

INSPECTION REPORT

**PARBOLD DOUGLAS C of E PRIMARY
SCHOOL**

Parbold

LEA area: Lancashire

Unique reference number: 119494

Headteacher: Mr G F Ladd

Reporting inspector: Mrs G Peet
18842

Dates of inspection: 19th September – 20th September 2000

Inspection number: 224483

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

School category: Voluntary aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Lancaster Lane
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Appropriate authority: The governing body

Name of chair of governors: Mr M McConechy

Date of previous inspection: 30th September 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Parbold Douglas Church of England Primary School is an average sized primary school with 204 pupils ranging from four to 11 years of age. Children under the age of five are educated in the reception class. At the time of inspection, there were 24 under fives on roll. Pupils from other cultural backgrounds are thinly represented at the school. The proportion of pupils eligible for free school meals is well below the national average. The proportion of pupils identified as having special educational needs is similar to the national average and an above average number of these pupils have a statement of special educational need. When children first start school in the reception class their standard of attainment is well above that expected for children of their age. The average class size is 29.

HOW GOOD THE SCHOOL IS

This is an effective school with many good and very good features. The pupils achieve high standards in almost all aspects of their education. The quality of teaching is very good and pupils' attitudes to their work are very good. There are very good relationships in the school. The school is well led and managed and provides good value for money.

What the school does well

- At the end of both key stages pupils achieve standards in English and mathematics that are well above average.
- Overall the quality teaching is very good. No unsatisfactory lessons were observed.
- The procedures for the early identification and the provision for pupils with special educational needs are very good. As a result these pupils make good progress and almost all achieve nationally expected standards by the age of eleven.
- The school provides very well for the pupils' personal development and their spiritual, moral and social development. As a result pupils' relationships and their attitudes to school are very good.

What could be improved

- Standards in information technology at the end of both key stages.
- The opportunities for parents and carers to discuss everyday issues with the teacher, especially in the Foundation Stage and at Key Stage 1.
- The balance of time spent by the headteacher between teaching and managing the 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 October 1996. It has overcome most of the weaknesses pointed out in the last inspection and has improved in a number of other ways. Assessment procedures are now very good and they enable teachers to gain a clear picture of what pupils know, understand and can do. This information is used to set individual targets for pupils which are shared and discussed with the parents and the pupils themselves. As a result the quality of teaching has significantly improved, pupils' attitudes to their work have improved and the already high standards have risen further. The School Development Plan has been improved to include more precise measures against which the school can judge how successful it has been in achieving its targets. More opportunities for pupils to have access to multi cultural experiences have been provided and this provision is now satisfactory. For example, pupils have visited a synagogue and a mosque and the school has forged links with children in Brazil and Belarus.

In addition there have been other improvements. For example, the quality of links with parents and carers has improved. An additional parents' evening has been introduced as well as curriculum evenings where parents can find out more about what their children will be learning. Provision for pupils with special educational needs has improved through the introduction of improved procedures to identify needs and monitor progress. The high standard of leadership and management has been maintained.

However, it is too early to judge the full impact of the newly devised senior management team, appointed to replace the deputy headteacher.

Since the last inspection, and in particular in the last year, there have been some staff changes due to the promotion of the deputy, some long term sickness and two teachers taking maternity leave. Although the school has responded to the previous report by extending the roles of the coordinators to include more in depth evaluation of standards, staff changes have meant that the newly introduced procedures are not yet fully in place in all subjects. The school's progress in raising standards in information technology has been unsatisfactory. Although the school now has a computer suite, it is not fully used and pupils do not have enough opportunities to use computers. Standards of attainment have remained below the expected levels in all aspects of the curriculum for information technology.

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
	1997	1998	1999	1999
English	A	A	A	A
Mathematics	A*	B	A	A
Science	A	B	A	B

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

This information shows that the results of the National Curriculum tests in 1999 were well above the national average in all three core subjects of English, mathematics and science. When these results are analysed further, they show that the number of pupils attaining the higher Level 5 was also well above the national average and that one pupil attained a Level 6 in mathematics. When these results are compared to those of similar schools, with a similar proportion of pupils eligible for free school meals, they are well above average in English and mathematics and above average in science. In the tests for the year 2000, a similar proportion of pupils achieved the nationally expected target of Level 4 in all three subjects as in 1999. However, no national data about the year 2000 tests is yet available and therefore comparisons with other schools cannot be made.

The results of the 1999 tests for seven year olds show that results were well above average in reading, writing and mathematics. When these results are compared with those of pupils from similar schools they are well above average in reading and writing and above average in mathematics.

Inspection evidence shows that high standards in literacy and numeracy are being maintained at the end of both key stages. In other lessons observed, high standards were achieved in music although attainment in the information technology lessons observed was below national expectations. Throughout the school pupils exceed national expectations in both literacy and numeracy. Since the last inspection standards have improved in all three core subjects. High targets have been set, which have been exceeded in both 1999 and the year 2000.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school and are eager to learn. Pupils work hard.
Behaviour, in and out of classrooms	Behaviour by almost all the pupils in lessons and around the school is good. Pupils are polite and courteous to each other and to adults. They play well together at lunchtimes and break times. A very small minority of pupils have a poor concentration span and in some classes their behaviour becomes restless and concentration slips.
Personal development and relationships	Personal development and relationships throughout the school are very good. The 'Buddy' scheme is very effective in supporting the personal development of Year 6 pupils and in reassuring younger pupils.
Attendance	Very good. Well above average.

In recent times no pupils have been excluded from school. Pupils enjoy school. They have positive attitudes to all aspects of school life.

TEACHING AND LEARNING

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

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

The quality of teaching has improved since the last inspection. The amount of teaching judged to be very good or better has risen from 19 per cent to almost 53 per cent. Forty one per cent of teaching was good and six per cent (one lesson) was satisfactory. This was at Key Stage 2 and meant that the percentage of very good teaching at that key stage dropped to just below 50 per cent. No teaching was unsatisfactory. This very good teaching throughout the school ensures that pupils' learning is very good and that they attain high standards in most subjects. A particular strength of the teaching is good planning, which is based on previous attainment and builds on previous learning. Teachers' skilful questioning fully involves pupils and enables teachers to continually assess pupils' progress. All teachers have high expectations of their pupils' work and behaviour. The basic skills of literacy and numeracy are well taught and this contributes significantly to the steady rise in attainment in these subjects. Teaching of pupils with special educational needs is good and they are well supported in lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good, broad, balanced and relevant curriculum. A particular strength is the 'Creative Week' that allows pupils of all ages to work together on projects that take longer than is usually possible within the normal timetable.
Provision for pupils with special educational needs	Very good provision both in class and in withdrawal groups.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal, spiritual, moral and social development is very good. The provision for cultural development is good. Pupils gain a very clear understanding of their moral and social responsibilities from good role models of staff and clear codes of behaviour. There is a strong Christian ethos that successfully raises pupils' spiritual awareness.
How well the school cares for its pupils	The school has good arrangements for caring for its pupils. Good assessment helps teachers build on pupils' past learning. Success is celebrated in a number of ways.

The links with parents are good. For example, parents are invited each term to discuss their child's progress. They are also invited to curriculum evenings when their child's teacher explains the work their child will be covering that term. The procedures for child protection and ensuring pupils' welfare are good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher are good and he has dealt well with the many changes in staffing. He is well supported by the senior management team and there is a good team approach to decision making and day to day organisation.
How well the governors fulfil their responsibilities	Good. The governing body is very supportive and knows the school well.
The school's evaluation of its performance	The headteacher and the senior management team are fully aware of the school's performance and have a clear idea of what they want to improve.
The strategic use of resources	Good. All money available to the school is spent wisely and carefully. The school is good at critically evaluating its work and in seeking to gain best value. It provides good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Most parents are comfortable about approaching the school with questions or a problem. • The school's expectations of their children. • The good behaviour of the pupils. • The good progress their children make. • The quality of the teaching. 	<ul style="list-style-type: none"> • The amount of homework pupils are given. • The range of activities outside lessons. • The opportunities for parents and carers to discuss everyday issues with the teacher, especially in the foundation stage and at Key Stage 1 and more information about their children's progress. • The heavy workload of the headteacher.

The inspectors fully support all of the parents' positive views and some of their negative comments. They agree that although homework is provided regularly it does not always sufficiently cater well enough for pupils' different abilities and is therefore not challenging enough for some and too challenging for others. Provision of homework is inconsistent between classes.

Inspectors support parents' views that the range of extra curricular activities is less than that normally seen in schools of this size.

Inspectors agree that a heavy teaching commitment puts unnecessary strain on the headteacher making it difficult to maintain both strong leadership and good teaching during periods when additional demands are made on his time.

Whilst a majority of parents agreed that they felt comfortable approaching the school with problems a significant minority disagreed. Discussion at the parents' meeting and letters to the registered inspector indicated that it was only certain teachers that these parents felt were unapproachable. Inspectors believe that the existing arrangements for parents and carers to collect their children from the reception class and Key Stage 1, have been misunderstood by some parents and that as a result some parents feel that teachers are unapproachable. In fact, the strict arrangements for the collection of pupils from the reception class and Key Stage 1 are designed with pupils' safety in mind. The inspection team feels that the lack of effective communications with parents about the arrangements for the collection of their children has caused some parents to feel that they are not welcome in school.

Inspectors do not support the view that parents are not given enough information about their children's progress. The quality of the information given to parents is detailed and helpful. The three parents' evenings provide opportunities for parents to discuss their children and the curriculum evenings provide good opportunities for parents to find out more about what their children are doing in school. Information given to parents is considerably more than is normally provided in most schools.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

At the end of both key stages pupils attain standards in the core subjects of English and mathematics that are well above average

- 1 In the 1999 national tests the proportion of pupils at the end of Key Stage 1 reaching the expected Level 2 in reading, writing and mathematics was very high when compared to the national average. The proportion of pupils achieving the higher Level 3 was also well above the national average in all three subjects. When these results are compared to those of schools with pupils from similar backgrounds the school's results in all three subjects were very high in respect of the number of pupils attaining Level 2 and above average for the number of pupils attaining Level 3. The results in writing were not as high as those attained in reading but this mirrors the national picture. The school is aware of this and, even before the recent national focus on improving writing, had put into place strategies for improvement. The high level of attainment was maintained in the year 2000 national tests when all pupils attained Level 2 in reading, writing and mathematics. The number of pupils attaining Level 3 was higher than in 1999. Comparisons with other schools cannot be made because national data for the Year 2000 has not yet been published.
- 2 At the end of Key Stage 2 both the proportion of pupils achieving the expected Level 4 and the proportion achieving the higher Level 5 in the 1999 national tests in English and mathematics were well above the national average. When these results are compared to those of similar schools, with a similar proportion of pupils eligible for free school meals, they are also well above average. The results in the 2000 national tests show some variation but are still high, even though more pupils with special educational needs were tested in 2000 than in 1999. Comparisons with other schools cannot be drawn because national data from the tests has not yet been published. The results in English show a drop in the number of pupils attaining Level 4 or above but an increase in the number of pupils attaining Level 5. The results in mathematics are not significantly different at Level 4 but show a slight drop in the number of pupils attaining Level 5. Despite fluctuations over the last four years, results have been consistently above the national average and are significantly higher in all subjects than they were in 1996.
- 3 Pupils make good progress in English. In Year 2 pupils discuss their work confidently and listen respectfully to each other. Reading is of a very high standard and pupils use appropriate expression when reading poems out loud. Writing is also of a very high standard although standards attained in the end of key stage tests are not yet as high as standards in reading. Higher attaining pupils are able to change tenses in order to create more expression in their work. The progress pupils make is shown in Year 3 when pupils make their writing more interesting by adding adjectives and adverbs.
- 4 By Year 6 pupils speak confidently and listen carefully to each other when discussing the issues relating to the fuel crisis. When reading they have a very good understanding of the key points of the text and of the meaning behind the text. Even the lowest ability pupils attain levels in reading above that expected for their age. Levels attained in writing are very high but are not as high as those attained in reading. Pupils are able to use a range of writing styles and use imaginative language well. Their handwriting is well formed and well presented. Both the very good teaching and the good attitudes pupils have towards school contribute to the progress and the high standards being achieved.
- 5 In mathematics pupils at the end of Key Stage 1 enjoy mental activities and are able to respond quickly to questions relating to the ordering of numbers up to 100. All but the lowest attaining pupils have a good understanding of place value and know that one ten stick represents ten units. Lower attaining pupils can count and recognise numbers to 20, they are beginning to understand the concept of place value and attain the levels expected for their age. Pupils at the beginning of Year 1 make good progress when learning how to subtract by removing objects from a group. In Year 6 good progress is made in developing pupils' knowledge of numbers and decimals. Most

pupils at the end of Key Stage 2 are confident with mental recall of their tables and are able to quickly calculate the square of a 2 digit number larger than ten. Successful implementation of the National Numeracy Strategy, very good teaching and very good attitudes to school have contributed to the good progress pupils make in mathematics.

Overall the standard of teaching is very good. There is no unsatisfactory teaching.

- 6 The amount of teaching judged to be very good or better has risen from 19 per cent at the last inspection to 53 per cent. No teaching was unsatisfactory.
- 7 The teaching of the children in the reception class is very good. The teacher's planning closely follows the newly introduced National Curriculum for the children in the Foundation Stage. The teacher manages the children very well and makes the best use of other adults in the room. As a consequence children are clear about the expectations of them and all are quickly focused on the tasks they have to do. The teacher has high expectations of all the children and gives appropriate help to those experiencing difficulties. In a very good lesson aimed at increasing the children's knowledge of language in mathematics she made good use of targeted questions to assess their existing understanding. She was then able to match activities to the needs of the children. This ensured that the children were comfortable and confident about what they were doing and enjoyed learning.
- 8 At Key Stage 1 the teaching is very good. At Key Stage 2 almost half the teaching is very good. Teachers' lessons have a clear focus. They are well prepared and plan lessons that both match the needs of the pupils and build on what pupils have previously learned. Explanations are given clearly and enable pupils to achieve success. For example, in a Year 6 art lesson pupils were learning how to show human movement in their drawings. Clear step by step directions gave pupils the opportunity to attain a high degree of success and satisfaction in their work. Questioning is used well to establish the extent of pupils' understanding and to fully involve all pupils. Resources are used effectively and sometimes imaginatively. An instance of this was seen in a Year 1 lesson, where the teacher dressed and undressed a teddy bear in order to help pupils to understand that the computer could represent the same situation.
- 9 The National Literacy and Numeracy Strategies have both been successfully introduced into the school and the teaching of the basic skills in these subjects is very good. In both literacy and numeracy learning objectives are shared with pupils and introductions are clear. Pupils have a good knowledge of what they are going to learn and make good progress through being fully involved in the lessons. Teachers' explanations are clear and readily understandable by pupils. For instance, in a Year 2 literacy lesson the term 'root of a word' was explained clearly by comparing it to the root of a plant. Lessons have a good pace that keep the attention of all pupils. In numeracy resources are used very effectively. This was seen in a Year 6 numeracy lesson, when the pupils were well motivated during the initial mental activity that required them to show their answers by making up larger numbers with the single number cards in front of them. In a Year 2 lesson the teacher had prepared resources well by removing some numbers from the number line before the lesson in order to challenge the pupils to identify which ones were missing. All these features, together with the teachers' enthusiasm for their work, contribute significantly to the high standards achieved and the progress that pupils make.
- 10 The teaching of pupils with special educational needs is good. Skilful questioning enables pupils to think and share responsibility for learning. Careful planning ensures that lessons build on prior attainment. All teachers have high expectations of pupils with special educational needs and learning support assistants are well used to support these pupils.
- 11 Teachers' subject knowledge in many areas is good and this enables them to prepare stimulating lessons. This was seen in a Year 4 music lesson when the teacher was able to use a range of different strategies to help pupils learn about rhythmic pattern and ostinato. As a result pupils made good progress.

The procedures for the early identification and the provision for pupils with special educational needs are very good. As a result these pupils make good progress and almost all achieve nationally expected standards by the age of eleven.

- 12 The school makes very good provision for the pupils with special educational needs. Although the number of pupils on the school's register of special educational needs is about the same as for other schools of this size there are more pupils than average with a statement of special educational need. Most of these pupils have dyslexia. The special needs coordinator is well qualified to teach these pupils and they benefit from her expertise and make good progress.
- 13 Pupils with learning difficulties are identified quickly. The coordinator, in consultation with the class teacher and the parents, draws up individual education plans. The pupils themselves are fully involved where possible. Pupils know what their targets are and are proud of the progress they make towards achieving these targets. Pupils enjoy attending the regular meetings at which their progress is reviewed and this helps them realise what the school is trying to do to help them and keeps them fully aware of what they still need to achieve. This involvement, and the skill of the special needs coordinator, contributes to the good progress made by pupils with special educational needs.
- 14 All pupils with special educational needs have full access to the National Curriculum. Pupils receive a broad and balanced curriculum. The introduction of the literacy and numeracy strategies for learning give an improved structure in which pupils with special educational needs can increase their competence in the basic skills. Teachers are fully aware of the needs of these pupils and match activities carefully to their needs and to their individual education plans. In the classroom pupils are carefully helped by learning support assistants. Pupils make good progress when withdrawn from lessons for work with the special needs coordinator. The coordinator fully involves the pupils by making the work interesting and planning work that builds on pupils' knowledge and understanding in small, achievable steps, thus ensuring that pupils succeed and take an interest and a pride in what they do.
- 15 Good liaison with outside agencies such as the educational psychologist ensures that needs are quickly identified. The headteacher and governors provide good resources using the school's financial resources and external grant funding.

The school provides very well for the pupils' personal development and their spiritual, moral and social development. As a result pupils' relationships and their attitudes to school are very good.

- 16 The provision for the pupils' spiritual development is very good. Collective worship is held each day and reflects the Christian ethos of the school. Pupils enjoy moments of quiet reflection when a candle is lit, during the playing of music, through prayer and through listening to Bible stories. Pupils enjoy singing hymns and the enthusiasm with which they sing is uplifting and contributes to the spiritual atmosphere of the assembly.
- 17 The provision for pupils' moral development is very good. Staff encourage positive approaches to behaviour and pupils are helped to understand the difference between right and wrong and to see the consequences of their actions on others. All adults in the school set a good example to pupils and encourage good relationships. Collective worship and circle time all make a valuable contribution to pupils' moral development.
- 18 The provision for pupils' social and personal development is very good. Pupils are aware of the plans to revive the school council and they look forward to the opportunity to have more say in the decisions relating to their school. Pupils in Year 6 have an opportunity to demonstrate a greater sense of responsibility when they become 'buddies' to younger pupils and take responsibility for managing behaviour in the playground. All pupils are encouraged to take responsibility for their learning when they are involved with their teachers and parents in setting targets for themselves each term. They learn to take a social responsibility through activities such as learning more about the plight of the orphans in Brazil and developing links through Pastor Ernesto.

- 19 As a result of this good provision, pupils' attitudes to school and to their work are very good. In lessons they work hard and take great care and pride in their work. They are polite and courteous with adults and with each other. This was seen in a Year 6 personal and social education lesson when pupils were debating the issues involved in the fuel crisis. Pupils listened carefully to what others had to say and tried to look at situations from the point of view of others. In assemblies, behaviour is very good. Pupils participate cheerfully with enjoyment and enthusiasm, but also sensibly and with a sense of respect for the occasion. At playtimes and lunchtimes pupils play together quietly with tabletop games or enthusiastically, but sensibly, with more energetic games on the field. Relationships are good. Although some parents expressed concern about the level of bullying in the school there was no evidence during the inspection of bullying. Discussion with pupils revealed that they feel that bullying is no longer an issue. This is because they believe that the pupils responsible for bullying in the past have now left the school. The recently introduced playground games keep pupils busy at playtimes and pupils thought that this initiative may also have reduced the incidence of bullying.

WHAT COULD BE IMPROVED

Standards in information technology at the end of both key stages.

- 20 An issue of the last inspection was to improve standards of attainment in information technology. In response to this issue the school has worked to improve the situation by providing a computer suite. Standards however were below expectations in both of the lessons observed. Judgements based on first hand observations of pupils' skills at the end of both key stages are not possible because apart from one pupil in Year 6, computers were not used in these classes during the course of the inspection. One pupil in Year 6 was competently using a computer for word processing and for work in mathematics. This was to support him because he had difficulty in writing his ideas on paper.
- 21 Pupils in Year 1 learning how to use a new program were unsure about how to use the mouse and the keyboard. A significant number of pupils in Year 4 were not able to load programs independently and some had poor keyboard skills. This is below expectations for pupils of this age. Many pupils have computers at home and this has enabled those pupils to acquire basic computer skills. However, the school does not provide enough opportunities for pupils to practice a wider range of skills such as modelling, the use of computers to store information, produce graphs and interpret information or the use of CD-ROMs and the internet to support personal research in a range of different subjects. The computer suite is left unused for long periods of time. For example it was not used on either morning or on one afternoon during the two days of the inspection. Few examples were observed of information technology being used to support learning in other areas of the curriculum.
- 22 The school is aware that this is an area that still needs to be developed. The problem has been created partly because the coordinator responsible for information technology has been unwell for some time and partly because much of the hardware in the school is old and needs replacing or updating. The school has already used funding available to begin this process and intends to continue. There is, for example, no technology available to enable pupils to use computers to take measurements when conducting science investigations and there is at present only one computer linked to the internet.

The opportunities for parents and carers to discuss everyday issues with the teacher, especially in the foundation stage and at Key Stage 1.

- 23 At the parents meeting, in letters and in questionnaires returned, a significant minority of parents and carers thought that, although they felt comfortable about approaching the headteacher with questions or a problem, they would not feel comfortable about approaching some of the staff in the school. As a consequence they did not feel fully informed about the progress that their children were making. These complaints were expressed particularly by the parents and carers of the younger pupils in the reception class and at Key Stage 1.

- 24 Inspectors are aware of the efforts made by the school to improve relations with parents and feel that quality of information given to parents and the number of formal opportunities parents have to discuss their children's progress is very good. However, the inspection team supports the views expressed by some parents that the arrangements for collecting pupils from the reception class do not give parents and carers opportunities to speak informally with the teacher. By asking parents to wait outside, the school could be seen as being unwelcoming. However the inspection team disagrees that these arrangements have been made with the intent of isolating parents, and recognises that they have been done to ensure that lessons are not interrupted and that children are safely delivered to parents and carers at the end of each day. The inspection team also recognises that the misconceptions of some parents may affect their future relationship with the school.

The teaching commitment of the headteacher does not allow him sufficient time to ensure that his present strong leadership role in the school and the good quality of his teaching can be maintained at all times.

- 25 The headteacher provides strong leadership and manages the school effectively. He provides clear educational direction for the work of the school. He has successfully nurtured good relationships between all members of the school community and has been successful in maintaining and improving the standards in the school. He has a 50 per cent teaching commitment during which time he teaches the Year 4 class. This has enabled him to gain a greater understanding of the recent National Curriculum changes and the demands on class teachers and has helped him in managing the school effectively.
- 26 Although the headteacher satisfactorily combines both the role of headteacher and classroom teacher for much of the time, when extra demands are placed on him his disproportionately high teaching commitment prevents him from managing both roles effectively. For example, from Easter last year the other teacher responsible for Year 4 took maternity leave and so the headteacher undertook the entire teaching commitment. During this period, some parents felt that the teaching role was not satisfactorily carried out. Examples were given by parents of less homework being given; reward certificates not being given on time and a request that only parents with a specific concern should attend the summer term parents' meeting. Parents felt that their children made less progress during this term than they expected them to make.
- 27 The heavy workload of the headteacher means that, whilst there has been a good level of improvement overall since the last inspection, some aspects have not improved as much as the school had planned. For example, due to staff sickness, the headteacher has had to take on the extra responsibility of coordinating the curriculum for information technology. Owing to his other commitments he has been unable to make the impact needed in this area of the curriculum. He has been conscientious in monitoring the quality of teaching in the school, but pressures of time have resulted in formal recording not being completed and therefore not available as a permanent record to help teachers to improve further.
- 28 The headteacher is well supported by an able and hard working school management team, but because it has only recently been appointed its impact on school development cannot yet be judged.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 29 To maintain the quality of education and promote further development, the governing body, the headteacher and the staff should:
- (1) Raise the standards in information technology at the end of both key stages by:
 - ensuring that the information technology suite is extended and that it is not being left unused for long periods each day;
 - devising strategies to use computers more regularly within lessons and across the full range of subjects;

- ensuring that teachers, when planning their lessons in other subjects, identify opportunities for pupils to use information technology.
- (2) Improve the day-to-day links with parents and carers of pupils by:
- reminding them of the daily opportunities already provided for them to discuss everyday issues with the teaching staff, especially in the reception class
 - making clear to parents and carers the reasons why it is not always appropriate to discuss their children's progress at other times.
- (3) Ensure that the headteacher's teaching commitment is reduced sufficiently to permit him enough time to maintain his strong leadership role and take on the additional responsibilities that are sometimes required of a headteacher.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	53%	41%	6%			

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)		204
Number of full-time pupils eligible for free school meals		3

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		7
Number of pupils on the school's special educational needs register		39

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	15
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	3
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	14	18	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	18	18	18
	Total	32	32	32
Percentage of pupils at NC level 2 or above	School	100 (97)	100 (97)	100(100)
	National	82 (81)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	18	18	18
	Total	32	32	32
Percentage of pupils at NC level 2 or above	School	100 (97)	100 (97)	100 (97)
	National	82 (76)	86 (85)	87 (86)

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
	1999	16	15	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	13
	Girls	15	15	14
	Total	29	29	27
Percentage of pupils at NC level 4 or above	School	94 (78)	94 (78)	87 (81)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	15
	Girls	15	15	14
	Total	29	30	29
Percentage of pupils at NC level 4 or above	School	94 (87)	97 (87)	94 (87)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	1
Pakistani	
Bangladeshi	
Chinese	
White	179
Any other minority ethnic group	

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)	7.9
Number of pupils per qualified teacher	26.3
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	48

Qualified teachers and support staff: nursery

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

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

Number of pupils per FTE adult	
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FTE means full-time equivalent.

Financial information

Financial year	1999 - 2000
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	£
Total income	329,650
Total expenditure	348,733
Expenditure per pupil	1,718
Balance brought forward from previous year	- 3,881
Balance carried forward to next year	- 22,964

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	204
Number of questionnaires returned	123

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	38	4		2
My child is making good progress in school.	37	50	7	1	5
Behaviour in the school is good.	37	54	2		7
My child gets the right amount of work to do at home.	19	52	18	6	5
The teaching is good.	35	53	2	2	8
I am kept well informed about how my child is getting on.	27	49	15	5	4
I would feel comfortable about approaching the school with questions or a problem.	48	35	10	3	4
The school expects my child to work hard and achieve his or her best.	40	53	1	1	5
The school works closely with parents.	24	49	15	6	6
The school is well led and managed.	26	50	12	7	5
The school is helping my child become mature and responsible.	31	53	6	2	8
The school provides an interesting range of activities outside lessons.	28	37	16	13	6

Other issues raised by parents

- The approachability of some of the teachers, especially those in the reception class and Key Stage 1 is such that parents feel unwelcome and unable to discuss day to day issues.
- The workload of the headteacher. Parents believe that in taking a full time teaching commitment last term the education of the pupils in his class suffered.