

INSPECTION REPORT

PERRYFIELDS PRIMARY SCHOOL

OLDBURY

LEA area: Sandwell

Unique reference number: 103953

Headteacher: Mr Stuart Fowler

Reporting inspector: R S Moseley
Rgl's 16886

Dates of inspection: 31st October and 1st November 2000

Inspection number: 225040

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:	Infants and Juniors
Age range of pupils:	4-11
Gender of pupils:	mixed
School address:	Apsley Road Oldbury West Midlands
Postcode:	B68 0QY
Telephone number:	0121 422 2848
Fax number:	0121 422 5262
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Wilfred Lunn M.B.E.
Date of previous inspection:	November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
R S Moseley 16886	Registered inspector
S Drake 9843	Lay inspector
V Emery 14997	Team inspector

The inspection contractor was:

Quality Assurance Associates Ltd.
2 Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Number of full-time pupils	232 (ave)
Pupils with English as an additional language	3.8% (low)
Pupils entitled to free school meals	10.3% (ave)
Pupils on the register of special educational needs	37 pupils, one with statement (high)

Attainment on entry to the school is average. The numbers on roll at the school are rising each year. With the help of the local authority the school has to implement a rigorous admissions policy.

HOW GOOD THE SCHOOL IS

This is a very effective school with many good and very good features. Pupils make very good progress in English, mathematics and science and standards are well above average in these subjects by the time they leave the school. The quality of teaching is very good overall with just over half the teaching being very good or excellent. The school has developed an excellent and challenging climate for learning. Pupils' attitudes to their work are very good. There are very good relationships in the school. The school is very well led and managed and provides very good value for money

What the school does well

- The school provides an excellent challenging climate for learning and pupils have developed very good attitudes to their work. This has resulted in very good standards in English, mathematics and science by the time pupils leave the school.
- Teaching is a strength of the school and promotes progress of all pupils very well, including those with special educational needs. All the teaching is good or better and 59 per cent is very good or excellent.
- The school provides very well for pupils' personal development, including their spiritual, moral, social and cultural development. This ensures that pupils' relationships and their behaviour is very good.
- The school's partnership with its parents is a strength. It has ensured that the contribution of parents to children's learning at school and at home is very good.
- The headteacher, with the support of the deputy headteacher, subject co-ordinators and governors, provides outstanding leadership and a clear educational direction for the school.

What could be improved

- The use of computers to support learning across a greater range of subjects and the further development of staff expertise in information and communication technology.
- The overall leadership and co-ordination and the curriculum for music.
- The school's policy for Health and Safety and the procedures for Child Protection.
- The arrangements in the summer term for the induction of four year-olds into the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996. It has overcome most of the weaknesses pointed out in the last inspection and has improved in many other ways. With regard to the key issues in the last report, teachers now use a range of strategies for pupils to become more independent in their learning; the guidelines for mathematics, including assessment and record-keeping have been improved and are now very good. Open-ended investigations are often carried out in science and mathematics. Very good opportunities have been provided for pupils to develop their computer skills but the use of these skills to support learning across a wide range of subjects has still to be developed further.

In addition, the leadership has introduced many other significant improvements. For example, there has been a steady improvement in the school's performance in the National Curriculum tests over the last few years. This also includes an improvement in the number of pupils reaching the higher level 5 at Key Stage 2. The national strategies for literacy and numeracy have been introduced very well. Individual targets for pupils have been introduced in reading, writing and in mathematics. This means

that pupils have a very clear picture of what they have to do to improve in these areas. Curriculum co-ordinators monitor the curriculum, the teaching and the pupils' learning in their subject very well. This is a major area of improvement and another reason for improvement in standards. There have been good improvements in the provision and especially in the teaching of those pupils who are in the Foundation Stage in their education. There is also improved support for pupils with special educational needs, both in classes and during withdrawal sessions. Attendance has improved. The school is well placed to maintain these and other improvements and has a very good capacity to make further improvements.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	C	B	A	A
Mathematics	C	B	A	A*
Science	B	B	A	A

Key

Very High A*

well above average A

above average B

average C

below average D

well below average E

- The results over the last few years have shown a good improvement. These results, especially in the last two years, indicate good and recently very good progress from what is an average attainment on entry to the school into the reception class.
- When the 2000 results are compared to similar schools, where the comparison is made with schools with a similar number of pupils claiming free school meals, they indicate well above average results in English and science and very high results in mathematics.
- The inspection findings indicate that, for this year's pupils in Year 6, standards have been maintained with well above average attainment in English, mathematics and science. Standards in information and communication technology are in line with national expectations. It was not possible during the inspection to make a judgement on attainment in religious education. Attainment in literacy and numeracy is well above the national expectation by the time pupils leave school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very eager to learn and give of their best at all times. They are responsive and responsible and show very good attitudes in all they do.
Behaviour, in and out of classrooms	Behaviour by almost all pupils in lessons and around the school is very good. Pupils are polite and courteous to each other and to adults.
Personal development and relationships	Personal development and relationships throughout the school are very good.
Attendance	Good

Pupils are proud of their school. They demonstrate very positive attitudes in all aspects of school life. They care about each other, respect each other's views and most show a great deal of confidence by the time they leave the school.

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.

- Throughout the school the quality of teaching is either good or better for all pupils, including those with special educational needs. Fifty-nine per cent of the teaching seen was very good or better and 12 per cent was excellent. The quality of teaching has improved since the last inspection. This level of teaching ensures that pupils' learning is good and often very good in many areas and they successfully acquire skills, knowledge and understanding in all the subjects they are studying.
- Particular strengths are the teachers' high expectations of pupils' work and behaviour and the effectiveness of their teaching methods and ideas. Lessons proceed at a very good pace, teachers' assessment of pupils' capabilities is good and they keep good records, which they use well to plan future work. Teachers also plan to encourage pupils to develop the skills needed to become independent learners. However, planning for independent work and research using computers across a range of subjects is under-developed. Homework is planned well. All these strengths encourage pupils' intellectual, physical and creative effort, ensure lessons are productive and pupils retain interest to the end of the lesson.
- The skills of literacy and numeracy are taught very well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good quality broad, balanced and relevant curriculum for all its pupils.
Provision for pupils with special educational needs	Very good provision. Pupils make very good progress both in lessons and during withdrawal sessions. The contribution made by the specialist support staff is very good.
Provision for pupils with English as an additional language	Although very little extra support is needed for these pupils, what is given is very good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for spiritual development is good. That for social and cultural development is very good. The provision for moral development is excellent.
How well the school cares for its pupils	The school provides good care for its pupils. The policies and procedures for Child Protection and for Health and Safety, although adequate, are in need of further development and revision.

There are very effective links with parents. The quality of information provided for parents, particularly about pupils' progress is very good. The contribution of parents to children's learning at school and at home is also very good. For example, the individual support given to pupils by parents and grandparents each morning is outstanding.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and manage-	The headteacher, deputy headteacher and the subject co-ordinators

ment by the headteacher and other key staff	have worked very well as a team and have introduced many improvements. Overall, leadership and management is very good.
How well the governors fulfil their responsibilities	The governing body fulfils all their responsibilities well. The chair of the governing body is very supportive and works very closely with the headteacher.
The school's evaluation of its performance	The headteacher, staff and governors are fully aware of the school's performance. They have a very clear idea of what they want to improve.
The strategic use of resources	Very good. Resources are readily available and used well. All money available to the school is spent wisely and carefully.

The headteacher has been very effective in deciding the school's priorities and providing the opportunity for all teachers to develop their leadership skills. He has forged a very effective team who all work together well to create a successful school. The school always applies the principles of best value effectively in all aspects of school life.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their child likes the school. • Their child is making good progress. • The teaching is good. • They can approach the staff with any problems. • Their children are expected to work hard and do their best. • The school is well managed. • The school helps their children to become more mature and responsible. • The school provides an interesting range of activities outside the classroom. • Behaviour in the school is good. • Their children get the right amount of work to do at home. • They are kept well informed about how their children are getting on. • That the school works closely with them. 	<ul style="list-style-type: none"> • A very few parents felt that their children did not get the right amount of homework. • A very few parents felt that they were not well informed about their child's progress. • A few parents felt that the school did not provide an interesting range of activities outside lessons.

Inspectors' judgements support all of the parents' positive views. They also judged that pupils got an appropriate amount of work at home, that parents are well informed about the progress their children make and the school does provide a satisfactory range of activities outside lessons.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school provides an excellent challenging climate for learning and pupils have developed very good attitudes to their work. This has resulted in very good standards in English, mathematics and science by the time pupils leave the school.

1. The headteacher and staff have created an atmosphere in the school where pupils want to learn. Classrooms and corridors are laid out to stimulate learning. For example, in Class 6 definitions of scientific words were covered with a cardboard flap. Pupils were challenged to

explain words like condensation, solution and evaporation before lifting the card to see if they had got the right answer. Pupils are expected to take a great pride in their written work, in their books and in every aspect of work displayed on the walls. The whole school, both inside and outside, is clean and bright and full of interest. Pupils' successes are always celebrated. Regular assemblies are held where these achievements are shared. All staff display a caring attitude, which enables each individual to feel that he or she is important and can succeed. This encourages the pupils' self-esteem and confidence. For example, in a Year 2 mathematics lesson, a rather shy pupil was encouraged to explain to the rest of the class the way she had worked out odd and even numbers on a table. The teacher worked hard to coax the answer, the whole class listened carefully and the pupil gained confidence in arriving at the correct answer. In this particular lesson, the teacher's approach created a successful climate for learning for all abilities.

2. Pupils' attitudes to their learning are very good. Pupils are very interested in their work. For example, in a literacy lesson for pupils in Year 5 pupils investigated the characters of a story. All the pupils were able to discuss these characters with their partner, explain to the class their different characteristics and remained interested and fascinated to the end of the lesson. Even at the end they enjoyed acting out the parts of the characters and asking related questions. Pupils are always keen to participate in class and sustain concentration. Pupils enjoy lessons; they work in pairs and are responsive to their teachers. This was seen in a physical education lesson for pupils in Year 6. They worked hard and quickly with their partner to develop a sequence of good movements to music based on an Olympic theme. They produced a high level of performance responding to the teacher's guidance with a variety of styles and tempos. The contribution of the staff and the challenging environment, together with the attitudes of the children has resulted in high achievement in many areas but in particular in the National Curriculum tests. There has been a steady improvement in all the national test results over the last few years, including the numbers of pupils achieving the higher levels in the tests. The latest national tests in 2000 indicate well above average results in reading and mathematics at the end of Key Stage 1 and in English, mathematics and science at the end of Key Stage 2. The pupils achieved very high results in writing at the end of Key Stage 1. This indicates very good progress by the time pupils leave the school.

Teaching is a strength of the school. All the teaching is good or better and 59 per cent is very good or excellent.

3. Throughout the school, teachers prepare their lessons very well by identifying precise learning objectives. These are always displayed on the board so pupils have a very good knowledge of what they are going to learn. Lessons proceed at a good pace and are always well structured with a step by step approach. As a result, pupils are clearly motivated and sustain their interest well to the end of the lesson. These features, together with the teachers' enthusiasm about their work, their positive attitudes to pupil discipline and the very good support given by the classroom assistants, contributes significantly to the high standards achieved and the progress the pupils make, including those with special educational needs. One other very good feature of lesson planning is the fact that all teachers have a very clear knowledge of what the children have learned and covered in previous years. For example, in a Year 3 lesson on magnetism, the teacher was very aware of what the pupils had covered in Year 2 when studying forces. She used this knowledge wisely to introduce this new topic by a successful question and answer session. This consolidated pupils' previous knowledge and the pupils were able to rapidly move on to new discoveries with confidence, using their previous knowledge well.
4. Teachers' subject knowledge in almost all areas is very good and this enables them to prepare stimulating lessons. This was seen in a literacy lesson for pupils in Year 4. Pupils were given the task of planning a board game and writing the instructions. The teacher's very good knowledge of English enabled her to give very good guidance to the individual pupils on how to achieve their purpose. The teacher's whole-class intervention was of very good quality and very appropriate enabling pupils to develop their individual ideas well. Some of the teachers have a weaker subject knowledge of aspects of information and communication technology. Teachers use resources well to motivate and interest pupils. This was seen in a science lesson on materials for pupils in Year 2. The teacher had a very good range of resources for pupils to sort into groups and describe their different characteristics. For

instance, they were able to explain that metal is hard and shiny and that rubber bends and is flexible. A number of pupils were also able to say that leather came from a cow and rubber from a tree.

5. Particular strengths of the teaching are the obvious high expectations the teachers have of the standards they expect their children to achieve. All abilities in the class receive challenging work appropriate to their needs. For example, in all numeracy lessons seen, a wide range of tasks were prepared to accommodate a wide range of levels and abilities. The more able were constantly encouraged to reach their individual targets and to move to higher, challenging work. This sometimes consisted of explaining the thinking process they had used to reach the correct answer. The lower attaining pupils and those with special educational needs receive challenging work. This was seen in a Year 1 lesson where, because of the nature of the exercise, the lower attaining pupils and those with special educational needs progressed well. Pupils were introduced to double numbers and by the end of the lesson were beginning to understand about tens and units. Another strength of the teaching is the way teachers seek to encourage pupils to develop the skills needed for them to become independent learners. This is an improvement on a weakness pointed out in the last inspection. For example, in many lessons, there are sections built into the planning where pupils are given independent or group work with the minimum of guidance. This means that they have exercises where they have to work out their own approach. Almost all pupils in all years are encouraged to work on individual projects, which are often completed for homework. Also, as most pupils have good reading skills, this enables them to carry out individual work and research using books and documents. The use of computers and CD-ROMS to carry out individual research work to help learning across a range of subjects is, however, limited as there is a shortage of appropriate software and computers in the classroom. The school is, however, aware of this weakness and is planning to support this area as funds become available.
6. Teachers use assessment information effectively to plan future work, as seen to very good effect in a literacy lesson for pupils in Year 6. The teacher changed part of her original planning for the lesson in the light of her assessments of pupils' successes in the previous lesson. This demonstrated a very good understanding and knowledge of her pupils and their needs. The individual targets that pupils have in reading and mathematics are constantly reviewed by the teacher and the pupils and this also gives all pupils a very good understanding of their own abilities. End of topic assessments in science provides the teachers with a clear picture of pupils' progress. Some good examples of marking were seen in pupils' books. The supportive comments written by the teacher clearly indicated to the pupils what had to be done to improve their work. The school uses records of assessment particularly well in the reception class to plan work to lead to the Early Learning Goals. As a result of the good provision and teaching, children make good progress, especially in their personal and social development. This provision for children in the Foundation Stage shows a considerable improvement since the last inspection.

The school provides very well for pupils' personal development, including their spiritual, moral, social and cultural development. This ensures that pupils' relationships and their behaviour is very good.

7. The school's overall provision for the spiritual, moral, social and cultural development is very good. Particular strengths are to be found in the provision for pupils' moral development, which is excellent. Pupils are taught the difference between right and wrong and to respect the views, feeling and beliefs of others. The school encourages high self-esteem as well as self-respect and discipline. Staff provide a very strong moral code. They give clear guidelines for acceptable behaviour. A sense of fair play is fostered effectively in the playground. The school rules, written and agreed by pupils, are well understood and consistently applied. The school provides very well for pupils' personal development. All pupils are given responsibility and, in particular, the older pupils take care of the younger ones in several different ways. For example, they read stories to them on occasions and look after them during wet playtimes. The school also places a great deal of emphasis on pupils as individuals and encourages the development of personal skills. For example, pupils are given opportunities to speak to groups of pupils in lessons. This was seen in a Year 6 literacy lesson where pupils were asked to explain their original ideas in their story writing in connection with "The Haunted

House". Many pupils were able to create an atmosphere by their very good use of language and expression. They could speak with confidence and without embarrassment.

8. The caring ethos of the school, together with this provision for personal development and the spiritual, moral, social and cultural emphasis, has resulted in very good behaviour by almost all pupils. This also has a very positive impact on the learning. Pupils respect each other's contributions to a lesson. They listen quietly to each other and do not shout or speak to make themselves heard above other pupils. They can be quite noisy at times when they are involved in individual or group investigations but this is mainly because of their enthusiasm. They are in fact often encouraged to work together or share their ideas verbally with others. It is a measure of their personal control that there is almost instant silence in class when this is required. The headteacher and staff have also encouraged very good relationships in the school. During the inspection, pupils were seen to be polite and helpful to each other. They wait and hold doors open to let others through before themselves. They share resources during lessons and work very well together, giving mutual support and help.

The school's partnership with its parents is a strength. It has ensured that the contribution of parents to children's learning at school and at home is very good.

9. The school has very good links with the parents and their support is a strength of the school. In the high response to the parents' questionnaires, the parents indicated that they appreciate the school and are very pleased with the progress made by their children. The parents are kept well informed of their children's progress through good annual reports and three parents' evenings. The governors' annual report to parents meets statutory requirements. The parents are kept informed about school events through the attractive regular newsletter and correspondence. The school prospectus is an attractive and informative document. There is a home/school agreement linked to homework and parents support their children's reading and homework very well. There is an active parents' association. The chair of the Friends of the School is very proud to be associated with the school. The association raises a great deal of money to help the school. For example, they helped to raise £2500 at the summer fair. They have contributed to the cost of computers and helped to decorate the new computer suite. A number of parents, grandparents, friends and relatives help regularly in the school and on educational visits. One excellent feature is the support given each morning for pupils with special educational needs. A number of adults work with children to help them, often in a one to one basis, with reading, writing and mathematics. This results in good progress for those pupils and is deeply appreciated by the school. Many parents also help with after-school activities, such as cross-country and football. The school works consistently hard to improve its relationship with parents and has recently carried out its own survey of parents' views through an extensive questionnaire. It has implemented many of the suggestions that came from this survey. For example, the improved arrangements for homework.

The headteacher, with the support of the deputy headteacher, subject co-ordinators and governors, provides outstanding leadership and a clear educational direction for the school

10. The headteacher is a very effective leader of the school. He has developed a strong sense of purpose amongst the staff in the period since the last inspection. The headteacher encourages all staff to feel part of a team, involved in moving the school forward with a clear educational direction. There is now an excellent shared commitment to strive for constant improvement. The headteacher works very closely with his deputy headteacher and senior management team. This is a very effective partnership. He is also very effective in enabling all staff to lead in various areas. For example, all subject co-ordinators are given every encouragement to be active leaders in their subject. All core subject co-ordinators monitor the teaching, learning, planning, curriculum and pupils' work on a regular basis. This is very effective in ensuring good coverage of all aspects of the curriculum. Co-ordinators of core subjects are given time to observe and work with other teachers. Co-ordinators of non-core subjects are also given these opportunities as their particular subject is a focus for development. The work of the subject co-ordinators is a strength of the school. They prepare an audit statement for all core-subjects, there are several action plans for all subjects and a subject profile of pupils' work is maintained for each subject. In addition, the headteacher

monitors and supports the co-ordinators by identifying the strengths of the subject and suggesting areas for further development.

11. The headteacher also monitors the quality of the teaching and gives verbal and written feedback. All this monitoring of the curriculum and the teaching has been very effective. It has resulted in the raising of educational standards and an improvement in the quality of the teaching.
12. The governing body gives sound leadership and provides very good support. The chair of the governing body is totally committed to the school and regularly engaged in professional dialogue with the headteacher. He is also the chair of the finance committee. He keeps a close check on all spending and is fully aware of the effectiveness of present and previous spending. For example, he is aware that extra spending on part-time teachers has had a major influence on the quality of education provided. These teachers not only help to reduce class sizes on occasions but also allow other teachers who are subject co-ordinators, to have curriculum time to monitor the teaching and the curriculum effectively. He is also aware that spending on computers and the creating of the computer suite has raised standards in information and communication technology. Members of the governing body have been appointed to support literacy, numeracy and special educational needs. These appointments have been effective.
13. The leadership has developed an excellent ethos in the school. This is exemplified by the very good attitudes to work, the very good relationships and the commitment by all to raise standards further. There is a commitment to equal opportunities for all. Very careful financial planning effectively supports educational development and priorities. The school wisely uses the money at its disposal and the headteacher, school secretary and chair of the governors finance committee are aware of the need to get the best value for its pupils. For example, the school's finances are in very good order. For the first time for a number of years there is a healthy surplus and sufficient reserves are in place to deal with the identified priorities, which include a maintenance of the very valuable part-time teachers and improvements to school buildings. The management systems now in place, including the very effective leadership by the headteacher, deputy headteacher, dedicated team of teachers, support staff and governors have ensured a number of important improvements since the last inspection. The school has now a very good capacity to develop further improvements.

WHAT COULD BE IMPROVED

The use of computers to support learning across a greater range of subjects and the further development of staff expertise in information and communication technology.

14. The school's resources for teaching information and communication technology have improved considerably in the last few years. The school has an excellent computer suite, which is used very effectively to raise the level of basic computer skills. There are some areas of the curriculum for information and communication technology that are taught particularly well leading to sound and sometimes good standards. For example, most pupils in Year 6 can produce text showing an awareness of the suitability of fonts, size and styles and they can incorporate clipart into their work. Standards in this aspect are often above the national expectation for their ages. However, the use of information and communication technology to support learning across a range of subjects is limited. The computer has not yet become a natural everyday tool for learning for the majority of pupils. The school is also short of appropriate software, for example, to support research work in subjects like science, history and geography. The software to support learning in the teaching of mathematics is also limited. The school is well aware of these weaknesses and has outlined the action it is due to take on the school development plan. The school is hoping to install computers with CD-ROMS in each classroom, together with appropriate software, when the money becomes available.

15. Staff expertise in using computers and their knowledge of teaching information and communication technology has improved considerably over the last year. For example, courses have been run in school with the help of the local education authority. These have concentrated on using the computer to develop basic computer skills for pupils. In addition, a number of teachers have been on courses at the local teachers' centre. However, there is still a need to deepen teachers' knowledge in all aspects of information and communication technology. The school has planned courses for the near future to help staff develop the use of computers to support learning across a range of subjects.

The overall leadership and co-ordination and the curriculum for music.

16. It was not possible during the inspection to make any judgement about the standards attained in music. The headteacher has a concern about the leadership and co-ordinator in music. It has not been possible to appoint a co-ordinator for music and consequently there is a lack of leadership and guidance. The quality of teaching is, however, considered by the headteacher to be at least satisfactory and all available evidence suggests that there is broad coverage of the national curriculum in music. Singing is lively and enthusiastic, the school mounts school productions with a sound music content and a number of children are learning to play musical instruments. However, there are a number of weaknesses. For example, there is no whole-school policy for music and this results in a lack of clarity about the main aims and objectives of the subject. Although the school has a sound range of musical instruments, these are not fully utilised within class lessons and there are an insufficient number of keyboards for effective teaching in this area. Teachers usually plan lessons well but the area for creating and developing musical ideas and composing music is underdeveloped. The school is well aware of these weaknesses and has indicated in the school development plan its future proposals to improve music provision.

The school's policy for Health and Safety and the procedures for Child Protection.

17. Although most school policies are of good quality, there are two areas where the policies are in need of further development or revision. The school's arrangements for child protection are broadly sound and work well in a day to day basis. However, the guidance is limited and does not give sufficient guidance to teachers and non-teaching staff, regarding the signs and symptoms to be aware of. Also, teachers do not have detailed guidance about the action needed if they have any concerns.
18. The policy for Health and Safety also is in need of updating, with particular reference to whole-school risk assessments. The school also needs to be more active in identifying possible areas of risk around the school, for example, constantly checking for trailing flexes or regularly monitoring the school site for security. The present policy does not give a clear guidance on assessing any risk on a regular basis, neither does it give detailed plans and examples on identifying any action to take.

The arrangements in the summer term for the induction of four year-olds into the school.

19. The provision for children under five in the foundation class is good and a considerable improvement since the last inspection. However, the arrangements for the induction of new pupils to the school are inadequate. At present, children attend for one day only in the summer before the term that they start school. There are not enough opportunities available to ensure a smooth transition process from home to the school or from the variety of playgroups and nurseries. Although there is good liaison with the playgroup, which meets in the school, there is only limited contact with other playgroups in the area and with the nursery schools that the children sometimes attend.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To maintain the quality of education and promote further development, the governing body, headteacher and the staff should address the following issues:

- 1) Continue to improve the provision for information and communication technology by:-
 - Devising strategies and providing more opportunities for computers to be used to support learning across a wide range of subjects
 - Developing teachers' knowledge, understanding and confidence in the use of computers.

These are indicated in paragraphs...4, 5, 14, 15...

- 2) Improve the provision for pupils' musical education by developing the co-ordination of the subject across the school.

These are indicated in paragraph 16.....

- 3) Further improve the provision for child protection and the health and safety of pupils by revising and updating the policies and procedures.

These are indicated in paragraphs 17, 18.....

- 4) Devise strategies to improve the induction programme in the summer term for very young children entering the school to provide a smoother and more gradual introduction to the school.

These are indicated in paragraph...19.....

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
12	47	41	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	Yr – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	232
Number of full-time pupils eligible for free school meals	24
Special educational needs	Yr – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	37
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	1
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	3.95
National comparative data	5.6

Unauthorised absence

	%
School data	0.02
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	19	15	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	18	17
	Girls	15	14	14
	Total	33	32	31
Percentage of pupils at NC level 2 or above	School	97(89)	94(94)	91(97)
	National	86(82)	88(86)	93(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	17	18
	Girls	15	14	14
	Total	31	31	32
Percentage of pupils at NC level 2 or above	School	91 (91)	91(83)	94(97)
	National	84 (82)	88 (86)	92 (87)

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

NA – Not available at the time of the inspection.

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	11	23	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10(12)	11(15)	11(17)
	Girls	21(12)	18(10)	21(12)
	Total	31(24)	29(25)	32(29)
Percentage of pupils at NC level 4 or above	School	91 (73)	85 (76)	94 (88)
	National	78 (70)	75 (69)	89 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10(12)	11(15)	11(16)
	Girls	19(11)	18(8)	20(12)
	Total	29(23)	29(23)	31(28)
Percentage of pupils at NC level 4 or above	School	85(70)	85(70)	91(85)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	12
Black – African heritage	2
Black – other	7
Indian	15
Pakistani	0
Bangladeshi	0
Chinese	0
White	162
Any other minority ethnic group	3

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– YR 6**

Total number of qualified teachers (FTE)	9.8
Number of pupils per qualified teacher	23.6
Average class size	33.1

Education support staff: YR – YR6

Total number of education support staff	4
Total aggregate hours worked per week	62

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	464,459
Total expenditure	427,557
Expenditure per pupil	1,767
Balance brought forward from previous year	17,991
Balance carried forward to next year	36,902

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	242
Number of questionnaires returned	140

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	32	3	1	1
My child is making good progress in school.	48	45	1		6
Behaviour in the school is good.	46	52	1		1
My child gets the right amount of work to do at home.	34	48	7	2	9
The teaching is good.	56	40	1		3
I am kept well informed about how my child is getting on.	36	49	10	1	4
I would feel comfortable about approaching the school with questions or a problem.	65	32	2		1
The school expects my child to work hard and achieve his or her best.	71	28	1		
The school works closely with parents.	56	36	6		2
The school is well led and managed.	64	33	1	1	1
The school is helping my child become mature and responsible.	49	41	2	1	7
The school provides an interesting range of activities outside lessons.	26	49	13	3	9