

INSPECTION REPORT

Byerley Park Primary School

Greenfield Way, Newton Aycliffe,

County Durham DL5 7LE

Durham LEA

Unique reference number: 114189

Headteacher: Mr Alan Hunt

Reporting inspector: Barbara Jordan

6896

Dates of inspection: 25th-29th September

Inspection number: 224731

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: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Greenfield Way
Newton Aycliffe
County Durham

Postcode: DL5 7LE

Telephone number: (01325) 300 598

Fax number: (01325) 311 560

Appropriate authority: The Governing Body

Name of chair of governors: Mrs Margaret Armstrong

Date of previous inspection: 27th January 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Byerley Park Primary School has 248 boys and girls aged between four and eleven years. It is about the average size for a primary school. The school draws its pupils mainly from the local private housing estates. Children under five years are taught in two reception classes. At the time of the inspection very few children in the reception classes had reached their fifth birthday. The children's attainment when they start school is above average and they have well developed language and social skills. The school is popular and is oversubscribed which leads to a great deal of pressure on space. The number of pupils entitled to free school meals is well below the national average (2.5%). A small group of pupils (seven) speaks English as an additional language and none is at an early stage of English language acquisition. The percentage of pupils on the school's special educational needs register is broadly in line with the national average. There is one pupil with a statement of special educational needs.

HOW GOOD THE SCHOOL IS

Byerley Park is a very effective school with a very good ethos and caring environment. Standards are well above the national average in English, mathematics and science at both key stages and when compared with similar schools. Teaching and learning are good and pupils' attitudes to school and their behaviour are very good. Through the small size of the classes and the high quality provision, including teaching, pupils in the reception classes are given a very good start to their education. The school is very well led and managed. The headteacher and senior staff build strong teamwork among staff. As expenditure per pupil is around the national average, the school provides good value for money.

What the school does well

- attainment in English, particularly reading, and mathematics is very high at both key stages due to effective teaching of literacy and numeracy
- the quality of teaching is good and results in high achievement in most subjects
- pupils' behaviour is very good and they have very positive attitudes to their work and towards each other
- the pupils' skills in Information Communication Technology (ICT) are very well developed. Through high quality provision these skills are well used across the curriculum
- the very high quality of the teaching and learning in the reception classes gives pupils a 'flying start' to their education
- procedures for analysing pupils' performance and assessing learning are very effective and contribute to raising standards
- the school benefits from very good leadership and effective management, which gives clear direction to the work of the school and builds strong teamwork among staff

What could be improved

The school has no major weaknesses, but in order to improve further, should consider:

- improving the teaching and learning of music throughout the school
- the greater use of music to enrich the daily life and culture of the school

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been very good improvement since the school was last inspected in January 1997. High standards have been maintained in English, mathematics and science over the past four years. Standards at age eleven have risen in line with the national trend. The percentage of teaching that is good, very good or excellent has increased since the last inspection. The school has made very good improvements in the areas identified as key issues in the previous inspection. There are now very effective systems for tracking and assessing pupils' progress and for analysing test results, and this information is the basis for setting targets for the school. Planning for action, as a result of the data analysis, becomes part of the school development plan, which is an effective tool giving clear direction to the work of senior managers, governors and teachers. There is now more involvement of the governing body in managing the school. Governor committees have been introduced which provide a clear structure for monitoring and evaluating the school's work. Governors now have a good understanding of their role and make a significant contribution to the effectiveness of the management. Very good progress has been made in developing multicultural awareness since the last inspection. There is now a good range of appropriate resources. The content of the curriculum and the use of images in the environment, particularly posters and photographs, reflect a multicultural society. Improving the effectiveness of co-ordinators has been rigorously addressed through a new innovative structure of paired co-ordination in the core subjects. This provides greater cohesion across and between key stages and ensures that all pupils make good progress. Key stage co-ordinators undertake a wide range of monitoring activities the results of which are used to identify areas for improvement and to determine plans for action.

STANDARDS

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

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1997	1998	1999	1999	
English	B	B	A	A	well above A
mathematics	A	A	A	B	average above B
science	A	C	A	A	average C
					below average D
					well below E
					average

The majority of children in the reception classes achieve beyond what is normally expected for their age in language and literacy, early mathematical skills and personal and social development. This good start to their education contributes substantially to the high standards achieved in the school. In the 1999 tests, at the end of key stage 1, pupils' results in reading, writing and mathematics are well above the average in comparison with all schools nationally and with similar schools.

The percentage of pupils achieving at the higher level is well above the national average. Pupils make particularly good progress in reading. On average pupils are about two terms

ahead of their age group nationally at both key stages. Standards of speaking and listening are high throughout the school. At age eleven, in 1999, both boys and girls attain very high standards in the results of national assessments in English, mathematics and science. Attainment in the tests has remained consistently in line with or above the national average over the last few years. Inspection findings confirm that these high standards are being maintained. The school exceeded its targets for 1999 and 2000. Challenging targets in English and mathematics have been set for 2001. Early indications, from the unvalidated results of the 2000 assessments, are that the school has further improved its overall performance and increased the percentage of pupils achieving at the higher levels. Standards are at least as high as they should be in all subjects inspected with the exception of music where pupils do not learn and practise skills sufficiently.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to their work. They are well motivated, sustain interest, persevere with tasks and are keen to contribute.
Behaviour, in and out of classrooms	The behaviour around school and in lessons is very good. As a result, the school is an orderly community characterised by courtesy, politeness and respect for individuals.
Personal development and relationships	Personal development is very good and the school produces mature, confident children. Relationships are also very good and this contributes to a positive, caring ethos. Pupils develop a strong sense of responsibility for themselves and for others.
Attendance	Attendance is good it is above the national average. Pupils enjoy coming to school.

Pupils in reception classes are clearly settled and confident despite only a short time in school. Their attention to and co-operation with each other is very good for their age.

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

Teaching was satisfactory or better in one hundred per cent of lessons observed. Thirty-nine per cent of lessons were good, twenty-eight per cent were very good and five per cent excellent. Teaching is particularly good in the reception classes and at upper key stage 2. Throughout the school teaching is good in Literacy and Numeracy lessons and has resulted in high standards. Teachers plan their lessons well with clear objectives. They have high expectations of their pupils. Lessons are well organised and provide appropriate levels of challenge to all pupils. Most lessons are conducted at a brisk pace. Teachers make their lessons interesting and use time well. They have a good knowledge of the subjects they teach although there is weakness in some aspects of music. Questioning by teachers is very effective and encourages children to think for themselves. Relationships are good in all lessons. There is a high level of mutual respect between teachers and pupils and teachers are

sensitive to the needs of individuals. In most lessons, the support of teachers for individuals and groups is very effective in raising attainment. Classroom assistants are well prepared and work effectively in the classroom. Teachers assess pupils' work in lessons and help them to improve what they are doing. Where teaching was less effective it was linked to a slow pace in parts of the lesson or a lack of confidence in teaching the subject..

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and balanced with appropriate emphasis on Numeracy and Literacy skills. Curriculum provision for children in the reception classes is very good. The teaching and learning of Information Communication Technology is a strength of the school. The school's provision for teaching reading is also a strength. The school provides very well for the needs of all pupils, who find their lessons interesting and enjoyable. There is some weakness in the delivery of the full music curriculum across the school.
Provision for pupils with Special Educational Needs	Good. Pupils with Special Education Needs are fully involved in lessons. They make good progress towards the targets in their individual education plans. Progress is regularly assessed and checked. The school is actively developing its support for gifted and talented pupils.
Provision for pupils with English as an additional language	Good. Pupils make good progress. They are well supported by the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. There is very good provision for pupils personal development which results in them having a highly developed social and moral understanding. The school develops a strong sense of responsibility in its pupils through the positive way in which individuals are treated and the celebration of pupils' achievements. The school also provides good opportunities for cultural development. Spiritual development is satisfactory.
How well the school cares for its pupils	The school has a very caring ethos and a strong family atmosphere. Very good records are maintained and these provide a secure view of how well individuals are doing. Arrangements for health and safety, behaviour management and governor involvement are good. However further training in child protection is needed.

There is a strong sense of belonging to a close knit community within the school. The school is making very effective use of newly recruited classroom assistants who are having a positive impact upon learning at key stage 2.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The quality of leadership and management of the headteacher and senior staff is a strength, and ensures clear direction and purpose to the life of the school. A strong team ethos prevails as does a high level of commitment to the school's aims. Good management tools, for example, the analysis of SATs results, are used effectively to promote improvements.
How well the governors fulfil their responsibilities	Good. Since the last inspection the governing body has gained 'ownership and involvement'. Governors have a good understanding of their role and fulfil their responsibilities for monitoring the work of the school.
The school's evaluation of its performance	There is very effective analysis of how well the school is performing against national standards and similar schools. This information is used well as the basis for initiatives within the curriculum and for target setting.
The strategic use of resources	Good. The school's educational priorities are well supported through financial planning. Specific grants are used effectively and major spending decisions take into account the principles of best value. There is a good level of quality resources for teaching and learning. The school actively seeks additional funding from external sources.

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 way the school expects their children to work hard and to achieve their best • the good progress their children are making • that the school achieves high standards of good behaviour • the good teaching • that their children enjoy coming to school • they are comfortable about approaching the school with questions or a problem 	<ul style="list-style-type: none"> • the range of activities outside lessons

Parents are very supportive of the school and the inspection team's findings confirm their positive views. The inspectors judge that, for its size, the school offers a satisfactory range of activities outside of lessons, including an adventure weekend. Inspectors do not agree with the parents who felt that the range of activities outside lessons could be improved.

The school has a good partnership with its parents and has effective arrangements to keep them informed about their children's progress.

OTHER INFORMATION

The governing body is responsible for drawing up an action plan within 40 days of receiving the inspection report, showing how the school will tackle the improvements needed. This action plan will be circulated to all parents at the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Attainment in English, particularly reading, and mathematics is very high at both key stages due to the effective teaching of literacy and numeracy.

1. When they enter the reception class the children's attainment is above average in language, literacy and early mathematical skills. As a result of high quality teaching and provision for learning, pupils make good gains in their knowledge skills and understanding. At age five most children are exceeding the levels expected for their age in all aspects of their education.
2. At key stage 1 pupils continue to build upon these strong foundations. Many pupils have access to an extensive vocabulary which they use well. Standards of speaking and listening are high. In literacy lessons there is a steady development of strategies for word building and reading. Standards of reading are above expectations. Year 2 pupils have a good grasp of parts of speech and can extend simple sentences using sophisticated adjectives, as in 'the chestnut fox' and 'a pitch black hole'. By the end of the key stage pupils' writing is at an above average standard. The teaching is well planned to meet the objectives of the National Literacy Strategy. Formative assessment is used effectively to identify pupils who are exceeding or falling behind the teaching objectives.
3. Standards in numeracy at the end of key stage 1 are above average and pupils make good progress. The pupils' early mathematical skills are developed well through confident teaching and effective questioning which challenges their thinking. The gains in learning for most pupils are good. Their mental skills are developing well, for instance, in Year 1 pupils are noticing patterns in numbers in a sequence.
4. Pupils at key stage 2 enjoy reading and the majority read confidently and fluently. They have a daily reading session in which they read from a wide variety of quality books. By age eleven, most pupils have reading skills well above the average. They are well equipped to use their skills to research from books and CD roms in a range of subjects. Pupils also read for pleasure and can articulate the reasons for their preferred authors and titles.
5. Writing skills are very good. Independent writing skills are effectively taught through literacy lessons. Pupils learn to write in a variety of styles with good grammar and punctuation. They learn how to improve their writing effectively. For example, Year 6 pupils investigate connectives and then use their findings to create complex sentences. By age eleven, pupils are writing very confidently using an extensive vocabulary. They use word processing programs to present their work, as when writing 'My First Day at School'.

6. Pupils' standards in mathematics at the end of key stage 2 are very high and well sustained by high quality numeracy lessons. The firm foundation in mathematics, that pupils gain as they move through the school, is reflected in the way Year 6 pupils use their mathematical knowledge, skills and understanding in conjunction with a high degree of independence to solve problems. For example, they devise strategies to tackle complex two step calculations successfully and then produce a graph to show their results. By age eleven pupils are confident in handling complex calculations, and can offer mathematical solutions and methods for discussion. Teachers are able to discuss individual problems that arise, thus helping the pupils to make progress more accurately and quickly.
7. Well managed learning enables all pupils to make good progress. Teachers make good use of assessments to identify pupils who need extra help or who are higher attainers in order to give appropriate support and this is helping to raise the attainment of pupils, so that they achieve their full potential.

The quality of teaching is good and results in high achievement in most subjects

8. The quality of teaching is good and in the reception classes and upper key stage 2 it is often very good. Teachers plan well with clear objectives which are carefully outlined to the children at the start of the lesson. They have high expectations of their pupils which are based on a very good knowledge of what they have already achieved. Teachers give clear explanations of what it is they want pupils to learn, such as one step operations with money, finding the cost of multiples, half-price and solving money problems. As a consequence pupils quickly take on new learning. Lessons are well organised and provide appropriate levels of challenge for all pupils. Most lessons are conducted at a brisk pace. The pupils understand how much time they have to complete a set task.
9. Teachers make their lessons interesting and build effectively on what the pupils already know. They make good use of time. A good balance between direct teaching and independent tasks for the pupils is achieved successfully. Questioning by teachers is very effective and encourages pupils to think for themselves. Teachers often ask additional questions about a particular point which challenges their pupils thinking even more. They also make sure that all children have the chance to take part, which is particularly effective in meeting the needs of all pupils.
10. Relationships are good in all lessons. There is a high level of mutual respect between teacher and pupils and teachers are sensitive to the needs of individuals. Pupils have the confidence to ask questions because they know that their ideas will be welcomed. Teachers' expectations are high and pupils respond by accepting responsibility for their own learning. In most lessons the support given to individuals and groups is very effective in raising attainment. Classroom assistants are well prepared and work effectively in the classroom. Teachers assess pupils' work in lessons and help them to improve what they are doing. They regularly identify and record pupils' difficulties in learning and set clear targets for those pupils to be helped to improve.

11.The teaching of literacy and numeracy is good because teachers have a secure understanding of the skills that pupils need to learn. They explain grammatical and numerical terms to their pupils in a clear and informative manner. No weak teaching was observed in the lessons but where teaching was less effective it was linked to a slow pace in parts of the lesson or a lack of confidence in teaching the subject.

Pupils' behaviour is very good and they have very positive attitudes to their work and towards each other

12.The school has high expectations of its pupils and they respond very well. Attitudes to work and behaviour are both very good. Additionally, there are high quality relationships throughout the school. These factors contribute to the creation of a good atmosphere and environment for learning. Parents are very happy with the attitudes and values which the school promotes. Very good behaviour and positive attitudes have been maintained since the previous inspection.

13.Pupils like school and enjoy their work. Attitudes are very good in the majority of lessons, for example, in mathematics pupils work well on task because they have a clear understanding of what to do. In literacy lessons pupils try very hard and at Year 6 pupils show good concentration and application. Pupils work well independently or co-operatively in groups as required. There is no shortage of volunteers to contribute to discussions.

14.Behaviour is very good in lessons and around the school, even when teachers are not present, for example, in the playground at lunchtime. Pupils understand the concepts of good and bad behaviour and they can discuss why the standards are high. Good behaviour is very evident throughout the school, for example, pupils are very courteous and they show respect for property. The high standard of behaviour achieved by the school is recognised and appreciated by parents.

15.Parents strongly believe that the school helps their children to become mature and responsible and the inspection team agree with this view. The pupils respond well to opportunities to take responsibility. There is an effective system supporting younger pupils. Older pupils care for younger school friends thus developing their own personal skills and sense of responsibility. Younger pupils are aware of the support they can get from older pupils and say that this helps them to feel happy in school. Pupils deal confidently with adults and they form very good relationships. This benefits personal development. For example, good relationships allowed personal issues to be explored confidently in a Year 6 personal, social and health education lesson. Pupils like their teachers and pupil/teacher relationships are also good.

The pupils' skills in Information Communication Technology are very well developed. Through high quality provision these skills are well used across the curriculum

16.The school has been very successful in its aim to exceed the requirements of the National Curriculum for ICT. The pupils have responded well and standards of attainment and progress are high in all year groups. For example, key stage 1 pupils are able to access the Internet. As a measure of its success in this area the school has contributed work to the Qualifications and Curriculum Authority.

17.Pupils use ICT successfully throughout the curriculum and teachers clearly have good subject knowledge which supports the development of the pupils' skills. During the

inspection ICT was seen to be used for word processing in English and pattern making in art. Good use of digital photography was also observed in a Year 4 Religious Education lesson, where the teacher was able to display images of local places of worship. From a scrutiny of the pupils' work ICT emerged clearly as a strength of the school at both Key Stages. Pupils produce a range of outcomes using different programs, such as, graphics and word processing as well as using topic information from the Internet. The quality and quantity of work done by pupils using ICT is very good. Parents have been introduced to ICT through a 'parents on line' scheme in which pupils acted as demonstrators.

18.The strength of ICT in the school is derived, in part, from well considered plans and good use of funds from a local authority initiative. This has resulted in the acquisition of good hardware resources at key stage 2, a CD Rom library and a comprehensive programme for training teachers. There are plans for the further development of resources at key stage 1.

19.The ICT co-ordinator monitors the subject and ensures that it is taught and applied throughout the curriculum. The overall provision is enhanced by a computer club which provides extra-curricular activities for groups of pupils over four to five week periods.

The very high quality of the teaching and learning in the reception classes gives pupils a 'flying start' to their education.

20.Most children when they enter the reception classes already have well developed speaking, listening and early number skills. They clearly benefit from joining small classes where the teachers quickly get to know them well and where the curriculum is being managed effectively to meet the needs of many higher attaining children.

21.The standards of achievement of the children are above expectations for age particularly in literacy and numeracy. Children follow the words of a poem as the teacher points, and they have the confidence to speak to the class about the picture. They know letter names and are learning initial sounds 'c' and 'p'. Awareness of initial sounds is good and many pupils are beginning to match, build and read simple words. At this point in the year children write and make books spontaneously, although many are successfully beginning copy writing.

22.By the time they leave the reception classes children can do addition groups to six using well formed numerals and they can order and record numbers to ten with good presentation. They are working up to one year ahead of expectations for age being able to produce a range of written outcomes such as retellings and story planning. They undertake topics, for example, 'Caring for Others', within a broad curriculum. Science topics, as in 'Parts of a Plant', are a particular strength.

23. The teaching is of good quality and greatly enhances the pupils' achievements. Teachers work at a good pace and use directed activities effectively to ensure that all children gain relevant skills and experiences. The planning of the curriculum is thorough and detailed. Planning for literacy and numeracy is very specific and relates to the relevant objectives from the National Strategies. The expectations are high but the children are thriving on the challenge and receive well targeted support to enable them to make good progress in their learning. High levels of both co-operation and independence are fostered in the children and to support this the involvement of classroom assistants is well planned. There is good liaison among staff.

Procedures for analysing pupils' performance and assessing learning are very effective and contribute to raising standards.

24. A detailed analysis of the school's results in Baseline and National Assessment Tests is undertaken each year. Trends in the data are noted and where weaknesses are identified action plans are put in place. For example, the difference in attainment between boys and girls at key stage 1 is being addressed through a range of curriculum initiatives including the introduction of literacy web, new records for reading web and the targeting of key words. Likewise at key stage 2 improvement in the attainment of boys in English is being achieved through the introduction of new resources, the extended use of writing frames and classroom assistants working with targeted groups of pupils. These initiatives are having a positive impact upon the quality of learning and the standards pupils are achieving.

25. On a day to day basis teachers carry out assessments to identify pupils who are not achieving the teaching objectives for specific lessons and those who are achieving above the objective. Through this assessment mechanism, support for groups of pupils can be put into place to ensure that higher attaining pupils are sufficiently challenged in their learning, while those who are having difficulties are supported and helped to make progress. In addition, other assessment systems are in use across the school. For example, a pupil achievement file, pupil progress tracking using a range of performance data and NFER analysis all of which are used to gain a clear understanding of pupils' achievements and rates of progress. Comparative data is shared with parents at meetings to discuss their children's progress.

26. The school is supporting groups of pupils at key stage 2 with additional reading and writing sessions and has recently recruited classroom assistants to work with each class. Early indications are that this is having a positive impact upon reading.

27. The information gathered from the various forms of assessment is utilised in the setting of high, but attainable targets at school, class, group and individual pupil level.

The school benefits from very good leadership and effective management, which gives clear direction to the work of the school and builds strong teamwork among staff.

28. The quality of leadership and management is a strength of the school. The headteacher, together with the deputy head and senior manager, has a very clear view of what needs to be done to continue to improve the school. The headteacher is outward looking and is working with the local secondary school in seeking funding and external support for curricular developments that will enrich further the quality of education provided by the school.
29. Communication is good and is instrumental in building a strong team ethos and engaging all staff in fulfilling the aims of the school. Their commitment to continuing improvement and success is shown in the high standards being achieved by the pupils and their very good personal development.
30. Through their committee structure, the governors have a mechanism which ensures that they are well informed about all aspects of the school and that they are involved in decision making. This results in a well prioritised Development Plan focused upon school improvement. The Plan is regularly reviewed and achievements evaluated. The staff and governors share a common goal to continue improving. Governors understand the challenges facing the school and through the Development Plan they are clear about what needs to be done. Governors also have close involvement in financial planning and they seek best value in major spending decisions.
31. The school is experienced in evaluating its own success. The deputy headteacher is skilled in analysing data and the information gained is used effectively to check that the school continues to improve, and to set targets for the pupils. The information is also used to highlight the needs of particular groups of children or areas for curriculum development. For example the initiatives undertaken at both key stages to improve the standards of boys, and the deployment of new teaching assistants to support groups of pupils at key stage 2.
32. Co-ordinators are active in monitoring their subject through checking planning, scrutinising work and observing teaching and this information is used well to develop further the quality of teaching and learning.

WHAT COULD BE IMPROVED

The teaching and learning of music throughout the school.

33. Whilst the overall curriculum provided by the school is good and high standards are achieved in most subjects the teaching and learning of music is an exception to this pattern.
34. The standard of singing, as shown in assemblies, is below expectations for age at both key stages. Pupils do not sing with confidence, find it difficult to keep time and to sing tunefully. In the music lesson observed pupils' attainment was below expectations in singing and in the production and control of a range of rhythms.
35. Some lack of confidence among the teaching staff in their knowledge of the subject is clearly a contributory factor to this situation. In addition, teachers' planning in this area is weak, consequently pupils are not always receiving quality music lessons which build up their listening, singing and music making skills in a progressive way.

The greater use of music to enrich the daily life and culture of the school.

36. The school is aware of its shortcomings in the provision of a rich musical experience and environment for its pupils and is actively seeking to make music more of an integral part of the fabric of the school. It has joined with the local comprehensive in a bid for funding for 'the arts'. This has the potential to help improve the teaching and learning of music across the school. It is investing in new CDs and a player in order to bring music into assemblies and it is seeking support from the LEA to help improve the standard of singing. These measures will go some way to improving the current situation in which pupils have limited lesson time spent on music and few further opportunities to listen to and appreciate music in other contexts such as assemblies and other subjects of the curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve further the governors and senior managers should seek to :

- 1) Improve the teaching and learning of music throughout the school, by:
 - further developing teachers' expertise and confidence in the teaching of skills and singing through additional training or support.
 - ensuring the full implementation of the music National Curriculum, and that pupils make appropriate progress

- 2) Make greater use of music to enrich the daily life and culture of the school by:
 - introducing pupils to the enjoyment of music from different eras, cultures and traditions within a planned programme
 - introducing pupils to music within the wider curriculum

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5%	28%	39%	28%	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	248
Number of full-time pupils eligible for free school meals	0	9

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	34

English as an additional language	No of pupils
Number of pupils with English as an additional language	9

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	6

Attendance

Authorised absence

	%
School data	4.7%
National comparative data	5.4%

Unauthorised absence

	%
School data	0.0%
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	17	15	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	17	17
	Girls	15	15	15
	Total	31	32	32
Percentage of pupils at NC level 2 or above	School	97%	100%	100%
	National	82%	83%	87%

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	17	17
	Girls	15	15	15
	Total	32	32	32
Percentage of pupils at NC level 2 or above	School	100%	100%	100%
	National	82%	86%	87%

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	17	16	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	16
	Girls	15	13	15
	Total	30	28	31
Percentage of pupils at NC level 4 or above	School	91%	85%	94%
	National	70%	69%	78%

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	15
	Girls	16	13	15
	Total	31	28	30
Percentage of pupils at NC level 4 or above	School	94%	85%	94%
	National	68%	69%	75%

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

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	9
White	239
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)	10
Number of pupils per qualified teacher	25
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	30

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Financial information

Financial year	2000 - 2001
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	£
Total income	431,233.00
Total expenditure	431,192.00
Expenditure per pupil	1,738.00
Balance brought forward from previous year	16,211.00
Balance carried forward to next year	16,252.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	251
Number of questionnaires returned	68

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	82%	13%	1%	3%	1%
My child is making good progress in school.	76%	19%	2%	0%	3%
Behaviour in the school is good.	72%	24%	1%	0%	3%
My child gets the right amount of work to do at home.	42%	45%	11%	0%	2%
The teaching is good.	79%	17%	0%	0%	4%
I am kept well informed about how my child is getting on.	48%	45%	5%	0%	2%
I would feel comfortable about approaching the school with questions or a problem.	79%	15%	4%	0%	1%
The school expects my child to work hard and achieve his or her best.	87%	10%	0%	0%	3%
The school works closely with parents.	57%	37%	3%	0%	3%
The school is well led and managed.	68%	27%	1%	0%	4%
The school is helping my child become mature and responsible.	69%	28%	0%	0%	3%
The school provides an interesting range of activities outside lessons.	42%	32%	13%	4%	9%