

# INSPECTION REPORT

## **NORTHSIDE PRIMARY SCHOOL**

Workington

LEA area: Cumbria

Unique reference number: 112142

Acting Head teacher: Miss J Messenger

Reporting inspector: Mr R S Moseley  
16886

Dates of inspection: 4<sup>th</sup> and 5<sup>th</sup> December 2000

Inspection number: 224312

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:	Northside Workington Cumbria
Postcode:	CA14 1BD
Telephone number:	01900 325230
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Appropriate authority:	The governing body
Name of chair of governors:	Mr G Hamilton
Date of previous inspection:	November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Northside Primary school is a smaller than average primary school with 85 pupils. There are no pupils with English as an additional language. An above average number of pupils, forty per cent are registered as being entitled to free school meals. Thirty five per cent of pupils are registered as having special educational needs, which is above the national average. Two pupils have statements of special educational needs, which is broadly in line with the national average. Attainment on entry to the school is very variable but is usually below average.

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

This is a successful and improving school, which has many good and very good features. The school has recently introduced a range of strategies, which are raising standards. Pupils make good progress by the time they leave the school in English, mathematics, science and religious education. The quality of teaching has improved since the last inspection and is now largely good with some excellent teaching. It is particularly strong in Years 5 and 6. The pupils have developed very good attitudes to their work. The school is very well led by the acting head teacher who gives a very clear educational direction for the school.

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

- The school provides an effective climate for learning and pupils have very good attitudes to their work. This underpins good progress in a number of important subjects.
- The quality of teaching is good overall with some excellent teaching. It is particularly strong in Years 5 and 6. The quality of teaching has improved since the last inspection.
- The school provides very well for pupils' moral and social development. The development of confidence and self-esteem is central to the school's aims. This ensures that pupils' relationships, their behaviour and personal development are very good.
- The acting head teacher, with the support of the governors, is providing outstanding leadership, a clear educational direction for the school and has introduced many very good improvements in a very short time.

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

- The provision for children who are five and under in the Foundation Stage.
- Standards in information and communication technology at the end of both key stages and the use of computers to support learning across all subjects.
- The provision for child protection, by ensuring that all staff have the relevant training and that a written policy for child protection is drawn up.

*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 November 1996. It has overcome most of the weaknesses pointed out then and has improved in a number of other ways. With regard to the key issues in the last inspection report, pupils' attainment in design and technology, throughout the school, and in science at Key Stage 2, has improved. The layout and effectiveness of the school development plan has been improved. New and good schemes of work have been introduced for all the subjects of the National Curriculum; these are used well and have improved teachers' planning. An effective system for assessing pupils' progress has been introduced into a number of subjects, including English, mathematics and science but effective systems have yet to be introduced for children in the Foundation Stage. Specific tasks are now planned to meet the needs of higher attaining pupils, and the school has also identified a number of pupils who are gifted and talented.

In addition, the acting head teacher has introduced many other improvements. For example, the quality of teaching has improved. This is due, in part, to the monitoring of teaching in literacy and numeracy and to the improvement in teachers' planning, which, where possible, is linked to assessment. Children now have individual portfolios of their work and specific individual targets have been set for them in English and mathematics. The role of the co-ordinators has been strengthened by the allocation of some curriculum time to teachers in order to review their subjects, identify any weaknesses and prepare a yearly written action plan. The head teacher is involved in setting up a parent's council and a fundraising group to approach the Local Health Action Zone for funding for a breakfast club. Pupils have been given more responsibility to help run the school by setting up a Children's Council. The literacy hour and numeracy strategy has been successfully implemented. The school is well placed to maintain these and other improvements and has a very good capacity to make further improvements.

## STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	D	C	*	*
Mathematics	C	B	*	*
Science	E	E	*	*

Key	
Well above average	A
above average	B
Average	C
below average	D
Well below average	E

*\*Grades are not shown in years where the number of pupils taking the National Curriculum tests are ten or less.*

- The results over the last few years have been very variable. This is mainly because with very small numbers in each year group comparisons with all schools and with similar schools are difficult to make. It only takes a very small addition of pupils with special educational needs or higher attaining pupils for it to make a big change in the overall results.
- The inspection findings indicate that for this year's pupils in Year 6, attainment is now at the expected national level in English, mathematics and science. In religious education, attainment is also at the level expected by the Locally Agreed Syllabus.
- With a slightly larger number of pupils in this Year 6 group it is possible to state that these standards indicate good progress in these four subjects from a low attainment on entry into the school.
- Standards in information and communication technology are below the national expectations for their age.
- Standards in literacy and numeracy are average.
- It was not possible in this short inspection to make a judgement on standards in most of the other subjects of the National Curriculum, although standards in design and technology were judged to be at the expected level.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Most pupils want to learn. They are enthusiastic and interested in their work.
Behaviour, in and out of classrooms	Pupils are usually very well behaved in the classroom and playground. They are polite and courteous to each other and to adults.
Personal development and relationships	Personal development and relationships throughout the school are very good.
Attendance	Satisfactory.

Pupils care for each other and respect each other's view and many are beginning to show a great deal of confidence by the time they leave the school. Personal development is enhanced by many opportunities to take responsibilities. For example, in some classes pupils have the job of collecting money or taking messages. They enjoy taking part in school performances and assemblies.

## TEACHING AND LEARNING

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

- 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, through observation and an examination of teachers' planning, inspectors judged that the quality of the teaching has improved since the last inspection and that all teachers throughout the school are developing their skills well.
- The teaching in almost three out of five lessons seen was good or better and half of the teaching seen in Years 5 and 6 was very good or excellent.
- Particular strengths are the teachers' expectations of pupils' work and behaviour, the effectiveness of their planning, the teaching methods and the ideas they use. Lessons proceed at a good pace, teachers' assessment of pupils' capabilities is developing well and they use these records well to plan future work. All these strengths encourage pupils' intellectual, physical and creative effort, ensure lessons are productive and pupils retain interest to the end of the lesson. All these strengths were seen throughout the school but were demonstrated at their best in Years 5 and 6.
- The teaching seen in the Foundation Stage, during the inspection, was satisfactory with some good features. Nevertheless, a weakness is that the long-term planning to support the teaching is not effective. It does not set out guidelines to promote the six areas of learning and ensure progress towards the early learning goals that have been developed for children of this age.
- The skills of literacy and numeracy are taught well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a sound curriculum that meets the needs of its pupils and fulfils all statutory requirements. The curriculum provided in the Foundation Stage is unsatisfactory, mainly because the long term planning and the assessment of pupils' progress is weak.
Provision for pupils with special educational needs	The provision is sound. Teachers are aware of the individual needs of pupils and prepare appropriate work. Specialist staff support pupils well. A group of gifted and talented pupils have been identified who also get specific support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for spiritual development is satisfactory. The provision for cultural development is good and an improvement since the last inspection. The provision for moral and social development is very good.
How well the school cares for its pupils	The school provides good care for its pupils. However, the school's procedures for child protection need strengthening.

- The school has no written policy for child protection and teachers do not have clear guidance about their responsibilities. Not all teachers have been trained in child protection matters.
- Effective links with parents are being developed at present. For example, a Parent's Council is being set up and regular newsletters are being produced. However, there are a few statutory items missing from the school prospectus, such as the up-to-date attendance figures and the National Curriculum test results. Also, some items are missing from the Governors Annual Report to Parents. For example, there is no mention of any disabled access to the school, nor is there explanation of the progress made since the last inspection. National test results are not included.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Leadership is good. Leadership and management by the acting head teacher is outstanding. In a very short time she has introduced many new initiatives and with the support of the teachers, the school is involved in many improvements. The subject leaders are beginning to carry out their responsibilities well.
How well the governors fulfil their responsibilities	They are developing their roles well. The chair of the governing body works closely with the head teacher. The governors have been very supportive during the last nine months when the school has not had a permanent head teacher.
The school's evaluation of its performance	The acting head teacher is fully aware of the school's performance and has a very clear idea of what she wants to improve.
The strategic use of resources	Very good. Resources are readily available and used well. All money available to the school is used wisely and carefully.

- The acting head teacher has been very effective in a very short time in deciding the school's priorities and implementing them. The inspectors have judged that she has improved all that is possible given the time and circumstances available to her. The governors have also been very effective in taking steps to reduce the deficit budget. It has appointed a well-qualified bursar who has devised effective procedures to eliminate the deficit in two or three years whilst allowing for appropriate educational spending. The school, given the small amount of money available, the progress pupils make and the improvements that have been made in a very short time, is giving good value for money.

## **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The fact that their child likes the school.</li> <li>• That their child is making good progress.</li> <li>• That the teaching is good.</li> <li>• That they can approach the staff with any problems.</li> <li>• That their children are expected to work hard and do their best.</li> <li>• That the school is well managed.</li> <li>• That the school helps their children to become more mature and responsible.</li> <li>• That they are kept well informed about how their child is getting on.</li> <li>• That behaviour is good in the school.</li> <li>• That their child gets the right amount of work to do at home.</li> <li>• That the school works closely with parents.</li> </ul>	<ul style="list-style-type: none"> <li>• A few parents felt that their child did not get the right amount of work to do at home.</li> <li>• A few parents felt that the school does not work closely with parents.</li> <li>• A significant minority of parents felt that the school did not provide an interesting range of activities outside lessons.</li> </ul>

Inspectors' judgements support all the parent's positive views about the school. They also judged that the homework given to pupils is appropriate and that the school is now working closely with parents and encourages more to be involved in school life. With regard to the range of activities outside lessons, the inspectors judged that in this small school they are adequate at present. They are also aware that the acting head teacher has established plans to increase the range of extra-curricular activities when money for this becomes available.

## **PART B: COMMENTARY**

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

**The school provides an effective climate for learning and pupils have very good attitudes to their work. This underpins good progress in a number of important subjects.**

1 The acting head teacher and staff have created an atmosphere where pupils want to learn. Most classrooms are laid out to stimulate learning and pupils are encouraged to take a pride in their work, in their books and in that which is displayed on the walls. The caring attitude, which is displayed by all the staff, together with a high expectation that pupils should always produce their best work, creates a very good working atmosphere. Pupils' successes are always celebrated. Regular assemblies are held where these achievements are shared and pupils' certificates for good work are displayed on the school walls. The displays on the walls of classrooms also encourage learning. For example, in the Year 5 and 6 classroom, there was a good display of "similes", such as "Fresh as a ---" and "as pretty as a ---". Pupils had to work out the missing words. Another display in the same class has a strong science theme on evaporation. Clothes are pegged on a line with the question, "How do the clothes dry?". The display asks questions about water changing to water vapour and the part played by the wind. Teachers do their best to make learning exciting and fun and this, combined with their good understanding of each pupils' needs, enables each individual to feel he or she is important and can succeed.

2 Pupils' attitudes to their learning are very good. Pupils are interested in their work. For example, in a science lesson for pupils in Years 3 and 4, they worked hard to draw pictures of different electrical circuits from circuit diagrams laid out in symbol form. They know the correct symbols for bulbs, wires, batteries and switches very well. After this they devised and actually put together their own circuits using the correct apparatus. Pupils were totally engrossed in the work and concentrated well for the whole period. Pupils are keen to participate in class. They respond positively to questions and make effective contributions to the learning objectives of the lesson. For example, in a literacy lesson for pupils in Years 5 and 6, very effective remarks were made by some pupils who had to justify their opinions of a story they were reading. One pupil expressed the view that, "the ending of the story is weak and an anti-climax". Pupils enjoy lessons. They work well in pairs. In fact, they particularly enjoy the stimulation of collaborative work. Throughout the school pupils were seen working hard and many giving of their best and always wanting to improve. When pupils explain their work, others listen politely and treat what they hear with respect. If pupils get things wrong other pupils are sympathetic and supportive.

3 The contribution of the staff and the environment of this effective learning atmosphere, together with the learning attitudes of the children, have resulted in good progress in a number of important subjects. Pupils enter the school with an attainment level which is usually below average. The inspection findings indicate that attainment for pupils in Year 6 in English, mathematics and science is at the national expectation for their age. In religious education, attainment is also at the level expected in the locally agreed syllabus. However, with such a low number of pupils in each year group, it is not always accurate to compare results with the national averages. It only needs a higher proportion of more able children in one year or a higher proportion of children with special educational needs to alter the class average considerably.

**The quality of teaching is good overall with some excellent teaching. It is particularly strong in Years 5 and 6. The quality of teaching has improved since the last inspection.**

4 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, through observation and an examination of teachers' planning, inspectors judged that all teachers are developing their skills well and

the quality of teaching has improved since the last inspection. The last report indicated that 17 per cent of the teaching was unsatisfactory.

5 Throughout the school, teachers prepare their lessons well by identifying precise learning objectives. These are always displayed on the board so pupils have a good knowledge of what they are going to learn. This planning is usually linked well to the long-term planning identified in good schemes of work, which are used for all the subjects of the National Curriculum and religious education. Lessons proceed at a good pace and are usually well structured with a step by step approach. As a result, pupils are clearly motivated and sustain their interest well to the end of the lesson. These features, together with the teachers' enthusiasm about their work and their positive attitudes to pupil discipline, contribute significantly to the good progress pupils make. However, the lesson planning is not as precise and effective for the children in the Foundation Stage, as the longer term planning is weakly structured. The school is aware of this and has plans to tackle this shortly.

6 Teachers' subject knowledge in many areas is at least satisfactory, often good and sometimes excellent and this enables them to prepare stimulating lessons. This was demonstrated in a Year 5/6 numeracy lesson. Pupils were led through a complicated set of problems and encouraged to devise different methods of arriving at the answer. The teacher's excellent knowledge of the subject enabled her to support pupils with very different abilities. This enabled all to succeed. By the end of the lesson all pupils had not only understood this concept and made good progress, they were also fascinated with numbers and were looking forward to the next lesson.

7 Teachers also plan a wide range of stimulating and well thought out ideas. For example, pupils in Year 2 had to write a letter to Father Christmas. This excited them, they prepared their lists of presents and wrote the letter using the correct structure and format. In addition, they wrote about a present they would like to give to their best friend. The teacher then encouraged them to share their writings at the end of the lesson. This actually caught the pupils' interest and developed their understanding of word and letter structures. Teachers work closely with the very effective classroom support assistants.

8 Teachers' use of assessment to plan future lessons, especially in English and mathematics, is currently good in most areas of the school. This was a weakness pointed out in the last inspection. The school has tackled this weakness. For example, in English, pupils have three assessment tests in reading each year. The results of these tests determine their individual targets. Some good examples of marking were seen in pupils' books. The supportive comments written by the teachers clearly indicated to the pupils what had to be done to produce improvements. Pupils are also encouraged to assess their own achievements. This is a very good idea, which clearly indicates to pupils how well they have done. For example, in Years 5 and 6 the blackboard listed all the objectives and targets for the whole day and before the pupils went home they considered how well they had performed when compared to these targets. The teaching supports pupils of all abilities very well and specific work is often planned for pupils with special educational needs, as well as for the few pupils who have been identified as gifted and talented.

9 The teaching of basic skills is done well. The literacy hour has only fairly recently been fully implemented across the whole school. However, under the effective and enthusiastic leadership of the acting head teacher, who has assumed responsibility for English due to the absence of the literacy co-ordinator, the school has introduced and implemented very effective weekly planning procedures. This has enabled teachers to identify objectives, set challenging activities in groups and raise the standard of pupils' writing. The attractive guided reading materials made available to pupils are raising pupils' interest and enthusiasm. Effective implementation of the National Numeracy Strategy is assisting the development of numeracy skills. There is a strong emphasis on the use of the correct mathematical

language. This makes a good contribution to the widening of pupils' knowledge of words.

**The school provides very well for pupils' moral and social development. The development of confidence and self-esteem is central to the school's aims. This ensures that pupils' relationships, their behaviour and personal development are very good.**

10 The school provides very well for the moral and social development of the pupils. For example, the very caring and responsible relationship that exists between staff and pupils is based on the regular emphasis of what distinguishes right from wrong. The school expects very good behaviour from its pupils and most pupils demonstrate a clear compliance with the moral code promoted by the school. Moral issues are explored in lessons, for example, in a religious education lesson for pupils in Years 5 and 6 pupils were seen devising their own "path of life". Most understood that the important things in life are moral values, love and concern for others, whereas material things are of less significance over a long period, although at the time they may seem important. Pupils develop their social skills well. They are encouraged to work together and share things from an early age. For example, children in the reception class were seen sharing scissors and glue when making Christmas lanterns. They were also happy to support and help each other. Pupils are given many responsibilities. For example, in one class there was a long list of pupils indicating their daily responsibilities, such as looking after the CD player, collecting swimming money, taking special messages and looking after the hymn books.

11 The school organises a number of visits out of school. These also develop pupils' social skills, extend their confidence and encourage personal development. For example, pupils visit Carlisle to see a Shakespeare play, they visit a local paper making factory, the local Church, the water treatment works and pupils in Year 6 have the opportunity to experience a residential week away from home at an Outdoor Education Centre. Visitors into school include the local policeman, members of the fire service and, occasionally, artists and musicians. All these experiences develop pupils' confidence and self-esteem and give them a wider experience of life, through which they can see the value of developing good relationships and good behaviour. A very recent development has been the establishment of a Children's Council. This consists of two pupil representatives from each class. They raise issues that may be the concern of their class. They discuss things like the behaviour policy. The pupils on the Children's Council are developing a sense of responsibility and importance. With regard to the small number of extra-curricular activities, the acting head teacher is anxious to extend the range of experiences and activities that are available to the pupils. She is at the moment negotiating for extra funds to pay for this development.

**The acting head teacher, with the support of the governors, is providing outstanding leadership, a clear educational direction for the school and has introduced many very good improvements in a very short time.**

12 The acting head teacher, who has been in the school since the beginning of September is a very effective leader. She has developed a strong sense of purpose amongst the staff. She has encouraged all staff to feel part of a team, involved in moving the school forward with a clear educational direction. There is now a very good shared commitment to strive for constant improvement.

13 The acting head teacher checks the teachers' planning and suggests improvements and gives support in the introduction of the literacy hour and the numeracy strategy. This has been very effective and the quality of the teaching has improved considerably. For example, at the last inspection, 17 per cent of the teaching in both key stages was unsatisfactory. Now there is no unsatisfactory teaching.

14 The acting head teacher has a good working relationship with the chair of the governing body,

who is very supportive and fully committed to the school. She has recently devised a very good and effective school development plan and, with the governors and teachers, is establishing priorities and a clear educational direction for the school. For example, recent important developments, which are still continuing, have been the implementation of a good new scheme of work for all subjects and the introduction of standardised planning formats clearly linked to the assessment of pupils' abilities. Also, children's individual portfolios of work have been produced and the pupils now have homework journals and homework folders. These and many other improvements are having a major impact on the direction the school is taking. It is also raising the quality of education provided and improving the progress the pupils are making, especially in the core subjects of English, mathematics, science and religious education.

15 The leadership has maintained the very good ethos that is in the school. This is exemplified by very good attitudes to work, the very good relationships and the commitment by all to raise standards further. There is a commitment to equal opportunities for all. Very careful financial planning effectively supports educational developments and priorities. The school has a negative budget at present and the governors have wisely adopted the services of a qualified bursar who is employed by a number of schools in the area. The governors and the bursar have established clear plans to reduce the deficit budget over two or three years while still maintaining and planning very appropriate educational developments. The management systems now in place, including the very effective leadership of the new acting head teacher, dedicated teachers, support staff and governors, have ensured a number of very important improvements in recent months. The present leadership has a very good capacity to succeed and introduce further improvements.

## **WHAT COULD BE IMPROVED**

### **Provision for children who are five and under in the Foundation Stage.**

16 Children are admitted full time to the reception class at the beginning of the school year when they will become five. Children may attend part-time on a voluntary basis when they become four. At present there are eleven children who are under five attending full time. Many aspects of the teaching for these children are sound. For example, children get a safe and secure start, the reception teacher has set up good home/school links and a steady and effective induction period has been established. The teaching seen during the inspection was at least sound with some good features. For example, the teacher ensured that the children experienced a wide range of activities such as making Christmas lanterns. This activity demonstrated that children were safe when using scissors and could develop their construction skills by joining and pasting. In another lesson children experienced a range of different tastes from a good selection of crisps and fruit. In both these activities, the teacher encouraged enjoyment in the spoken language, developed listening skills and built up self-confidence and good relationships. Also, lessons in English and mathematics have been adapted from the national literacy and numeracy strategies and this has been introduced well by the temporary supply teacher.

17 A major weakness however, is the lack of a planned foundation curriculum which effectively sets clear objectives to promote the six areas of learning and progress towards the early learning goals, which have been developed for children of this age. Another weakness is that lack of regular assessment procedures to measure the progress made by the children. The school operates a good baseline assessment scheme, which identifies Children's level of attainment on entry but does not link this to a system that tracks the children's development over time. Children enter the school with attainment levels that are usually below the national average in all areas of learning. Children do make progress during their reception year, as is confirmed by an inspection of work in their books, but the lack of clear records means that the school does not have a clear picture of this progress. Also, a number of children do not progress as quickly as they might as their level of attainment is not clearly recorded. There is

therefore no clear link between regular assessment and planning, teaching and learning and the school has no clear indication whether these children are receiving appropriate work. There is also a lack of large play equipment and moving vehicles, which can inhibit the children's physical development, although children do have access to the climbing equipment in the school hall from time to time. Finally, the school has only just developed a written policy for children in the Foundation Stage of their education but this has not yet been implemented. The recently appointed acting head teacher is well aware of all these weaknesses and has clearly identified, before the inspection, that this is an area in need of urgent development.

**Standards in information and communication technology at the end of both key stages and the use of computers to support learning across all subjects.**

18 The school has invested a great deal of money and effort in raising the quality of provision for the teaching of information and communication technology. The provision is good; this is an improvement since the last inspection. All classrooms have a computer with a CD-ROM; some classrooms have two. The school is slowly building up a suitable range of software. However, this provision has not yet had time to raise attainment to the expected levels by the end of both key stages. Attainment is well below that expected for their age. For instance, in Year 2, only a few pupils can use computers to sort and arrange information and present their findings on the screen. Very few can enter, save and retrieve their work. However, they are beginning to recognise that many everyday devices respond to signals and instructions and they can talk about their experiences in using information and communication technology. At the end of Key Stage 2, although a number of pupils use information and communication technology to amend, organise and present ideas, they find it more difficult to combine information of different sorts, such as pictures, charts and text. Also, very few produce work without help. However, pupils are slowly improving their skills and some good work was seen on display in the school hall. This was related to the work in English and consisted of a variety of poems and stories. This work demonstrated that pupils could change and adapt their work and use different fonts and styles. The computers in each class are linked and pupils are beginning to send e-mails to pupils in other classes. This is ensuring the pupils are beginning to realise the potential of computers for instant communication.

19 One other area that is less well developed is the use of CD-ROMs and the Internet to support personal research in a range of different subjects. Also, the use of computers to interpret stored information or produce graphs, which again can provide good support for a range of subjects, is underdeveloped. The computer has not yet become a natural tool for learning throughout the school.

20 The co-ordinator has introduced a good scheme of work for information and communication technology and this should ensure that all areas of the required curriculum will now be covered. An assessment scheme to measure pupils' progress has recently been introduced. Teachers' skills and understanding are broadly adequate. However, there is no clear timetable arrangement to ensure that pupils get regular access to computers, or specific times when they receive training and can practise their skills. The school is fully aware of all these weaknesses and has identified this as an area for improvement.

**The provision for child protection, by ensuring that all staff have the relevant training and that a written policy for child protection is drawn up.**

21 The school's current child protection procedures are satisfactory in part, in as much as they follow aspects of the county guidelines and the staff are aware of who is the designated person with this responsibility. However, there is a requirement for the designated person and all other staff to receive up to date training in child protection issues and for the school to devise a child protection policy, which would outline a consistent approach to the school's child protection procedures. The present guidance is

limited and does not give sufficient guidance to teachers and non-teaching staff with regard to the signs and symptoms to be aware of. Also, teachers do not have detailed guidance about the action needed if they have any concerns.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

22 To maintain the quality of education and promote further development, the governing body, head teacher and the staff should target the following areas:

- (1) The provision for children in the Foundation Stage by:
  - Planning a curriculum that fully promotes the six areas of learning and that ensures progress towards the nationally recommended early learning goals for children of this age;
  - Ensuring regular assessment opportunities to measure the progress that pupils make;
  - Establishing a clear link between regular assessment and planning, teaching and learning;
  - Implementing the policy for Early Years education.(paragraphs 5 and 20)
  
- (2) Attainment in information and communication technology by the end of both key stages by:
  - Devising strategies to increase pupils' regular access to computers;
  - Continuing to implement the new scheme of work to ensure the full coverage of the curriculum;
  - Developing increased opportunities for pupils to become independent users;
  - Extending assessment opportunities and the recording of pupils' progress in order to plan future work more effectively;
  - Using computers to aid learning in all subjects.(paragraphs 18, 19 and 20)
  
- (3) Update the school's provision for child protection by:
  - Establishing a written policy for child protection;
  - Ensuring the relevant training for all staff.(paragraph 21)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	12
Number of discussions with staff, governors, other adults and pupils	13

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	25	25	42	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)	85
Number of full-time pupils eligible for free school meals	34

#### **Special educational needs**

	YR - Y6
Number of pupils with statements of special educational needs	2
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	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	3
Pupils who left the school other than at the usual time of leaving	2

### *Attendance*

#### **Authorised absence**

	%
School data	6.8
National comparative data	5.6

#### **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	3	8

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	10	11	10
Percentage of pupils at NC level 2 or above	School	91% (83%)	100% (92%)	91% (75%)
	National	94% (92%)	85% (83%)	90% (87%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	11	11	11
Percentage of pupils at NC level 2 or above	School	100% (92%)	100% (83%)	100% (100%)
	National	84% (82%)	88% (86%)	88% (87%)

- Percentages in brackets refer to the year before the latest reporting year.
- Boys and girls are not reported separately and Key Stage 2 results are not listed as there are less than ten children.

### 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	4	5

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School	33% (67%)	56% (75%)	78% (67%)
	National	75% (70%)	72% (69%)	85% (78%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School	43% (75%)	43% (75%)	75% (75%)
	National	70% (68%)	72% (69%)	80% (75%)

- Percentages in brackets refer to the year before the latest reporting year.
- Boys and girls are not reported separately and Key Stage 2 results are not listed as there are less than ten children.



### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	76
Any other minority ethnic group	0

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

### ***Exclusions in the last school year***

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

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	4.5
Number of pupils per qualified teacher	18.9
Average class size	21.25

#### **Education support staff: YR – Y6**

Total number of education support staff	3
Total aggregate hours worked per week	57

### ***Financial information***

Financial year	1999 - 2000
	£
Total income	184,975
Total expenditure	193,543
Expenditure per pupil	2,251
Balance brought forward from previous year	5,884
Balance carried forward to next year	-2,684

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

### **Questionnaire return rate**

Number of questionnaires sent out	85
Number of questionnaires returned	25

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	28	64	4	4	0
My child is making good progress in school.	40	52	8	0	0
Behaviour in the school is good.	24	64	12	0	0
My child gets the right amount of work to do at home.	20	56	24	0	0
The teaching is good.	36	52	12	0	0
I am kept well informed about how my child is getting on.	32	56	12	0	0
I would feel comfortable about approaching the school with questions or a problem.	56	44	0	0	0
The school expects my child to work hard and achieve his or her best.	36	56	8	0	0
The school works closely with parents.	28	48	24	0	0
The school is well led and managed.	20	68	12	0	0
The school is helping my child become mature and responsible.	28	56	16	0	0
The school provides an interesting range of activities outside lessons.	20	36	28	4	12