

INSPECTION REPORT

THORNER CE PRIMARY SCHOOL

Thorner, Leeds

LEA area: Leeds

Unique reference number: 107994

Headteacher: Mrs S Guest

Reporting inspector: Mr B Holmes
15215

Dates of inspection: 9th – 10th October 2000

Inspection number: 224955

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	C E Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Kirkhills Thorner Leeds
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Telephone number:	(0113) 2892541
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Richard Myers
Date of previous inspection:	6 th November 1995

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 7
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	8 - 11
WHAT COULD BE IMPROVED	11 - 12
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	12
PART C: SCHOOL DATA AND INDICATORS	13 - 16

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school serves the community of Thorner Village in the city of Leeds. It is a voluntary controlled Church of England school, which provides education for boys and girls between the ages of four and eleven. Since the last inspection in 1995, the school roll has increased in number. Building alterations are currently being undertaken, which will provide increased teaching accommodation. There are a total of 142 pupils of which 86 are boys and 56 are girls.

The majority of the pupils live in the community near to the school. However, a significant minority of the pupils live outside the immediate locality and come to the school because of its Christian foundation and good reputation. Accommodation in the area is mainly privately owned. About seven per cent of the pupils join or leave the school other than at the usual time. The number of pupils known to be eligible for free school meals is 15 (9 per cent), which is below average. Around 7 (5 per cent) of the pupils have English as an additional language. There is a total of 13 pupils (9 per cent) who are on the special educational needs register. This total is below the national average. Two of these pupils have a statement of Special Educational Need. The level of attainment of the majority of children on entry to the school is above the level expected.

HOW GOOD THE SCHOOL IS

This is a very good school, which places a high priority on providing pupils with an all-round education. It has good procedures for supporting pupils' welfare. Standards in English are very high in comparison with the national average at the age of eleven, well above average in mathematics and above average in science. In comparison with similar schools, pupils' attainment is very high in English, well above average in mathematics and in line with the average in science. The quality of teaching and learning is good, often very good and occasionally excellent. Teachers have particularly high expectations of what pupils can do. Provision for pupils with special educational needs is good and the school's strategies for literacy and numeracy are very effective. Pupils' attitudes to learning, their behaviour and personal development are very good. The provision for pupils' personal development is very good overall, with spiritual and social development being particularly strong. The school cares well for its pupils. The headteacher, supported by the associate head, leads the school well and the governing body plays an effective role in helping to shape the direction of the school. Overall, the school provides good value for money.

What the school does well

- Standards in English and mathematics are well above average by the time pupils are eleven. Pupils make good progress throughout the school, including those with Special Educational Needs and English as an Additional Language.
- Pupils' attitudes, behaviour, relationships and personal development are very good.
- The provision for pupils' spiritual and social development is very good and the school supports pupils' moral and cultural development well.
- The quality of teaching is good, with a significant amount of very good teaching and examples of excellent teaching. In Key Stage 2 teaching is very good overall.
- The leadership of the headteacher and associate head is very good and, together with the governing body, provides a clear direction for the school.
- The school provides a very good level of care for its pupils.

What could be improved

- The proportion of pupils who attain Level 2 by the age of seven is above average. There needs to be an improvement in the proportion of pupils attaining the higher level (Level 3).
- Pupils' progress in information and communication technology is not maintained after a good start. There are too few computers for pupils to have sufficient access to them.

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. Since that time the school has maintained its strengths, such as the high standards in English and very good standards of pupils' behaviour and attendance. It has made a good improvement in addressing the areas for development identified in the last inspection and in

other aspects of its work. Standards in mathematics have improved and are well above average by the age of eleven. The school has already identified that more needs to be done to ensure that higher attaining pupils reach their full potential at the age of seven. Procedures for assessing pupils' progress have improved and are fully in place. The school makes very good use of the information it gains from assessing pupils' level of attainment, to plan future lessons and to set pupils realistic targets for future improvement. The school has improved its financial controls and the governing body now play a much more active part in shaping the direction of the school. The school has also developed a very effective system for monitoring the quality of teaching and learning. The quality of teaching has improved to the extent that in nearly half of the lessons observed, teaching was very good or 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
	1997	1998	1999	1999
English	A*	A*	A*	A*
Mathematics	A*	A*	A	A
Science	A*	A*	B	C

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

By the age of five, through good teaching in the Reception class, most pupils are in line to exceed the Early Learning Goals in the Foundation Stage. Over the last three years, pupils have consistently attained standards that are very high or well above average at the end of Key Stage 2. Over the last four years, standards have improved broadly in line with national trends. Standards of work observed during the inspection are above average for pupils by the age of seven and well above average by the age of eleven. The achievement of all pupils, including those with special educational needs and with English as an additional language, is good throughout the school. Standards in information and communication technology are satisfactory but vary from class to class and pupils' progress is inconsistent after a very good start in the Reception class. The school has set challenging targets for its pupils in literacy and numeracy and is on course to meet them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to their learning. They are keen to succeed and very interested in their work.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is very good. The pupils show respect for their teachers and respond positively to their high expectations for behaviour.
Personal development and relationships	Pupils show a good level of personal responsibility and use their initiative well. Relationships throughout the school are very good.
Attendance	The attendance of pupils is very good.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Very 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 is good overall. Some excellent teaching was observed and 40 per cent of teaching was very good. A further 50 per cent of teaching was good. No unsatisfactory teaching was seen during the inspection. The quality of teaching in literacy and numeracy is strong. Teachers have a very secure subject knowledge, which they use well to support pupils' learning. A particular strength is that teachers have very high expectations of what the pupils can do. In the best lessons, teachers use skilful questions, which challenge pupils' thinking and they use a very good range of teaching methods. These methods give pupils opportunities to think for themselves and to work creatively. Pupils respond very well to the challenging activities set for them and make good progress. They have very positive attitudes to their work and try hard to do their best.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum includes all National Curriculum subjects, is relevant to pupils' needs and provision for extra-curricular activities is good.
Provision for pupils with special educational needs	Good. Individual education plans identify clear targets to support pupils' achievement. Special educational needs staff have a beneficial effect on pupils' progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for pupils' spiritual and social development is very good. The provision for their moral and cultural development is good. This provision has a very positive impact on pupils' personal development.
How well the school cares for its pupils	Very good. Procedures for child protection and ensuring children's welfare are very good. Assessment procedures and those for monitoring pupils' academic performance are also very good.

The school provides parents with a good range of general information and organises meetings for them to find out how the curriculum is taught to their children. Annual reports to parents are good and the school works well with its parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall. The headteacher has a strong sense of purpose and, together with the associate head, has a very clear view of what needs to be done to raise standards further.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well. They are generally aware of the strengths and areas for development within the school and, together with the staff, share a commitment to improvement and raising standards further.
The school's evaluation of its performance	Very good. The headteacher, associate head and subject co-ordinators monitor and evaluate the school's performance and the quality of teaching and learning regularly throughout the school year. A detailed analysis is made of test results to support curriculum planning.
The strategic use of resources	Good. Staff, accommodation and learning resources are used well to support the work of the school. Specific grants are directed well to enrich pupils' learning. The principles of best value are effectively applied to the purchasing of resources.

Financial planning and administrative procedures are effective. Procedures for staff appraisal and opportunities for the professional development of staff are very good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children make good progress.• The teaching is good.• Behaviour is good.• The school expects children to work hard and achieve their best.• The school works closely with parents.• The school helps children to become mature and responsible.	<ul style="list-style-type: none">• The information provided on their child's progress.• The range of activities outside lessons.• Approaching the school to deal with a problem.

Inspectors agree with parents' positive comments. Inspectors found that the school has clear procedures for dealing with problems related to pupils and that it provides a good range of out-of-school activities for the size of school and numbers of pupils concerned. Inspectors do not, therefore, agree with these concerns. The school does provide adequate information for parents on their children's progress, but might consider increasing the range of information provided by sharing pupils' targets for learning with their parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English and mathematics are well above average and pupils with special educational needs and English as an additional language make good progress.

1. The school has been successful in improving standards of attainment in English and mathematics since the last inspection. By the time pupils are seven, standards of attainment are above average and, by the time they are eleven, standards of attainment are well above average. In science, standards of attainment are above average by the time pupils are seven and again when they are eleven. Inspection evidence shows that the standards of work observed in the school are consistent with the results pupils attain in national tests at the ages of both seven and eleven. Over the last four years, standards attained have risen faster than national trends in English, and in line with them in mathematics and science. In comparison with similar schools, results by the end of Key Stage 2 are very high in English, well above average in mathematics and in line with the average in science.
2. The school has implemented the Literacy and Numeracy Strategies successfully and these are helping to ensure that standards in English and mathematics are very good. Pupils' speaking and listening skills are very good. Most pupils speak confidently and use an interesting vocabulary. They speak in a way that is tailored to the needs of their audience. For example, in an excellent Year 6 literacy lesson, pupils used inference and deduction in presenting information about the sinking of the Titanic. Pupils have very good standards of reading. They read with fluency, good expression and obvious enjoyment. For example, in a very good literacy lesson in Year 2, pupils expressed their views on their story 'Not now Bernard' and independently used phonic strategies to read unfamiliar words. Teachers often provide good opportunities, particularly towards the end of a lesson, for pupils to listen, discuss and learn from others' work and to use new subject specific words learnt whilst carrying out their activities.
3. In numeracy, the school has placed appropriate emphasis on improving pupils' mental agility. This has had a positive impact on pupils' ability to solve problems. Teachers have a very secure understanding of numeracy and this, together with well planned lessons, helps pupils to recognise and understand that there may well be different, but correct, ways of solving the same problem. In a very good numeracy lesson in the Year 3 class, very good use is made of practical examples to illustrate the concept of shape to pupils. This helps them to attain well because they are very clear about what is expected of them. The school has already recognised that it needs to improve provision for pupils in developing their ability to handle and interpret data.
4. The school supports pupils with special educational needs and English as an additional language well. The staff work hard to ensure that these pupils are valued and play a full part in the life of the school. The positive approach to including all pupils in activities makes a significant contribution to their personal development and their level of confidence. Other pupils show a positive and supportive attitude towards pupils with special educational needs and those with English as an additional language. For example, in a literacy lesson, pupils of different abilities collaborated well together in a shared reading session and showed very good levels of respect for each others' contributions.
5. The pupils with special educational needs have well focused individual education plans, which provide clear attainable targets to help pupils make good progress. Teachers and learning support assistants work closely together. The level of support provided for pupils, in small groups or individually, has a positive impact upon pupils' rate of achievement and attainment. Careful and regular assessments of pupils with special educational needs and those for whom English is an additional language are made so that the rate of learning is closely monitored and future learning is planned to build on what pupils already know, understand and can do. The result of this provision is that those pupils with a special educational need or for whom English is an additional language make good progress throughout the school.

Pupils' attitudes, behaviour, relationships and personal development are very good.

6. Pupils have very positive attitudes towards their work. They enjoy coming to school, are interested in their activities and work together in an atmosphere of mutual respect and support. This, together with

the caring and informed work of the staff, help to ensure that pupils' personal development is very good. Relationships between pupils and between pupils and the adults around them are very good and are a strength of the school. Parents, too, feel strongly that the ethos of the school supports their children in becoming mature members of the community. These important aspects of the school have a very positive impact on pupils' learning and the standards attained.

The provision for pupils' spiritual and social development is very good and the school supports pupils' moral and cultural development well.

7. The curriculum is well supported by very good provision for spiritual and social development. Opportunities are provided for reflection and prayers and pupils are taught about Christian values. For example, in a very good assembly taken by the headteacher about the betrayal of Jesus by Judas, pupils were asked to reflect upon their inner feelings. The point that there are two sides to most aspects of life was sensitively emphasised and understood by the pupils because of the practical focus of the assembly. The school is a harmonious community, based upon trusting and respectful relationships, where pupils are valued. The school places a high priority on pupils' development and their self-esteem and opportunities to share and reflect experiences are consciously developed in a number of classes. Consequently, pupils have a very good awareness of themselves. The school has close links with the clergy and the parish.
8. The school provides very good opportunities for pupils to develop their social awareness. They are expected to take care of others. This attitude is promoted well through the way that staff build relationships with pupils. Pupils are provided with good opportunities in their classes to undertake responsible duties for the benefit of all the class. In a very good religious education lesson in the Year 5/6 class, pupils are provided with very good opportunities to work together and to take responsibility for their own learning. Older pupils are elected to undertake the role of house captain. Older pupils are also provided with opportunities to help around the school, for example, by preparing the hall for assemblies and taking registers back to the office. There is a school council that includes representatives from each class between Years 3 and 6. The pupils discuss, and make suggestions about, a range of issues related to their lives in school. Pupils' social development is also well supported through the activities available after school. The school regularly raises money for others less fortunate than themselves; for example, pupils raised money for the Blue Peter appeal. The school helps to underline the importance of pupils' social development by celebrating their achievements in assembly every Friday.
9. The school provides good opportunities for pupils to develop their moral awareness. Staff provide a consistent approach to dealing with moral issues and pupils have a strong sense of right and wrong. Teachers provide good role models for pupils, thus underpinning the importance of appropriate moral behaviour. Pupils are clear about the differences between acceptable and unacceptable behaviour in school. They know what the sanctions are and what they have to do to gain rewards. School assemblies are used very effectively as a means of reminding pupils of right and wrong and to emphasise that everyone is responsible for their actions.
10. Pupils' cultural development is supported well. Their awareness of other cultures and faiths is developed in a number of ways. They learn about Hinduism and Islam through their religious education lessons. The school has advanced plans to make pupils aware of Caribbean culture through Caribbean dance, which is to be offered as an extra-curricular activity. Pupils go on visits to places of local interest in their work on history and religious education and visitors into school, such as 'Viking', enrich their learning experiences. Pupils in Year 5 go on a residential visit to Ilkley and in Year 6 they go to Todmorden. French has been offered as extra-curricular activity and a group of older pupils organised a 'French café' for parents. In English, pupils are introduced to poetry and a variety of different authors in their literacy work.

The quality of teaching is good, with a significant amount of very good teaching and examples of excellent teaching. Skills of literacy and numeracy are well taught.

11. The good quality of teaching has a strong impact on pupils' learning. Since the previous inspection, the quality of teaching has improved and become more consistent across the school. During the week of inspection, no unsatisfactory teaching was seen. The vast majority of teaching observed was good, with a significant proportion of very good teaching and some excellent teaching in the Year 5/6 class.

In Key Stage 2, the quality of teaching is very good overall, especially in the Year 3 class and the Year 5/6 class.

12. Teachers plan well and set clear learning objectives for their pupils to follow. They have a very secure knowledge and understanding of the subjects they teach which they use to stimulate pupils' learning and deepen their understanding. In the excellent literacy lesson in the Year 5 /6 class, different sources of information about the sinking of the Titanic were used extremely well by the teacher to set challenging tasks which asked pupils to question and make inferences of their own. This stimulated pupils to investigate source material and ask their own questions, fully engaging them in their own learning. Teaching is founded on the very good relationships, which have been established between staff and pupils. The opinions of pupils are respected and valued and, as a result, the quality of interaction between pupils and teacher in lessons is high, contributing significantly to pupils' knowledge and understanding. A positive feature of teaching is very high expectations which teachers have for what pupils can do. Teachers expect that all pupils will give of their best, which has a positive effect upon pupils' rate of progress. Pupils rise to the challenges set for them well and try their best. Another positive feature of teaching is the very good use of a range of teaching strategies, especially in Years 2 3 and 6. In a very good literacy lesson in Year 3, pupils responded very positively to creative input about performance poems. Teachers teach the basic skills of literacy and numeracy very well which results in good gains in both phonic and computational skills. Teachers expect and achieve very good behaviour from pupils.
13. Staff have a very clear view of what they expect pupils to learn. Through focused planning and assessment of pupils' knowledge and understanding, they help to ensure that pupils are provided with activities that build well on their prior level of attainment. These procedures have a particularly good effect on the progress of pupils with special educational needs towards achieving their agreed targets. Teachers plan their lessons very thoroughly. Work is supported well by the use of regular homework, which consolidates pupils' learning and allows parents to take an active part in their child's education. They use time well in lessons. At the end of lessons, they often bring pupils together to assess their progress, to consolidate learning and to prepare pupils for future activities. Pupils are, therefore, helped in assessing their own progress and in beginning to identify areas where they need to improve their level of attainment.
14. Teachers have a clear idea of how long they wish to spend on different parts of lessons; for example, introductions to lessons are clear and proceed at a brisk pace, thereby keeping pupils' attention and ensuring high levels of motivation. Teachers create a positive climate for learning. They show by their example that learning is enjoyable. They choose and use resources effectively to support pupils' learning and use praise appropriately. Pupils respond by working hard and completing good quantities of work. Occasionally, the pace of the lesson declines and activities do not sufficiently match the needs of pupils. As a result, pupils' progress suffers and they do not achieve as much as they could.
15. Pupils are very enthusiastic and totally involved in tasks, which contributes to the good working atmosphere in classrooms. In numeracy, pupils are challenged to explain how they arrive at answers and, with appropriate intervention, teachers help pupils to extend their thinking and knowledge. For example, in a very good numeracy lesson in the Year 5/6 class, pupils were asked to develop their understanding of probability using dice and letters in words. This challenged pupils' thinking and deepened their understanding of the concept of probability. Higher attaining pupils expressed their ideas well and extended their thinking to more complex situations.

The leadership of the headteacher and associate head is very good and, together with the governing body, provides a clear direction for the school.

16. The headteacher, leadership group and subject co-ordinators work well together. They have a shared vision and are committed to high standards. The school has a strong ethos based upon Christian values. It provides a very good environment where pupils' personal development is well supported. This ethos is shared by all who work in the school and is supported well by parents. Staff and pupils treat each other with respect and work together to achieve their best. Together with the school's recognition of the importance of good academic standards, all of these factors provide a very good learning environment for pupils to develop and grow. The school has set itself challenging performance targets for the future based on pupils' prior attainment and is on line to achieve them.

17. The governing body have a very clear view of their role within the school and the direction in which the school needs to move next. They have become much more involved in the school since the last inspection. Governors work closely with the headteacher and staff on key aspects of the school's work such as the school development and improvement plans. There is a good committee structure which ensures that governors are kept fully informed about the work of the school. These committees are also the means by which the governors are involved in holding the school to account and planning future developments.
18. The headteacher, associate head and subject co-ordinators carefully monitor quality and standards throughout the school. They do this by a wide variety of formal and informal techniques. The quality of pupils' work is evaluated through regular classroom observations and a careful analysis of pupils' completed work. The school uses information gained from monitoring and evaluating the quality of teaching and learning very well. The headteacher has a firm belief in the importance of professional development for all staff in continuing the good quality of education and further improving standards. The school recently gained re-validation for its excellent work in the Investors in People Scheme, including non-teaching and special needs assistants. The school is also involved in the School Centred Initial Teacher Training (SCITT) for Nationally Outstanding Primary Schools scheme, and several students undertaken the whole of their initial teacher training at the school. Senior staff at the school have acted as mentors for the students, which has had a beneficial impact on their own professional development. The headteacher is also a performance management consultant and a threshold assessor.
19. Effective financial management helps to ensure that developments are suitably supported and specific grants are used well. The work of the school is well supported by the efficient administrative and financial staff.

The school provides a very good level of care for its pupils.

20. Arrangements for child protection and procedures for ensuring pupils' welfare are very good. The school knows its pupils well and puts their personal development and welfare as a high priority. There are very clear procedures in lessons for promoting good behaviour and monitoring any instances of oppressive behaviour. Pupils are confident about approaching staff if they have a problem. Pupils are very well supported in their learning. Their academic performance is regularly monitored and they are set targets for future improvement. Assessment procedures are well developed and are very good, particularly in the core subjects. The school has developed a very useful assessment calendar which is used as the basis for planning the assessment of pupils in all areas of the curriculum. The assessment co-ordinator has worked extremely hard to embed assessment systems in the school's work. The information gained from assessment activities is used extremely well to plan for pupils' future learning, both in the short-term and in the longer-term. The school also organises a before and after-school club for its pupils, which is very popular with parents and well used.

WHAT COULD BE IMPROVED

The proportion of pupils attaining the higher than average levels at the age of seven in English and mathematics.

21. Although the proportion of pupils attaining the expected levels in English and mathematics by the age of seven is above the national average, there needs to be an improvement in the proportion of pupils attaining the higher levels at the age of seven (Level 3). In 1999, the proportion of pupils attaining the higher level in reading, by the age of seven, was very high, but in writing and mathematics it was below the national average. Inspection findings agree with this situation. Standards of reading observed in lessons during the inspection, in the Infant classes, were very high. Pupils read with confidence and expression and show a clear understanding of the major themes of stories. They are less confident in their written work, by the age of seven, especially boys. Their spelling is generally accurate, but they are not yet punctuating sentences consistently with full stops or using capital letters consistently. In mathematics, pupils are competent in their number work by the age of seven, but inspection evidence shows that there is insufficient provision and coverage of data handling. The school, led by the assessment co-ordinator, has already identified both of these aspects of attainment as areas for development. They are priorities on the school improvement plan and the assessment calendar, which the school makes good use of to focus teaching and learning on raising standards.

Pupils make inconsistent progress in information and communication technology.

22. Although standards in information and communication technology, by the age of eleven, are broadly in line with the level expected, they should be higher. This is because there are too few computers to give pupils sufficient access to continuously practise their skills and develop their ability to use information and communication technology as an integral part of their learning. There are some technical difficulties at present because of building work at the school, but, even when this is taken into account, the ratio of computers to pupils in the school is well below the national average. In addition, pupils' progress in information and communication technology is inconsistent across the school and does not build on the very good start pupils are given when they are in the Reception class. There is an appropriate scheme of work in place and the subject leader has worked hard to provide teachers with guidance and advice in relation to the management of the subject in their classrooms. The subject leader has a clear vision of the direction in which the subject needs to go and has produced a clear plan for the subject, which is a useful guide for future development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23. The governors, headteacher and staff should work together to:

- a) Increase the proportion of pupils who attain higher levels at the age of seven by:

- further developing pupils' writing skills, especially those of boys;
- providing pupils with increased opportunities to develop their data handling skills in mathematics,

These areas are priorities on the school development and improvement plans
(Refer to paragraph 21)

- b) Improve pupils' progress, and raise standards, in information and communication technology by:

- building on the good start pupils receive in information and communication technology in the Reception class;
- providing pupils with increased opportunities to access computer facilities.

These areas are priorities on the school development and improvement plans
(Refer to paragraph 22)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7%	40%	46%	7%	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	Y R – Y 6
Number of pupils on the school's roll (FTE for part-time pupils)	0	142
Number of full-time pupils eligible for free school meals	0	15

FTE means full-time equivalent.

Special educational needs	Nursery	Y R – Y 6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	13

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	4.1
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	14	5	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	5	5	5
	Total	19	19	19
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	95 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	5	4	5
	Total	19	18	19
Percentage of pupils at NC level 2 or above	School	100 (100)	95 (100)	100 (100)
	National	82 (80)	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	5	11	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	3
	Girls	11	10	10
	Total	15	14	13
Percentage of pupils at NC level 4 or above	School	94 (100)	88 (100)	81 (100)
	National	70 (65)	69 (59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	3	3
	Girls	11	10	10
	Total	14	13	13
Percentage of pupils at NC level 4 or above	School	88	81	81
	National	68 (65)	69 (65)	75 (69)

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	5
Pakistani	0
Bangladeshi	0
Chinese	0
White	119
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: R – Y 6

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	23.7
Average class size	23.7

Education support staff: Y R – Y 6

Total number of education support staff	5
Total aggregate hours worked per week	136

FTE means full-time equivalent.

Financial information

Financial year	1999/200
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	£
Total income	334,100
Total expenditure	327,050
Expenditure per pupil	2157
Balance brought forward from previous year	2870
Balance carried forward to next year	3839

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

142

Number of questionnaires returned

22

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	27	18	0	0
My child is making good progress in school.	50	41	9	0	0
Behaviour in the school is good.	45	50	5	0	0
My child gets the right amount of work to do at home.	18	73	5	0	5
The teaching is good.	50	45	5	0	0
I am kept well informed about how my child is getting on.	45	36	14	5	0
I would feel comfortable about approaching the school with questions or a problem.	45	36	14	5	0
The school expects my child to work hard and achieve his or her best.	77	23	0	0	0
The school works closely with parents.	41	50	0	9	0
The school is well led and managed.	68	18	9	0	5
The school is helping my child become mature and responsible.	64	32	0	0	5
The school provides an interesting range of activities outside lessons.	36	41	9	14	0