

INSPECTION REPORT

THE HIGHWAY PRIMARY SCHOOL

Orpington

LEA area: Bromley

Unique reference number: 101624

Headteacher: Mr N Williams

Reporting inspector: Mr Tim Boyce

RgI's OIN: 20932

Dates of inspection: October 30th – November 1st 2000

Inspection number: 224371

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	The Highway Orpington Kent
Postcode:	BR6 9DJ
Telephone number:	01689 827990
Fax number:	01689 605779
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Anne Phillips
Date of previous inspection:	November 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Tim Boyce (20932)	Registered inspector
Charlotte Roberson (31754)	Lay inspector
Lynne Wright (22398)	Team inspector

The inspection contractor was:

Evenlode Associated Ltd
6 Abbey Close
Alcester
Warwickshire
B49 5QW

Tel/Fax: 01789 766099

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6 - 9
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10 - 13
WHAT COULD BE IMPROVED	14 - 15
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
PART C: SCHOOL DATA AND INDICATORS	16 - 19

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Highway Primary School is of broadly average size, providing full time education for 229 pupils aged from 4 to 11 years. The majority of pupils come from the area around the school, which lies in Orpington in the Metropolitan Borough of Bromley. The proportion of pupils from ethnic backgrounds, whilst small, is higher than average and six pupils have English as an additional language. Just over 12 per cent of pupils in the school are eligible for free school meals. A slightly higher than average percentage of pupils (21.4%) is included on the school's register of special educational need. The great majority of these pupils only experience minor difficulties with their learning. The percentage of pupils with a statement of special educational needs (2.5%) is higher than average. The social and economic circumstances of the majority of parents are average, a similar situation to that found in the previous inspection. Assessments administered by the school, on entry, indicate that attainment covers the full range and is broadly average.

HOW GOOD THE SCHOOL IS

This is a good school, with many, very significant strengths. Pupils achieve well above average standards in mathematics and science and, in English, pupils achieve above average standards in speaking and listening. Standards in other aspects of English and in most other subjects are broadly average. Standards in music and the performing arts are excellent. Standards in Information and Communication Technology (ICT) are poor. The quality of teaching is good overall, but is particularly strong in the reception class and the class for the oldest pupils. The provision for pupils with special educational needs is very good. The management of the school is good. Given the attainment of pupils on entry, the cost of the education provided, the quality of teaching and the standards achieved, the school gives good value for money.

What the school does well

- Pupils achieve very high standards in mathematics and science.
- The school's provision for the performing arts is excellent and pupils achieve excellent standards in music, dance and drama.
- The provision in the reception class is excellent and the children make a very good start to their life in school.
- The quality of teaching is good overall and all staff work together well as a very caring team.
- Pupils with special educational needs are very well provided for and make very good progress.
- The leadership and management of the school are good. The head teacher, senior managers and co-ordinators manage their areas of responsibility effectively.

What could be improved

- Standards in ICT are poor and not enough has been done either to develop pupils' ICT capability or to integrate ICT into other subjects. The school is aware of this weakness and planned improvements are detailed in the school development plan.
- The school handbook and the written reports to parents are not of a high enough standard and do not keep parents well enough informed about life in school.

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 1995. Improvement since the last inspection has been good and the school is well placed to continue this improvement. There have been significant improvements in the quality of planning, particularly in English, and in most subjects teachers now prepare lessons that are well matched to the requirements of the National Curriculum. Effective assessment procedures have been devised and are helping teachers to accurately match work to the individual needs of pupils in most subjects. The management of the school has been significantly improved and the head teacher and governing body now have effective systems for monitoring quality and standards. Co-ordinators have also developed their roles and most are now effective in managing their areas of responsibility. Some work has been done to provide pupils with better opportunities to develop independent research and investigative skills, but the school is aware that more needs to be done in this area, particularly when using computers.

In addition to the improvement achieved in those aspects identified as key issues in the previous inspection report, the school has made improvements in a number of subjects. Standards in mathematics and science, previously judged to be broadly in line with national expectations, are now very good. Standards in design and technology (DT), previously judged to be unsatisfactory, are at least in line with national expectations. There has yet to be any significant improvement in the standards achieved by the majority of pupils in ICT, which remain unsatisfactory at Key Stage 1 and are poor at Key Stage 2. Standards in music, previously judged to be above average, are now excellent.

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	C	C	C	C
Mathematics	A	A	C	C
Science	A	A	A	A*

Key	
Very high	A*
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E
Very low	E*

National Curriculum assessment results for 2000, calculated using average points scores, show that, by the end of Year 6, when compared with the national average, pupils in the school achieved well above average standards in science and average standards in English and mathematics. When compared with similar schools, standards were very high in science, putting the school in the top 5% nationally. Standards in English and mathematics were broadly average. Standards in science have remained well above average over the past three years. Standards in mathematics dropped in 2000, particularly the proportion of pupils achieving the higher Level 5, which went down from forty-six per cent to just over six per cent. The school had forecast this dip in performance and attributed it to the fact that nearly half of the pupils in that cohort had special educational needs, thirteen per cent of whom had a statement of special educational need. Far from being disappointed, staff were delighted that, given their prior attainment, so many pupils achieved the average Level 4. Standards in English have remained constant over the last three years.

Inspection evidence shows that within English standards in reading and writing are generally satisfactory, whilst standards in speaking and listening are good overall and often very good. Standards in mathematics throughout the school are well above average and support the argument presented by the school that the 2000 cohort was a relatively weak one. Standards in science are well above average, with particular strengths in experimental and investigative aspects of the subject. Standards in literacy are satisfactory, whilst standards in numeracy are very good and are a major strength.

Standards in ICT, previously judged to be unsatisfactory, are unsatisfactory at Key Stage 1 and poor at Key Stage 2. Pupils have not been given sufficient opportunities to develop an appropriate IT capability and insufficient use is made of ICT across the curriculum. Standards in DT, previously judged to be unsatisfactory, are at least in line with national expectations. Pupils achieve excellent standards in music.

Standards at Key Stage 1 in 2000, calculated using average points scores, show that by the end of year 2, when compared to all schools, pupils achieved close to the national average in reading, above the national average in writing and well above the national average in mathematics. The percentage of pupils achieving the higher Level 3 was close to the national average in reading and well above average in writing and mathematics. When compared with similar schools pupils achieved standards that were close to the average for reading and well above average for writing and mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very enthusiastic about school They have positive attitudes and try very hard to succeed in most lessons.
Behaviour, in and out of classrooms	Behaviour is good overall. It is very good in lessons and satisfactory in corridors and on the playground.
Personal development and relationships	The quality of pupils' personal development is good. Pupils form secure relationships with staff and their peers.
Attendance	Attendance is above average. Punctuality is good and the school day gets off to a prompt start.

Pupils' personal development is very effectively promoted by the excellent provision for the performing arts, but more could be done to encourage pupils to take part in independent research and to develop investigative skills, particularly when working with computers.

TEACHING AND LEARNING

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

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

The overall quality of teaching and learning seen during the inspection was good overall and was similar to that found in the previous inspection. Ninety-five per cent of the twenty-two lessons observed during this inspection were judged to be at least satisfactory. Of these thirty-three per cent were judged to be good, thirty-three per cent were judged to be very good and nineteen per cent were judged to be excellent. Lessons are planned with very great care and almost all lessons are characterised by very high expectations. Teachers have secure subject knowledge in most subjects, but many are not confident when working with computers. Lessons are generally well organised and proceed at a brisk pace. Teachers generally make very good use of support staff, when available, and make good use of day-to-day assessment.

The quality of teaching in the reception class is very good overall and pupils are given many excellent opportunities to learn in the stimulating and carefully structured environment provided for them by the early years co-ordinator and her staff. The teaching of English is satisfactory. The teaching of mathematics and science is good overall, and is often very good in the Year 6 class. The teaching of literacy is satisfactory, whilst the teaching of numeracy is very good. The teaching of music is excellent and the school makes very good use of the specialist skills of the talented co-ordinator. The teaching of ICT is weak and insufficient opportunities are provided for pupils to develop their IT capability and to apply their skills in meaningful situations.

The teaching effectively meets the needs of all pupils irrespective of their gender, ethnicity, prior attainment or social circumstance. Pupils with special educational needs are very well supported and make very good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities is good overall. The curriculum for English, mathematics and science is good. The curriculum for music and the performing arts is excellent, as is the provision for children in the reception class. The curriculum for ICT is poor and does not meet requirements.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is very good and these pupils make very good progress.
Provision for pupils with English as an additional language	The provision for pupils with English as an additional language is good and they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal development is good overall, and is very effectively supported by residential visits and the school's provision for music and the performing arts. However, opportunities for independent research are sometimes missed. The provision for pupils spiritual, moral, social and cultural development is good.
How well the school cares for its pupils	The school takes good care of all its pupils. Procedures for child protection and for ensuring pupils' welfare are good. Assessment procedures are good and there are effective procedures to support pupils' academic performance.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The overall quality of leadership and management is good. The head teacher provides the school with very strong leadership and is effectively supported by his deputy and co-ordinators.
How well the governors fulfil their responsibilities	Governors fulfil most of their responsibilities. They do not, however, ensure that the school meets its statutory requirements with regard to the curriculum for ICT. Written reports to parents do not meet statutory requirements.
The school's evaluation of its performance	The school is beginning to evaluate its own achievements and is aware of the need to improve its monitoring of the progress of different groups of pupils.
The strategic use of resources	The school generally makes good use of the resources at its disposal. Very good use is made of specialist teachers and support staff, but the school is currently getting a poor return on the money invested in ICT. The school makes suitable use of the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The teaching is good. Their children like going to school. 	<ul style="list-style-type: none"> The range of extra-curricular activities. The extent to which parents are kept informed

<ul style="list-style-type: none"> • Children are expected to work hard. • The school is well led and managed. • The way they feel they can approach the school if they have a question or a problem. 	<ul style="list-style-type: none"> • about what is happening. • The amount of homework set in some classes. • The extent to which the school works in partnership with parents.
--	--

The inspection team agrees with all of the aspects which parents identified as strengths of the school. Of the areas identified by a small number of parents as areas for improvement, the team feels that the range of extra-curricular activities is satisfactory overall. The team considers that an appropriate amount of homework is set and that it has been particularly effective in raising standards in mathematics. The information made available to parents is of variable quality and the school had already planned to improve the quality of written reports to parents so that they meet requirements. The school prospectus does not effectively reflect the many good qualities that exist in the school. The quality of the school's partnership with parents is satisfactory.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve very high standards in mathematics and science.

- Standards in mathematics are well above average throughout the school and are a major strength. This very positive picture has been accurately reflected in the results of National Curriculum assessments over the last four years. Pupils do very well throughout Key Stage 1 and have achieved consistently well above average standards at the end of Year 2 for the past three years. Standards at the end of the Key Stage have been well above average with the exception of last year, when the scores dropped significantly to a broadly average level. The proportion of pupils achieving the higher Level 5, went down from forty-six per cent in 1999 to just over six per cent last year. The school had forecast this dip in performance and attributed it to the fact that nearly half of the pupils in that cohort had special educational needs, thirteen per cent of whom had statements of special educational need. Far from being disappointed, staff were delighted that, given their prior attainment, many pupils achieved the average Level 4.
- The high standards achieved in mathematics are a direct result of the consistent teaching of a very structured scheme of work that successively builds upon very secure foundations established in the reception class. The school has carefully blended its own approach to the teaching of mathematics with the best features of the National Numeracy Strategy, to very good effect. Teachers have very good subject knowledge and plan very detailed lessons that are very well matched to the needs of individual pupils. Tasks are explained very clearly, expectations are very high and lessons generally proceed at a very brisk pace. In one excellent lesson observed in Year 3 pupils responded very enthusiastically to the inspirational teaching and learned about complex three-dimensional shapes very effectively. Teachers generally have very secure relationships with their pupils and make good use of precise questioning, praise and humour to motivate pupils and keep them on task. The work completed in class is very effectively supported by a highly structured system of graded homework exercises that contribute significantly to pupils' skills in numeracy. Standards in numeracy are very good and are a major strength.
- The co-ordinator for mathematics provides the subject with very effective leadership and personally ensures that all pupils achieve the highest standards possible. Pupils in Years 5 and 6 receive additional maths teaching in a "maths club" held two days a week in the lunch period and, additional daily support is provided before school to help any pupils that are judged to be "borderline". The curriculum for mathematics, however, provides pupils with insufficient opportunities to apply their ICT skills and does not make a significant contribution to their IT capability.
- Pupils throughout the school achieve well above average standards in science. There are particular strengths in experimental and investigative aspects of the subject. This very positive

picture has been accurately reflected in the scores achieved at the end of both key stages in national assessments over the past four years when standards have consistently been well above average. In 2000 scores were once again well above average. When the achievements of the pupils were compared with those achieved in similar schools, standards were very high, putting the school in the top five per cent nationally. The school's success in the subject is founded on consistently good teaching based on secure subject knowledge and very high expectations. This helps pupils to understand how things happen as they do. There is a very positive emphasis on experimentation and investigation and this enables them to understand scientific ideas more clearly in real life situations.

5. The co-ordinator for science manages her subject very carefully and has a very clear picture of relative strengths and weaknesses that exist. Good opportunities are provided for pupils to apply their developing literacy and numeracy skills within science lessons, but insufficient use is made of ICT.

The school's provision for the performing arts is excellent and pupils achieve excellent standards in music, dance and drama.

6. Pupils in the school achieve excellent standards in the performing arts in general and in music, dance and drama in particular and the school has a significant reputation for the quality of its performances both in school and within Bromley.
7. The school is very fortunate in having several members of staff who have enormous enthusiasm for the performing arts and considerable talent in a range of specialist skills. When the head teacher's interest in drama is combined with the enthusiasm for dance provided by the special needs co-ordinator, a very secure grounding in music provided by the Key Stage 1 music co-ordinator and the contributions of some very talented peripatetic teachers one has a potent recipe for success. However, when a gifted music specialist with boundless energy and a genuine sense of fun supplements these considerable talents, the sky is the limit.
8. The quality of music achieved by the pupils is outstanding and is established at a very early age. Pupils in Key Stage 1 sing a range of songs, learned by heart, with great control and enthusiasm. At Key Stage 2 pupils are given many excellent opportunities to appreciate a rich variety of music from different cultures, to sing in a variety of groupings, to play a wide range of musical instruments and to compose and interpret their own music. Music is used as a very potent vehicle for self expression, as was clearly demonstrated when pupils in the Year 6 class composed and played complex and exciting drum accompaniments to a number of poems dealing with emotions.
9. In addition to the excellent work done in music lessons and the use of music across the curriculum, much is added by the rich variety of extra curricular opportunities. The school has a main choir with approximately 130 singers and a chamber choir of about 30 singers from Years 5 and 6. The main orchestra has 38 members and there are various other informal groupings playing and making music to a very high standard. Pupils achieve very good standards in dance, devising and learning a range of complex routines and movements, often to music. A significant proportion of the English taught in the school is through the vehicle of drama. In one very good lesson observed during the inspection pupils worked in pairs acting out modern day representations of the meeting between "Oliver Twist" and "The Artful Dodger". Very good use of drama is also made in the numerous school productions and assemblies.
10. The school thoroughly enjoys its work with the performing arts and the activities provide individual pupils with excellent opportunities in their personal development as they develop confidence through singing and playing to a variety of audiences. Work in the performing arts makes a very significant contribution to pupils' highly developed skills in speaking and listening, an area of significant strength within English. It effectively supports the spiritual, moral, social and cultural

development of pupils but opportunities are missed for pupils to use computer applications in music and to apply their ICT skills.

The provision in the reception class is excellent and the children make a very good start to their life in school.

11. Children in the reception class enjoy coming to school and are happy and confident learners, partly due to the very good induction programme that whets their appetite for school. The teacher gets to know the children and parents well, and she is able to provide individual programmes for learning based firmly on each child's needs and interests. Staff have worked hard to create a very rich and stimulating environment in which due emphasis is given to planned play as a powerful means of learning. There are many areas, such as the greengrocer's shop and the puppet theatre, where the children can develop their social and language skills. This they do very successfully, and they have made very good progress in these areas by the time they leave the reception year. The teaching of language and literacy is excellent and pupils achieve very good standards in this area of learning. They speak very confidently and many are developing as fluent and accurate readers. High quality, theme based displays, which feature the children's own work, effectively reinforce vocabulary across the curriculum. For example, attractive three-dimensional pictures made from paper strips were used to very good effect to emphasise the geographical terms 'under', 'over' and 'around'.
12. All this reflects the care and enthusiasm of the staff and the class teacher's very good knowledge of how young children learn best. Her philosophy that 'there are no hills to climb' ensures that children are given many excellent opportunities to practise new skills in a variety of interesting situations. Children are constantly encouraged to think 'I can' and this develops their self-esteem most effectively. The teacher has created an excellent team and, under her guidance, staff provide very effective support for each child at all times. The teacher's very high expectations of the children are made very clear to them in many ways. For example, they register their arrival and the order of it, by putting their photographs on a board. They are expected to organise themselves quickly and efficiently, and they do! Lessons challenge the children to try their best and to think and work hard, and they respond with sustained interest and concentration and, often, with excitement. As a result they learn very effectively and make very good progress in all aspects of learning.
13. The teacher uses the outside environment as much as possible and enriches classroom experiences with visits, for example to the farm and the supermarket. However, there is no safe and interesting outdoor area where the children can go and play independently. This limits the scope of their play although what is available inside the classroom is of excellent quality.

The quality of teaching is good overall and all staff work together very well as a team.

14. The overall quality of teaching and learning seen during the inspection was good and was similar to that found in the previous inspection. Ninety-five per cent of the twenty-two lessons observed during this inspection were judged to be at least satisfactory. Of these thirty-three per cent were judged to be good, thirty-three per cent were judged to be very good and nineteen per cent were judged to be excellent.
15. Lessons are planned with very great care and almost all lessons are characterised by very high expectations. Teachers have secure subject knowledge in most subjects, but many are not confident when working with computers. Lessons are generally well organised and proceed at a brisk pace. Teachers generally make very good use of support staff, when available, and make good use of day-to-day assessment.
16. The quality of teaching in the reception class is very good overall and pupils are given many excellent opportunities to learn in the stimulating and carefully structured environment provided for

them by the early years co-ordinator and her staff. The teaching of mathematics and science is good overall and is often very good in the Year 6 class. The teaching of literacy is satisfactory, whilst the teaching of numeracy is very good. The teaching of music is excellent and the school makes very good use of the specialist skills of the talented co-ordinator. The teaching of ICT is weak and insufficient opportunities are provided for pupils to develop their IT capability and to apply their skills in meaningful situations. Teaching effectively meets the needs of all pupils irrespective of their gender, ethnicity, prior attainment or social circumstance.

17. All staff work very well as a team, ensuring that every child is cared for and encouraged to reach their full academic and personal potential in almost all subjects. This is particularly noticeable in the reception class, where all staff collaborate and contribute to the excellent provision that is found there.

Pupils with special educational needs are very well provided for and make very good progress.

18. The school's high quality special educational needs policy clearly sets out its very strong belief that all its pupils should be valued and given the opportunity to do their best. Under the very good leadership of the special educational needs co-ordinator and her assistant, highly effective teamwork puts this belief into practice and enables pupils to make very good progress. This is borne out by the quality of work the pupils with special educational needs often achieve in lessons and also in national test, where a high proportion of them achieve levels that match national expectations.
19. Teachers use their notes of pupils' progress effectively to identify individual need, and the special educational needs co-ordinator, class teacher, parents and other specialist outside agencies, work well together to provide the support each child requires to address that need. The special educational needs team does all it can to inform parents about the progress their children are making and to involve them in their learning. Contact books give parents a helpful and clear commentary on their child's successes, and areas where extra help is required, so that their help can be focused. The majority of parents are very active in this partnership but on rare occasions the school has experienced difficulties communicating with a few parents. It has now amended its approach to overcome this difficulty.
20. Every effort is made to provide individual pupils with specific support on a one-to-one basis as well as to help them to play a full part in class activities. The success of this approach is borne out by the pupils' high self-esteem and confidence in social and whole-school situations. A key factor in the school's very good provision is the responsibility that class teachers take for meeting the needs of those pupils in their class with special educational needs. Each pupil's individual education plan is shared with all partners in the support team so that most lessons are carefully planned for these pupils to be fully involved. Close partnership and very good communication between support staff and class teachers contributes to the very good progress pupils make. Progress is monitored carefully so that the needs of pupils can be better understood.
21. The special needs teachers understand the needs of each pupil fully and work hard to encourage them in their work. The pupils respond to the teachers' high expectations by confidently 'having a go' at new work. They consider carefully what they have done and check, on their own, whether it is right. The balance of challenge and support they receive helps them to develop confidence in their own ability, and their enjoyment in their own learning contributes strongly to their very good progress at school.

The leadership and management of the school are good. The head teacher, senior managers and co-ordinators manage their areas of responsibility effectively.

22. The overall quality of leadership and management is good. The head teacher, who is greatly respected both within the school and in the wider community, leads by example and has a daily teaching commitment with the Year 6 class, where he teaches all the mathematics lessons. He

provides the school with very strong and purposeful leadership and is effectively supported in his role by his deputy, the co-ordinators and the governing body.

23. The management of the school has been significantly improved since the last inspection when weaknesses in the monitoring of quality and standards were identified. The head teacher and governing body now have effective systems for monitoring quality and standards, and in English and science, much of this work is now completed by subject co-ordinators. The school is beginning to evaluate its own achievements and is aware of the need to further improve its monitoring of the progress of different groups of pupils.
24. The development of the co-ordinators role is also an area of significant improvement since the last inspection and most now manage their areas of responsibility very effectively. The co-ordinator for ICT is relatively new to the school and has not yet had an opportunity to make a significant impact on quality and standards in that subject.
25. Governors are fully involved in the day-to-day running of the school and fulfil most of their statutory responsibilities. They do not, however, ensure that the school meets its statutory requirements with regard to the curriculum for ICT. Written reports to parents are also unsatisfactory and do not meet statutory requirements since they are overly brief, make no mention of targets for improvement, contain no information about the rate of authorised absence and provide no opportunities for parents to make a written response.
26. The school generally makes good use of the resources at its disposal. Good use is made of specialist teachers and support staff, but the school is currently getting a poor return on the money invested in ICT.

WHAT COULD BE IMPROVED

Standards in ICT are poor and not enough is done either to develop pupils' ICT capability or to integrate ICT into other subjects.

27. Standards in ICT, previously judged to be unsatisfactory, are unsatisfactory at Key Stage 1 and poor at Key Stage 2 as pupils have not been given sufficient opportunities to develop an appropriate IT capability. Most pupils have some knowledge of word processing and many are able to change print size and font, for example, with relative ease. However, they have had insufficient experience of data handling, control, modelling and monitoring. Currently the provision does not meet statutory requirements since the provision does not constitute a broad, balanced and worthwhile curriculum.
28. A detailed and broadly balanced scheme of work was produced by the outgoing co-ordinator in the Summer of 1999, but staff did not have a sufficiently clear understanding of what was required by the content of the document. As a result pupils do not systematically develop concepts, skills and understanding as they move through the school and most lessons are not effectively matched to the needs of individual pupils. Purchasing and accommodation decisions made in the past resulted in the setting up of an ICT suite equipped with a range of different computers that use several different operating systems. This makes it difficult for pupils to transfer their learning from one computer to another. Each class only uses the suite for one hour per week and most machines are only used for about twenty-five per cent of the time. This is not an efficient use of either the room or the equipment.
29. The school is aware of some its weaknesses in the provision for ICT and has taken some steps to redress the balance. Aware that most staff lacked confidence and experience in ICT, the school has appointed a newly qualified teacher with suitable subject expertise. However, as she is still establishing herself as a class teacher she has yet to make a significant impact on the management of the subject. The recent purchase of a number of new, up-to-date machines, located in classrooms, enables pupils to access ICT in the classroom situation, but most of them do

not have the necessary basic skill to use the computers properly. Currently, the school is getting a poor return on its spending in this respect.

30. In addition to the obvious weaknesses in the levels of basic skill, teachers are not identifying and taking advantage of opportunities for pupils to apply ICT across the curriculum. Subject co-ordinators are not sufficiently aware that they all now have a responsibility to provide opportunities for pupils to apply their ICT skills within their subject and that all subjects should be contributing to pupils' IT capability. For example, in one very good English lesson observed with the Year 6 class, pupils were set the task of re-writing a scene from "Oliver Twist" in modern language in pairs. This very good lesson could have been further enhanced by the use of ICT.
31. The school is now at a crossroads and understands that an integrated approach to training and expenditure must be adopted as a matter of urgency so that standards in ICT are raised substantially and statutory requirements are met.

The school handbook and the written reports to parents are not of a high enough standard and do not keep parents well enough informed about life in school.

32. A significant proportion of the parents who completed the questionnaire, approximately thirty per cent, felt that they did not feel sufficiently well informed about how their children are getting on at school. The school holds an appropriate number of formal opportunities for parents to come in and discuss the progress that their children are making and is proud of its "open door" policy whereby parents are welcome to call in any time they have a question or a concern.
33. The quality of the written information provided for those working parents who are unable to "pop in" at the beginning or the end of the school day is unsatisfactory. Written reports to parents are unsatisfactory and do not meet statutory requirements since they are overly brief, do not mention targets for improvement, provide no information about the rate of authorised absence and give no opportunity for parents to make a written response. In addition, the school handbook, which provides parents with information about the school, is out of date and does not effectively celebrate the many significant strengths of the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The head teacher, staff and governing body should:

- (1) Raise standards in ICT so that statutory requirements are met by:
 - a) improving levels of staff competence and confidence with computers;
 - b) rationalising and improving computer hardware and software so that pupils can transfer their knowledge between the computers in the classroom and the computer suite;
 - c) identifying and meeting the need to provide ICT applications in all other subjects of the curriculum so that all subjects contribute to pupils' IT capability.
- (2) Improve the quality of written information to parents so that they are better informed about the progress their children are making, the standards they are achieving and what they need to do to improve them further.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

22

Number of discussions with staff, governors, other adults and pupils

34

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
19	33	33	10	5	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	229
Number of full-time pupils eligible for free school meals	N/A	28

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	6
Number of pupils on the school's special educational needs register	N/A	49

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	5
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	13	19	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	9	13
	Girls	17	19	19
	Total	24	27	32
Percentage of pupils at NC level 2 or above	School	75 (82)	84 (88)	100 (100)
	National	86 (82)	88 (83)	93 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	13	8
	Girls	18	19	18
	Total	27	32	26
Percentage of pupils at NC level 2 or above	School	84 (91)	100 (100)	81 (100)
	National	84 (82)	85 (83)	90 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	19	12	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	19
	Girls	12	12	12
	Total	26	28	31
Percentage of pupils at NC level 4 or above	School	84 (74)	90 (88)	100 (97)
	National	78 (70)	75 (69)	89 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	16	19
	Girls	12	12	12
	Total	21	28	31
Percentage of pupils	School	68 (82)	90 (85)	100 (97)

at NC level 4 or above	National	70 (68)	72 (69)	80 (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	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	1
Chinese	
White	223
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	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)	10
Number of pupils per qualified teacher	22.9
Average class size	32.7

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	91

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Financial information

Financial year	1999/2000 0
----------------	----------------

	£
Total income	485,487
Total expenditure	481,530
Expenditure per pupil	2,094
Balance brought forward from previous year	31,343
Balance carried forward to next year	36,015

Number of pupils per FTE adult	N/A
--------------------------------	-----

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	156
Number of questionnaires returned	65

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	42	3	3	0
My child is making good progress in school.	39	52	6	0	3
Behaviour in the school is good.	30	57	8	0	5
My child gets the right amount of work to do at home.	23	62	12	3	0
The teaching is good.	50	46	2	0	2
I am kept well informed about how my child is getting on.	18	50	28	2	2
I would feel comfortable about approaching the school with questions or a problem.	43	50	3	2	2
The school expects my child to work hard and achieve his or her best.	49	46	5	0	0
The school works closely with parents.	23	60	14	0	3
The school is well led and managed.	49	43	6	2	0
The school is helping my child become mature and responsible.	38	48	6	0	8
The school provides an interesting range of activities outside lessons.	11	49	20	14	6

Other issues raised by parents

Parents raised no other significant issues.