knowledge and maturity that is well in excess of that expected for pupils at ages seven and eleven. From an early age pupils are taught to make simple choices that improve their health and well being. Pupils have a good understanding of how diet affects their

teeth and general health. They express mature opinions about topical issues and understand the importance of rules and how they can help them.

10. This good foundation is developed very well in the juniors so that by the age of eleven pupils have a very good understanding of how their actions affect others. Through topics in sex education and science lessons, they develop a good awareness of how they grow and change. They develop a very good sense of social justice in activities such as topical debates where they use role-play very effectively. The 'buddy' system where older pupils keep a watchful and friendly eye on younger pupils encourages responsibility, respect and care. The school has an active school council. Members of the school council are elected by fellow pupils and value their responsibility. They are responsible for a small budget and carefully consider how best to spend it. The school makes very good use of the 'Crucial Crew' facility. This provides opportunities for pupils to observe members of the emergency services in simulated action and gives them a valuable insight into how and why they are needed and how they operate.

Overall, teaching is good with the teaching of English being very good.

11. Overall, the quality of teaching and learning is good at all stages and meets the needs of pupils well. In the 25 lessons seen four per cent were excellent, 40 per cent very good, 32 per cent good and 24 per cent were satisfactory. No unsatisfactory teaching was seen. The teaching of English is very good. Teaching of children in the Foundation Stage (reception classes) is never less than satisfactory and is mostly good. It provides the children with a good start to their school life.
12. At all stages, teachers plan their work well and this enables them to develop skills effectively from lesson to lesson and year to year. Planning makes it clear what the pupils will learn and these objectives are shared with the class and referred to during the lessons. Teachers use effective questioning to develop pupils' understanding. They value pupils' oral responses to questions consistently and correct errors sensitively. This develops pupils' confidence in all subjects so that they are not afraid to tackle new problems. The good subject knowledge of teachers enables them to introduce and consolidate the correct technical vocabulary. In a mixed Year 3/4 science lesson, for example, the teacher successfully introduced the words plaque, enamel and bacteria and reinforced these effectively in the final discussion session. Good subject knowledge in art enables teachers to demonstrate correct techniques when working with different materials.
13. A key strength in the teaching is the good pace that is maintained throughout lessons. This is linked to the enthusiasm of the teachers, their high expectations and the provision of work that is well matched to the needs of the different ability levels in the classes. Pupils are encouraged to judge the success of their own work and set targets for improvement. Homework is used well to develop pupils' work in mathematics and English. In Year 6, for example, it is marked well and expectations of presentation are as high as for normal class work. All teachers prepare lessons well and work on flip charts and whiteboards is neatly presented. This sets pupils a good example. Classroom assistants give very effective additional support to pupils, particularly the lower attaining pupils and those with SEN. This helps them make good progress.
14. The teaching of numeracy is good. Mental skill development activities are sharply focused at the right level and effective. Teachers ensure that all pupils, including those with special educational needs, are able to participate, and that they enjoy the activities. They target questions so that pupils of all abilities are challenged effectively. The main lesson activities are clearly explained. The teachers' good subject

knowledge enables them to structure the work so that skills are rigorously developed and pupils understand the processes. When pupils work independently or as a group, work is carefully prepared within the same mathematics topic so that key teaching points can be made to the whole class. Plenty of additional challenging work is available for those with the highest attainment.

15. The teaching of English is very good and results in well above average standards. Across the school, all lessons were at least good with about 70 per cent being very good. All teachers have a good knowledge of the literacy hour and have adapted it successfully to meet the needs of all pupils. Whole-class activities, for example, are timed effectively so that the younger pupils do not lose interest. The strategy whereby pupils learn to read unfamiliar words by sounding out the letters (phonics) is taught well in the reception and infant classes and is developed effectively in the juniors. Teachers build reading and writing effectively on speaking and listening and the flair and enthusiasm of the teachers excites the pupils. In a lesson for a class of mixed Year 1/2 pupils, for example, children groaned with disappointment when a shared reading session came to a close. Good questioning by the teachers in shared reading sessions helps pupils develop the skill of prediction, for example, an infant teacher ask *'what do you think the animals will do next?'* Very good attention is given to the teaching of punctuation at all stages. A teacher in Year 2 draws pupils' attention successfully to the exclamation mark in a book by asking *'why do you think we read this sentence louder than the others?'*
16. Writing is very well taught. In the infants, pupils are taught how to structure their stories to include a beginning, middle and an end. They are taught to use interesting words, describe the characters in their stories and introduced to terms such as 'plot'. As a result one Year 2 pupil wrote *'Chip was fast asleep in his bed when suddenly the key in the box began to glow.'* These skills are built on very successfully by teachers in the juniors and result in writing of a very high standard.

Pupils' attitudes to their work are very good.

17. The school has continued to build on the good attitudes noted at the time of the previous inspection and these are now very good. All teachers make learning enjoyable and challenging and pupils respond with enthusiasm and commitment. Pupils have pride in what they do and are eager to talk about their achievements. Parents help pupils with their reading and other homework and this reinforces the importance of working hard in order to succeed.
18. In the reception classes children soon settle down to the routines of the classroom and learn to listen when others are speaking. They quickly develop confidence and a willingness to participate in all activities. In one lesson, for example, four children listened intently and with enjoyment to a story tape and carefully followed the text in the accompanying book. Children are confident when speaking in front of others and get on very well with adults and each other.
19. These strong foundations are developed very well in the infants and juniors. Pupils are keen and eager to come to school. In the parents' questionnaire, almost all parents indicated that this is the case. The high expectations of the teachers ensure that all pupils are clear about the way they should behave. Pupils have a good understanding of the effects their attitudes and behaviour may have on others. The teachers provide activities that offer good challenge and interest to all pupils. This means that pupils, whatever their ability, are well motivated and want to learn. Pupils take part eagerly in

the good range of extra-curricular activities. At all stages, there is a good work ethic in the classrooms which is reflected in the quiet, careful and mature way in which most pupils go about their work. In a Year 1 art lesson where pupils were painting Santa Claus portraits, one pupil persevered very well when mixing colour for the face. He carefully added red and small dabs of other colours to white and tested them patiently until he achieved the right tone. In a mixed Year 3 and 4 literacy lesson, there was a very quiet, reflective atmosphere as pupils worked on the use of adverbs as a way to make writing more interesting. In a Year 6 lesson on the writing of imaginary newspaper reports, the pupils' concentration never wavered for the duration of the lesson.

The headteacher provides very effective leadership. All staff and governors work together well and are committed to improvement.

20. The school was judged to have strong leadership at the time of the previous inspection. The current headteacher has been in post since May 2000 and is the third headteacher since the previous inspection. Despite these potentially disruptive changes, the school has continued to improve in key areas such as the quality of teaching, pupils' achievements and leadership and management. The headteacher provides very effective leadership. She is a very good teacher and leads by example. In a relatively short period of time she has created, with the staff and governors, a highly developed shared view of the strengths and areas for improvement in the school and provided a clear sense of direction and purpose. This collaboration has been successful in promoting high standards and effective teaching and learning across a broad curriculum. It is also reflected in the good school development plan to which all contribute. It identifies appropriate priorities and targets, outlines the necessary action and person responsible and has built in review procedures.
21. A very positive climate for learning has been developed around a good and well-communicated set of aims. This is characterised by a strong commitment to improvement and very good relationships. Pupils, whatever their abilities, know what is expected of them and understand that if they try their best their work will be welcomed and celebrated. This is clear in the attractive displays of pupils' work around the school, in the 'Well Done' assemblies, in the headteacher's awards and in the 'Golden Time' reward system for special achievement. Pupils who have SEN and EAL are provided with good additional teaching support and the sensitive and caring attitudes of all staff ensure that they are well motivated, involved in all the work of the school and achieve well.
22. The governors fulfil their statutory duties well and have an effective working partnership with the head teacher and staff. They have a good overview of the work of the school and know where it is strong and where it might be improved. Their work is well supported by good internal organisation through appropriate committees and working parties. They receive very good information from the headteacher that enables them to appraise how well the school is doing. The results and analyses of all national and school tests, for example, are presented to them for comment. Individual items from the school development plan and detailed curriculum updates are also presented to the governors for discussion. The governors hold the school accountable for any major spending and always seek best value for money in the purchase of goods and services. They have set challenging performance targets for the headteacher and deputy head and require feedback on progress towards the targets.

23. The leadership provided by the deputy head and curriculum co-ordinators is good. They have job descriptions that are clearly understood and good subject knowledge. They give good support to other staff in the planning, teaching and learning within their subjects. There is very efficient day-to-day-management of the school by the headteacher and her support staff. This is very effective in ensuring that teachers are able to concentrate on teaching and are not distracted by routine administrative tasks.

The school has very successful systems to identify strengths and areas for improvement in teaching, learning and curriculum development.

24. Due to its highly effective work in the monitoring of the curriculum and staff development, the Department for Education and Employment has awarded the school Beacon status. The very good school monitoring policy and systems for staff development have a marked effect on teaching and learning and the development of the curriculum. As a result of reports of individual monitoring and individual staff development interviews with the headteacher, appropriate priorities for school improvement are set and teachers' training needs are identified. The headteacher has a mentor (an experienced headteacher who meets with her periodically) and this arrangement provides a valuable opportunity for her to evaluate her own performance and 'bounce ideas' off a more experienced colleague.
25. The school carefully and effectively analyses what is working well and what is not. Analysis of the pupils' performance in national tests revealed that pupils are not performing at as high a level in mathematics as in English. As a result, the driving up of standards even further in mathematics is a key priority in the school development plan. Monitoring of standards in information and communication technology (ICT) revealed that pupils' achievements are not as high as they should be and improvements have not kept pace with national trends in the subject. Training for all the staff, improved resources and the commitment of the new co-ordinator have brought about good progress with these issues, particularly since the beginning of this year.
26. The curriculum co-ordinators have a good overview of teaching and learning in their subjects. They all have some time outside their teaching time to work on other aspects of their role. This has enabled them to gain good information about how their subject is developing. This time is used effectively to watch other teachers teaching and to assess pupils' learning. Effective monitoring of the literacy hour revealed some shortcomings in the way pupils' writing and spelling skills were being developed. This was discussed in staff meetings and resulted in an effective and consistent emphasis on these aspects in each year group. As a result pupils' writing and spelling skills are very well developed from year to year. In English, mathematics and science, pupils' work in books is monitored in order to identify any areas of concern. Analysis of all the pupils' work in mathematics books, for example, highlighted a weakness in marking. Teachers mark pupils' work regularly and include supportive comments, however it was noted that few comments were included to help pupils to see how their work might be improved. This has subsequently led to this issue being successfully remedied.
27. The school has been recognised by 'Investors in People' for the past three years. This successfully compliments the school's very good staff development systems. The school is now working effectively on combining the national performance management initiative with the already successful current practice. The headteacher's first round of staff development meetings on her appointment highlighted some concern about the lack of opportunity for infant and junior staff to meet regularly. This was successfully addressed and has resulted in weekly curriculum meetings of all staff. Training

courses for teachers both in school and at other venues are carefully selected to provide support for school priorities and individual needs. These are having a very good effect on improving further teachers' confidence and expertise in, for example, English, mathematics and ICT.

WHAT COULD BE IMPROVED

Despite improvements over the past year in information and communication technology, standards are not yet high enough, particularly by the age of eleven.

28. Standards in ICT are improving but they are still not yet high enough and are below average by the age of eleven. By the age of seven, standards are broadly in line with national expectations. Most pupils make satisfactory progress through the infant classes in most areas of computer work. This includes those pupils who have SEN and those with EAL. Standards, however, are below expected levels by the age of eleven and overall progress has been unsatisfactory since the previous inspection. This is because key skills have not been developed consistently from year to year. This has been recognised by the school. All teachers are now being trained systematically to raise their computer skills and the quality of teaching and learning have risen this year. Each classroom now contains a modern computer. The technology is in place to allow skill development to be cumulative as pupils move through the school. The new subject co-ordinator is providing effective leadership and is active both in demonstrating good teaching skills and in helping other staff.
29. In the infant classes, some basic skills are taught progressively, enabling children to print out their writing and to create pictures. However, computers are not used sufficiently to control machines or to move toys in a pre-determined way. Neither is there much evidence of pupils using computers to create tables or graphs. The best progress is made in Years 3 and 4 where computers are used to good effect. These pupils, for example, have the most experience of accessing the Internet. They manipulate texts to alter the size, colour or style of their work. After Year 4, however, skills training is not as regular or as thorough. Consequently, progress is not as rapid as it should be. Older pupils, for instance, are unsure about 'cut-and-paste' techniques to manipulate text creatively. They have little experience of using computers to create databases or to produce graphs in science or mathematics. Skills in giving instructions to control machines or to create images on the screen are unsatisfactory. Many extend their range of computer skills at home, rather than at school. The school has not successfully assessed what skills pupils already bring to school and consequently the work they are given offers insufficient challenge, particularly to the higher attaining pupils.
30. The school has recognised the need to use computers in a wide range of subjects and this is now beginning to gather pace. In literacy, there are good examples of computers being used to present work and provide additional learning experiences. These add an extra dimension to the pupils' work. However, these experiences are not consistently evident across all year groups. In many lessons pupils type and print out their ideas on the computer but too few examples were seen of pupils drafting and re-drafting their work to improve it. Computers are increasingly being used to collect information from a range of sources. Children are able to select the relevant data from programs such as Encarta. These skills successfully add to their ability to undertake research work in history, science and art. Pupils are gaining an increased understanding of how computers can be exploited in areas such as advertising, data collection and other areas of communication. Basic skills are taught enabling children to store, retrieve and print out their work. However, pupils in Year 6 have few opportunities to use e-mail.

Neither do they have much practical experience of using computer peripheries such as digital cameras, scanners or sensing and control devices. The ratio of pupils to computers (30:1) is twice the national average for primary schools and this in many ways slows the momentum.

31. Whilst the rate of improvement has increased over the past academic year, the school recognises that it still has a good way to go to catch up with rapid national developments in the subject.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

32. In the context of its many strengths, the headteacher, staff and governors should:
- Improve standards in information and control technology by:
 - a) building up the range of hardware and software in the subject;
 - b) ensuring that key skills are consistently developed from year to year;
 - c) providing more opportunities for infant pupils to plan and give instructions to control devices in a pre-determined way and for junior pupils to plan and draft their work and use e-mail and other technological devices;
 - d) using computers more in mathematics and science to present and store information in a variety of ways and explore patterns and relationships.

(These issues are discussed in paragraphs 28-31)

(It is recognised that the school has identified this issue in its own school development planning)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	40	32	24	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	258
Number of full-time pupils eligible for free school meals	43

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	52

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	32
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	13	24	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	10	12
	Girls	19	21	22
	Total	27	31	34
Percentage of pupils at NC level 2 or above	School	73 (83)	84 (96)	92 (92)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	12	12
	Girls	16	20	23
	Total	26	32	35
Percentage of pupils at NC level 2 or above	School	70 (83)	86 (88)	95 (88)
	National	84 (82)	88 (86)	88 (97)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	36	25	61

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	32	32	35
	Girls	23	19	23
	Total	55	51	58
Percentage of pupils at NC level 4 or above	School	90 (90)	84 (83)	93 (88)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	32	34
	Girls	23	20	21
	Total	53	52	56
Percentage of pupils at NC level 4 or above	School	87 (79)	85 (79)	92 (83)
	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	1
Black – African heritage	6
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	4
Chinese	3
White	244
Any other minority ethnic group	0

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)	10.7
Number of pupils per qualified teacher	24.1
Average class size	28.6

Education support staff: YR –Y6

Total number of education support staff	8
Total aggregate hours worked per week	92

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	1999/2000
	£
Total income	559,390
Total expenditure	545,624
Expenditure per pupil	1,941
Balance brought forward from previous year	10,155
Balance carried forward to next year	13,766

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	267
Number of questionnaires returned	93

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	41	3	1	0
My child is making good progress in school.	53	38	7	0	2
Behaviour in the school is good.	39	38	12	1	10
My child gets the right amount of work to do at home.	41	48	10	0	1
The teaching is good.	59	37	1	0	3
I am kept well informed about how my child is getting on.	48	36	13	0	3
I would feel comfortable about approaching the school with questions or a problem.	61	29	9	0	1
The school expects my child to work hard and achieve his or her best.	66	28	2	0	4
The school works closely with parents.	43	36	12	4	5
The school is well led and managed.	45	42	3	0	10
The school is helping my child become mature and responsible.	47	43	1	0	9
The school provides an interesting range of activities outside lessons.	33	40	14	2	11