

INSPECTION REPORT

WEST PARK PRIMARY SCHOOL

Hartlepool

LEA area: Hartlepool

Unique reference number: 111613

Headteacher: Mr R A Wilson

Reporting inspector: Mr P L Evans
20737

Dates of inspection: 9th - 11th October 2000

Inspection number: 224959

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Coniscliffe Road Hartlepool
Postcode:	TS26 0BU
Telephone number:	(01429) 282090
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr M Lancaster
Date of previous inspection:	June 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

West Park Primary School has 318 full time pupils on roll, 145 girls and 173 boys. The nursery provides 52 part time places. This is a full time equivalent of 26 places and it is fully subscribed. 5.4 per cent of pupils speak English as an additional language (EAL). This is high when compared to the national average. However, none of these pupils is in the early stages of learning English. 19.6 per cent of pupils are on the school's register of Special Educational Needs (SEN), which is broadly in line with the national average. None of these pupils has a statement of SEN. The percentage of pupils who are eligible to receive free school meals is 1.5, which is below the national average. The school is situated in a professional area of mainly private housing, however; approximately two thirds of pupils live outside the school catchment area. The overall level of pupils' attainment on joining the school is above average.

HOW GOOD THE SCHOOL IS

West Park is an excellent school which teaches basic skills very well and extends every pupil to reach their true potential.

The school provides a warm and friendly, yet very hard working environment for all its pupils and celebrates and nurtures the individuality of each of them. The breadth and depth of the curriculum are excellent supplemented by a good range of extra-curricular activities. Standards are high and have been maintained consistently over five years. This is a high level of sustained achievement. When considering its context, the quality of education that it provides for all its pupils, the high standards that it achieves and maintains and the money that it spends, the school provides excellent value for money.

What the school does well

- Achieves very good standards in literacy, particularly in the quality of pupils' writing.
- Provides very good levels of support, for all pupils, in literacy.
- Enables pupils to reach very good standards in information and communication technology (ICT).
- Enables pupils' to use their very good ICT skills in a very good range of subjects in the wider curriculum.
- Provides excellent leadership and management by the headteacher, senior staff and governors.

What could be improved

- The school's accommodation is less than satisfactory. The very good ICT suite and one classroom in Key Stage 2 have to be used as thoroughfares to other parts of the school.
- The nursery building is not connected to the main school by a covered walkway.
- The internal and external decoration and repair of the school are unsatisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

West Park primary school was last inspected In June 1996. Since then, the school has made very good progress in dealing with the key issues raised at that time. Teachers' planning is now excellent. It is very well matched to pupils' levels of ability, using the excellent information that is gathered from the very high level of assessment of pupils' progress. Pupils with SEN are given very high levels of support and they learn at an outstanding level. There is also a very high awareness of the needs of gifted and more able pupils and they also learn at the same very high level. Very clear learning objectives are clearly stated in lesson plans and these are shared with pupils in the classroom. This gives pupils clear targets and enables very good or excellent levels of learning in lessons. The procedures for assessing pupils' progress and for recording that information are now excellent. The weakness in information and communication technology (ICT), identified in the last inspection report has been very successfully dealt with. The school now has a dedicated ICT suite which is very well used both for teaching the skills, knowledge and understanding of ICT and in the wider curriculum. Teachers have received training and are now very confident in the teaching of the subject. Standards in ICT are now very good and are continuing to improve.

The school is very well placed to continue this very good progress.

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	B	D
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

Attainment on entry to the school's nursery is above average with some fluctuations in overall levels of ability between different year groups. The nursery gives all children an excellent start to their education and on entry to Key Stage 1 children are very well prepared for the next stage of their education. At the end of Key Stage 1, pupils reach standards which are well above national averages in reading writing and mathematics. Depending upon the overall levels of ability in particular year groups, standards have often been very high (A*), which is in the top five per cent nationally. This is good progress. At the end of Key Stage 2, pupils reach standards which are at least above average and are often well above average or very high when compared to national averages. This fluctuation is due to the different balance of pupils' levels of ability in different year groups. When compared to the results of similar schools, standards in Key Stage 1 are consistently above or well above average. In Key Stage 2 in 1999, standards, compared to those of similar schools in English, were below average, in science they were broadly in line and in mathematics standards were well above average. While no comparisons are yet possible with other schools, the unconfirmed results of national tests in 2000 show that, in Key Stage 1, standards rose from 1999 levels in reading and writing. In mathematics standards, overall, were maintained at a high level, but the percentage of pupils reaching the higher than expected level 3 rose significantly. In Key Stage 2 standards, in the unconfirmed results of tests in 2000, rose above 1999 levels in English and science and, although standards in mathematics fell slightly, they remained at a high level. These levels of attainment, sustained as they are over time, show very high standards and very good progress in Key Stage 2 when considering the greater breadth of the curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy attending school. They show great interest in their work and take great pride in their achievements.
Behaviour, in and out of classrooms	Very good. Behaviour, both inside and outside classrooms, demonstrates pupils' care and show concern for each other.
Personal development and relationships	Excellent. Pupils develop high levels of friendship with each other, and with their teachers. They become very mature.
Attendance	Good. Above the national average.

From the nursery onwards, relationships between children and pupils and between them and all the staff are outstanding. All are taught very sophisticated thinking and reasoning skills and they use these, together with their respect for the feelings and beliefs of others, to develop excellent relationships.

TEACHING AND LEARNING

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

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.

Few lessons are observed during a short inspection; however, the lessons observed included English, mathematics and ICT. The quality of teaching was at least very good and was excellent in the majority of lessons observed. This very high quality of teaching was confirmed by the scrutiny of pupils' past and current work. Overall, the inspection evidence shows that the quality of teaching in the school is excellent.

Long, medium and short term planning are undertaken within the three teams in the school and all are excellent examples of co-operative and corroborative planning. The monitoring of the quality of teaching undertaken by the headteacher and the team leaders is very effective. The delivery of the curriculum is also monitored. This also involves governors in classroom observations, discussions with teachers and feedback to the headteacher. All these factors combine to ensure the excellent quality of teaching throughout the school. The excellent introduction of the national strategies for literacy and numeracy is having the effect of raising standards even further.

All pupils' work is regularly marked. Praise is consistently and appropriately used and teachers regularly make written comments, which help pupils to understand how to improve their work. Very high standards of presentation are taught from the earliest age, which enables pupils to take great pride in their work.

Because of the excellent quality of teaching throughout the school and the excellent quality of the provision for pupils with SEN, all children and pupils have learning experiences of outstanding quality. The very high expectations of the school for the attainment of all its pupils and the raising of pupils' own knowledge of their learning to excellent levels enable them to take great pleasure in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Excellent. The statutory curriculum is taught in great depth and with very good cross-curricular links. Extra-curricular provision is good.
Provision for pupils with special educational needs	Excellent. The early identification of difficulties and the expert levels of support of the SEN team are outstanding.
Provision for pupils with English as an additional language	Very good. Pupils who speak EAL are supported very effectively and all speak English very confidently by the time that they leave the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. Provision for pupils' cultural development is very good. Provision for their spiritual, moral and social development is excellent.
How well the school cares for its pupils	Excellent. The excellent monitoring of the personal and academic performance of all pupils stimulates their ambition to reach the highest standards.

The effectiveness of the school's links with parents is very good. The contribution that parents make to the education of their children, both at home and in the school is very good.

The curriculum which is provided fully meets statutory requirements and is well supplemented by the good range and quality of extra-curricular provision. The great strength of the curriculum is the excellent planning which provides great depth in every subject. Pupils are taught very high level thinking skills and they learn to use skills developed in one area of the curriculum to solve problems in many other areas. All pupils develop very high levels of maturity and self-esteem because they are taught that they can achieve whatever they strive for.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher provides an excellent educational vision and direction for the school. Team leaders, class teachers and support staff all accept levels of responsibility which reflect the excellent spirit of teamwork which drives the school forward.
How well the governors fulfil their responsibilities	Excellent. The governors are true partners in the management of the school. They fully understand the school's strengths and areas that could be improved.
The school's evaluation of its performance	Excellent. The school has highly developed procedures for evaluating its own performance. Excellent planning guides the attainment of any targets which are set for improvement.
The strategic use of resources	Excellent. Tenders are invited for major purchases. Quality and projected effectiveness are amongst the criteria which guide choices.

The number and qualifications of teachers and support staff to meet the demands of the curriculum are good. The quality and range of resources for teaching and learning are very good in some areas of the curriculum, for example in English, mathematics science and ICT and the level of resources is good, overall. The school's buildings are less than satisfactory. An outside agency undertakes the internal and external maintenance of the accommodation. Two rooms have to be used as thoroughfares and the level of decoration and repair, both internal and external, is unsatisfactory.

An outstanding strength of the school is the excellent level of teamwork between the headteacher, all the teaching and support staff and the governors. The level of information that is given to parents is very good. All know that they are valued partners in the development of the very high quality of education offered to all the school's pupils

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That their children enjoy school. • That the school has high expectations and children make good progress. • That the quality of teaching is good. • That the school promotes good behaviour. • That the school responds well to their concerns. 	<ul style="list-style-type: none"> • The amount of homework which is set. • The provision of extra-curricular activities. • The quality of the school's nursery provision.

The great majority of parents hold the school very highly and specifically choose the school because of its high standards. Inspection evidence supports the positive views of the majority of parents. The use of homework to improve pupils' learning is excellent. From the earliest age, children take work home.

Throughout the school, work is regularly set which is an extension of work undertaken in classrooms. There is a careful development of this provision, until pupils in their final year at the school are expected to complete homework three times each week. The provision of extra-curricular activities includes a range of games and sports, according to season. The school has been very successful in competitions during the recent past. A French club is run during the lunch break and pupils are able to join it for a term at a time, thus giving the opportunity to the greatest number of pupils. The quality of education provided by the nursery is excellent. It gives all its children the best possible start to their education. In these areas, inspection evidence does not support the views of a minority of parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Reaches very good standards in literacy, particularly in pupils' writing.

1. In 1998, the school identified a relative weakness, in writing, within its literacy programme. The whole of the school team, that is the headteacher, the three stage teams and the SEN team, guided by the excellent literacy co-ordinator, developed a plan to improve this area of pupils' learning.
2. The literacy teams in each area of the school reviewed their planning for literacy in order to develop a strategy for improving pupils' text level work in writing. The upper school team has piloted a new literacy planning sheet which includes the development of the content of the lesson and the resources required. This enables closer identification of pupils' progression and allows the subject co-ordinator to assess the team's literacy practice.
3. Pupils' work, which is selected for portfolios, has been reviewed with text level work as the focus. This enables the school to show the progression in standards of writing across the whole school.
4. The excellent level of co-operation in planning within teams, the work of the literacy teams in each stage of the school and the whole school input of the excellent literacy co-ordinator have combined to raise pupils' standards in writing very well.
5. Standards of writing are now very good. All children and pupils, throughout the school, are taught progressive skills in writing. In the nursery, a group of children were seen writing letters, some to their mums and some to their brothers. All understand that print carries meaning. They write from left to right using clear, legible letters and talk confidently about their work. In an excellent lesson in Key Stage 1, pupils reviewed their knowledge and understanding of vowels and focused on developing their listening skills through joining with their teacher in reading a story from a big book. In another excellent lesson, this time in Key Stage 2, pupils developed their skills in dealing with tenses, using their own very high quality poems. In this lesson, they also developed high level skills of reading for particular audiences, for example as a commentator. The resultant level of learning was outstanding.
6. Standards of reading throughout the school are very good. Pupils read a wide range of fiction, for fun. They use non-fiction material to research information for their studies, showing a good range of skills, for example, using lists of contents and indices to locate specific information. Many visit public libraries and can talk confidently about their favourite authors and stories.
7. ICT is very well used as a medium for teaching and learning in literacy. Word processing is widely used to produce a range of written work in a very good range of other subjects. Very good written work, of varying length, is seen. This work is also presented in a good range of styles such as storytelling, reporting and poetry. Extended writing is used well in science, history, geography and religious education.
8. The National Literacy Strategy has been introduced, excellently. The school has monitored the early effects of the strategy and is now modifying its delivery. An example of this is the raised focus on writing. The school's excellent planning ensures that work is closely matched to the specific needs of all its pupils. This excellent level of planning in literacy also ensures that all pupils are receiving high level teaching in all areas of the subject.
9. The quality of teaching seen during the inspection was excellent in all areas of the school. Teachers have very high expectations for learning in all areas of literacy. The excellent planning is translated into highly paced lessons, which always attain the very clear learning objectives that are set. These objectives are shared with pupils and this gives them very clear targets for their learning in each lesson.

10. The school consistently teaches high level presentational skills, including a cursive style of handwriting. The very high expectations, of the school in this area, enables pupils to take great pride not only in the content of their work, but also in its appearance. This motivates pupils to increase their efforts to produce high quality work, which in turn raises standards.
11. Pupils are taught that they can achieve whatever they strive for and those who have the ability are offered extra tuition to enable them to reach standards that are well above average in national tests.
12. The assessment of pupils with SEN and the programmes which are developed to address their needs, are excellent. The school has a very high number of pupils with the specific learning difficulty dyslexia. The SEN team has developed excellent procedures for the identification of dyslexia and always uses an expert from an outside agency to confirm each case. The programmes, which the SEN team has developed and constantly refines, are producing excellent results. This is seen in the very high numbers of those pupils who reach average and above average standards of literacy, in national tests, at the end of Key Stage 2.
13. Although none of the pupils with EAL is presently in the early stages of learning English; the school provides very good support systems for them. This level of support enables many of these pupils to reach standards which are well above average by the end of Key Stage 2.

Pupils achieve very good standards in ICT and use them in a very good range of subjects in the wider curriculum.

14. At the time of the last inspection, pupils' attainment in ICT was judged to be below average at the end of both key stages. Progress for all pupils was unsatisfactory. Improvement since the last inspection is very good.
15. Pupils' standards in ICT are now very good and are continuing to improve. Children in the nursery make very good use of ICT, for example, when using the mouse to select and move images on the screen when dressing a Teddy Bear. Progress throughout Key Stage 1 is very good. In a very good lesson in Key Stage 1, all pupils knew what a "log on" screen was. They were able to explain the different effects of using various keys, for example that, if they pressed the ALT key, a menu appeared. In Key Stage 2 these early skills are consistently built upon and progress is very good. By the time that they are eleven years of age, pupils have very good all round ICT skills. Most pupils use the keyboard well, using both hands to type with, some using two or three fingers on each hand. All use identifying names and codes to access the system and can find and activate folders containing their previous work. In a very good lesson seen in Key Stage 2, pupils were modelling a classroom. They used a colour-printed plan of the work from the previous lesson. All developed the room very successfully using good skills of mathematics, geography and literacy as well as displaying high level ICT skills.
16. Class teachers have undertaken training in the use of ICT as a teaching medium and all are now very confident in its use in lessons. Using evidence gained from lessons and from a scrutiny of pupils' past work the judgement can be made that teaching in ICT is now very good.
17. The range of other subjects of the curriculum in which ICT is now used is very good. From the very earliest age, pupils now use computers as resources for learning. In literacy, pupils in Key Stage 2 use computers to produce lengthy pieces of writing which demonstrate high level skills in grammar, very good levels of vocabulary and a sophisticated use of punctuation. There are examples of this type of work displayed extensively throughout the school. Pupils show very good ICT skills when regularly using a wide variety of fonts, colours, print sizes and bordering in their work. For example "The Daily Jupiter", demonstrates the high levels of pupils' skills in literacy and ICT in a newspaper style layout, using columns and headlines. It contains articles based on current news issues such as the recent fuel crisis, which pupils have written after discussions of the situation.
18. In numeracy, pupils have produced a range of computer generated graphs in a study of the eye colour of classmates. These include simple pictograms, pie charts and a sophisticated three-

dimensional block graph. Written work shows how well pupils have developed skills of interpretation and interrogation of these graphical formats. Year 3 pupils have developed a branching database, which identifies items individually and uniquely. Inspection evidence clearly identifies the regular use of ICT in religious education, geography, history, science and music.

19. Pupils show real enjoyment and pride in their ICT work. From the earliest age, they discuss their work, using high-level language skills. As they increase their knowledge and understanding of computers, pupils in Key Stage 2 discuss the various uses of computers in the wider world with great confidence.
20. Pupils' progress in ICT is tracked in a whole school portfolio of work, as well as through the very good assessment of the work of individual pupils. The portfolio contains samples of children's and pupils' work from all areas of the school, in a wide range of aspects of ICT and its applications. Each piece of work contains teachers' written notes, which set the context in which the work was undertaken and make judgements on its level, using the latest national guidelines for ICT.
21. The school has worked very hard to remedy the weaknesses in ICT which were identified in the last inspection report. The centre of ICT teaching is presently the school's very good dedicated ICT suite. A great deal of very high level planning and fundraising by the headteacher, senior staff and governors have been required to provide this high quality resource. The quality of software available is now very good and covers not only all aspects of the ICT curriculum, but has wide ranging applications in other subjects of the curriculum. All classrooms are also equipped with computers and connection points to enable the linking of classroom computers to the main network in the ICT suite. When this development is completed, pupils will have access to the main network server within their classrooms.
22. The very good ICT co-ordinator has lead the development of a new scheme of work which is based on the latest national guidelines for ICT. Planning shows that some aspects of the developments detailed above are in their early stages of development and that the school intends to progress much further with the development of ICT and its use in the wider curriculum. The development of pupils' skills in ICT is progressing at a very good pace. ICT is now very well used as an integrated tool for teaching and learning in a very good range of the wider curriculum.

The leadership and management of the school is excellent.

23. The headteacher provides excellent vision and educational direction for the school. A strength of the school is the excellent lesson planning. This is led by the three team leaders, who, together with the headteacher, form the school's senior management team. Each leader works with a group of teachers who form a stage 'team'. Under their guidance, each team undertakes excellent long and medium-term planning and all are now involved in excellent, very detailed, short term lesson planning. These plans focus on the lesson content and any modification needed for more able pupils or pupils with SEN.
24. The school promotes the principle that its pupils can achieve whatever they strive for. More able pupils are offered the opportunity to undertake extra tuition in order to attempt to reach standards, which are well above average in national tests. In the end of Key Stage 2 tests in 2000, twenty pupils were expected to reach standards which were close to the well above average Level 6 in English, mathematics or science. Several pupils came very close to achieving this very high level.
25. Steps have been taken when considering parallel classes to ensure that all pupils of the same ability level are working at the same level. All teachers are confident that this team planning is very strong and that the system is supportive of all teachers in the school. This confidence is clearly supported by inspection evidence. There is total co-operation between teams and the support given by subject co-ordinators to colleagues in other teams, if required, is very good. The quality of teamwork in the school is excellent. All teaching and support staff show outstanding support for each other and show real care and affection for all the pupils within the school.

26. There is a full and comprehensive programme of staff appraisal, which guides the excellent programme of professional development for all staff. There are also highly effective procedures for the induction of newly qualified teachers as well as teachers who are new to the school. These procedures are felt by the teachers involved to be very supportive.
27. The governing body is excellent in the fulfilment of its role within West Park Primary School. Governors show clear understanding of the school's strengths and weaknesses and provide excellent support to the school's management. There is a sub-committee structure where different aspects of responsibilities are discussed. These committees then provide full reports to meetings of the full governing body. The governors work closely with the headteacher and the senior management team and act as a truly critical friend to the school. Individual governors have undertaken training in various areas of the curriculum including literacy and numeracy. They have observed delivery of the curriculum during lessons, have been involved in professional discussions with teachers and have fed back what they have seen to the headteacher. This excellent contribution by the school's governors contributes significantly to maintaining the excellent quality of teaching in the school.
28. The levels of financial planning are excellent. The governors are fully involved in all aspects of budgeting and the levels of discussion between them and the school's management team are of the highest quality. The most recent audit of the school's finances found no serious weaknesses and very few minor ones. Within a very short time, the auditor's guidance had been fully complied with. The senior management team and the governing body apply the principles of best value excellently. Tenders are invited for any items of significant expenditure. These are considered using a range of criteria, not cost alone. Once the items purchased are in use there is an evaluation of their effectiveness and any lessons learned are built into the purchasing procedures for future use.
29. The school has excellent procedures for evaluating its own performance. The results of tests and assessments are thoroughly analysed to identify where the school could be doing better. The strategies for improving performance in any identified area are developed and agreed by the whole school. This is one of the results of the outstanding teamwork throughout the school. Targets are set for each class which are rigorous, but realistic, based as they are upon the levels of ability within each class group and the progress that the group makes as it moves through the school.
30. The school's excellent administrator provides the school's senior management team and the governing body with outstanding support and very high level budgetary information.
31. The match of the teachers and support staff to the demands of the curriculum is good. The part time teacher for SEN is highly successful in diagnosing and providing individual education plans (IEPs) to match the needs of individual pupils. The additional literacy support assistant provides valuable support in this area. This provision and the use of IEPs in classrooms during lessons combine to make this provision excellent. A measure of the success of this strategy is the very high levels attained, by these pupils, in national tests at the end of both key stages.
32. The quality and range of resources for teaching and learning are very good in English, mathematics and science. The provision of the dedicated suite for ICT means that this provision is of a very high quality, including the range of software available. In some areas, there are some older pieces of equipment and some books which the school will replace in line with its planning. Overall, the provision of teaching and learning resources is good.

WHAT COULD BE IMPROVED

The school's accommodation.

33. While classrooms and common areas provide suitable areas for teaching and learning there are weaknesses in the school's accommodation. The newly developed ICT suite and one other classroom in Key Stage 2 have to be used as thoroughfares to other parts of the school. This has the potential to distract pupils' attention and disrupt lessons. It is to the school's credit that

behaviour management skills of all staff are of such a high quality that this does not happen. Pupils' are also to be congratulated that this does not distract their attention from their work. However, the potential for the distraction of pupils' from their work makes this an unsatisfactory situation.

34. The nursery building is separate from the school and does not have a covered walkway joining it to the main building. This is unsatisfactory when young children are moving between the two buildings in bad weather.
35. The maintenance and decoration of the school are under the control of an outside agency. In many areas of the school, external timber is in poor condition due to prolonged exposure to the elements and a lack of protection through painting. Where some timber has been replaced, the new material has been left without the protection of paint and is already subject to water absorption.
36. The school needs decorating both internally and externally, as the level of decorative order is unsatisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards even further the headteacher staff and governors should:

- i. consult closely with the appropriate authority to devise strategies for eliminating the constant disturbance of pupils' studies caused by the use of the ICT suite and one other classroom as routes to other parts of the school (paragraph 33);
- ii. develop, with the appropriate authority, an effective programme for the required repairs and internal and external decoration of the school (paragraphs 34 – 36).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	7
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
71.5	28.5	0	0	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	Y1 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	318
Number of full-time pupils eligible for free school meals		5

FTE means full-time equivalent.

Special educational needs

	Nursery	Y1 – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	1	61

English as an additional language

	No of pupils
Number of pupils with English as an additional language	14

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	23	19	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	23	23
	Girls	19	19	19
	Total	40	42	42
Percentage of pupils at NC level 2 or above	School	95	100	100
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	23	23
	Girls	19	18	19
	Total	42	41	42
Percentage of pupils at NC level 2 or above	School	100	100	100
	National	82	86	87

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	21	21	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	20	19
	Girls	20	19	19
	Total	35	39	38
Percentage of pupils at NC level 4 or above	School	83	93	90
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	19	18
	Girls	20	20	20
	Total	36	39	38
Percentage of pupils at NC level 4 or above	School	86	93	90
	National	68	69	75

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	10
Pakistani	6
Bangladeshi	0
Chinese	0
White	250
Any other minority ethnic group	6

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)	11
Number of pupils per qualified teacher	26.7
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	25

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	2
Total aggregate hours worked per week	25

Number of pupils per FTE adult	13.1
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
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	£
Total income	522,682
Total expenditure	527,554
Expenditure per pupil	1,604
Balance brought forward from previous year	33,698
Balance carried forward to next year	28,826

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	340
Number of questionnaires returned	82

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	43	4	1	0
My child is making good progress in school.	44	51	1	2	1
Behaviour in the school is good.	44	55	0	0	1
My child gets the right amount of work to do at home.	17	49	23	6	5
The teaching is good.	47	48	0	4	1
I am kept well informed about how my child is getting on.	42	47	6	5	0
I would feel comfortable about approaching the school with questions or a problem.	60	30	2	6	1
The school expects my child to work hard and achieve his or her best.	56	37	4	0	4
The school works closely with parents.	36	44	16	2	1
The school is well led and managed.	30	46	7	4	12
The school is helping my child become mature and responsible.	40	49	1	1	9
The school provides an interesting range of activities outside lessons.	25	31	16	10	18

Other issues raised by parents

The great majority of parents holds the school very highly and specifically chooses the school because of its high standards. Inspection evidence supports the positive views of the majority of parents. The use of homework to improve pupils' learning is excellent. From the earliest age, children take work home. Throughout the school, work is regularly set which is an extension of work undertaken in classrooms. There is a careful development of this provision until pupils in their final year at the school are expected to complete homework three times each week. The provision of extra-curricular activities includes a range of games and sports, according to season. The school has been very successful in competitions during the recent past. A French club is run during the lunch break and pupils are able to join it for a term at a time, thus giving the opportunity to the greatest number of pupils. A small minority of parents conveyed, in writing to the inspection team their dissatisfaction with the quality of the school's nursery provision. The quality of education provided by the nursery is excellent. It gives all its children the best possible start to their education. In these areas inspection evidence does not support the views

of a minority of parents.