

INSPECTION REPORT

HEMPLAND PRIMARY SCHOOL

York

LEA area: York

Unique reference number: 131821

Head teacher: Mrs K Ledger

Reporting inspector: Mr Richard S Moseley
16886

Dates of inspection: 29th and 30th January 2001

Inspection number: 230266

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Whitby Avenue Stockton Lane York North Yorkshire
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Appropriate authority:	The governing body
Name of chair of governors:	Dr Barry Thomas
Date of previous inspection:	Not applicable

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hempland Primary School is much bigger than most primary schools with 411 pupils, 217 boys and 194 girls. There are no pupils with English as an additional language. A lower than average number of pupils, 2.9 per cent are registered as being entitled to free school meals. Eighteen per cent of pupils are registered as having special educational needs, which is below the national average. Three pupils have statements of special educational needs, which is very low. Attainment on entry to the school is just above average but there is a very wide spread of abilities. Many children have pre-school provision in a variety of local nurseries. This is a new school, opened in September 1999. It was formed from two separate schools.

HOW GOOD THE SCHOOL IS

This is an effective school with many very good features. Pupils make 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 good with just over one third being very good or excellent. The school has developed a very good 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 by the head teacher with the support of the governors and teachers. It provides very good value for money.

What the school does well

- The school provides a very good and 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.
- The arrangements the school makes for the care of its pupils are very good and it provides very well for their moral and social development. This ensures that pupils' relationships, their behaviour and their personal development are very good.
- The head teacher, with the support of the deputy head teachers, faculty leaders and subject co-ordinators, provides very good leadership and a clear educational direction for the school.

What could be improved

- The use of information and communication technology to support learning in all subjects.
- The quality and consistency of some of the teachers' lesson planning.
- The overall provision for the teaching of music.
- The involvement of the governing body in some aspects of the curriculum.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is the first time the school has been inspected since it opened as a primary school in September 1999. It is therefore more difficult to judge any improvements made compared with the two previous schools. However, there have been a number of new and successful initiatives. For example, the head teacher has introduced a faculty system, where groups of teachers from the two previous schools work together to develop a number of subjects. This enables all teachers to understand the requirements for all ages of pupils from four to 11 and to take an active part in the development of a number of subjects with a whole-school approach. This has been an important development and a successful improvement as most teachers had worked in either an infant or a junior school previously. Facilities for the teaching of information and communication technology have improved recently with

the building of a new computer suite, with a very good range of hardware. New policies have been produced for behaviour and anti-bullying. The literacy and numeracy strategies have been introduced successfully and the school is on course to meet its targets in English and mathematics. The school is well placed to maintain these and many 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	*	*	A	B
mathematics	*	*	A	C
science	*	*	A	B

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

* Not available because this was a new school in September 1999.

The first National Curriculum results of this new school in the year 2000 indicate well above average results in English, mathematics and science. This represents good progress when compared to the level of attainment on entry to the school, which is just above average. When these results are compared to similar schools, they are not quite as high in English and science and average in mathematics. However, the school is aware of this, as it analyses all attainment well, and at the start of its second year, targeted mathematics and English as areas for further improvement. The inspection findings indicate that for this year's pupils, in Year 6, standards are similar to last year, with well above average results when compared to the national expectation. However, the new whole-school approach and other new initiatives are beginning to raise standards. For example, standards in writing are now very high. Standards in information and communication technology are in line with national expectations for their age. Standards in history, and in art and design are above expectations by age 11. Standards in literacy and numeracy are well above national expectations by age 11.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Most pupils want to learn. They are enthusiastic and interested in their work.
Behaviour, in and out of classrooms	Pupils are usually very well behaved. They 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	Well above average.

Pupils care for each other and respect each other's point of view and many show a great deal of confidence by the time they leave the school. Personal development is enhanced by many opportunities to take responsibilities. For example, older pupils are linked with pupils in younger classes. They work with them regularly and support them in many ways, such as listening to them read or assisting them with specific projects. Pupils also enjoy taking part in assemblies and school performances.

TEACHING AND LEARNING

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

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

Just over 80 per cent of the teaching is good or better and 35 per cent of the teaching is very good or excellent. There is no unsatisfactory teaching. Where the teaching is particularly effective, teachers plan their lessons well, with precise learning objectives. These lessons are well structured with a step by step approach and proceed at a good pace. As a result, pupils are clearly motivated and sustain their interest well. Also, in these lessons, different work is always planned for pupils with different abilities. This ensures that all pupils make good progress. Where the teaching is less effective, even though it is still satisfactory, the lesson planning is weaker with less detail and sometimes lacks specific work planned for pupils with different abilities. This means that some pupils do not make as good progress as they could. Also, pupils are not as clear as to the purpose of the lesson. Although the basic aspects of music are taught satisfactorily some teachers lack confidence in this area. This means that in some lessons, the work planned is less effective in inspiring pupils to reach high standards. The school has identified this subject as an area for further development. The skills of literacy and numeracy are well taught throughout the school. This is helping to raise standards of speaking, listening, reading, writing and mathematics in many subjects of the curriculum. The teaching of the basic skills of information and communication technology is good but planning for the use of computers to aid learning across a range of subjects is limited. This means that, although most pupils understand computers, they have little opportunity to use them to extend their knowledge of a range of subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad, balanced and relevant curriculum for all its pupils. The curriculum provided for children under five in the foundation stage is good.
Provision for pupils with special educational needs	Good. Pupils make good progress both in lessons and during withdrawal sessions. The contribution made by the support staff is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for spiritual and cultural development is satisfactory. The provision for moral and social development is very good.

How well the school cares for its pupils	The school provides very good care for its pupils. The policies and procedures for child protection and health and safety are very good.
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The scheme of work for music is in need of updating and the co-ordinator aims to introduce a new scheme shortly. There is limited provision in the curriculum for pupils to develop an appreciation of the ethnic and cultural diversity of British society. The school is making a good effort to involve more parents in the life of the school. Most parents view the school as very good and a Parents Association has just been formed. The quality of information about pupils' progress in their reports is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Overall, leadership is good. Leadership and management by the head teacher are very good. She is ably supported by her two deputy head teachers. All teachers have been given the opportunity to develop their leadership roles well.
How well the governors fulfil their responsibilities	The chair of the governing body is very supportive and works closely with the head teacher. A number of governors are supporting the school well by being linked to literacy, numeracy and the provision for pupils with special educational needs. However, the chair is anxious to involve more governors in curriculum matters so that they are all better informed about school life.
The school's evaluation of its performance	The head teacher, staff and governors are fully aware of the school's performance and have a very clear idea of what they want to improve.
The strategic use of resources	Very good. Resources are readily available and used very well. Staff are well qualified and deployed very well. The accommodation is used very effectively. The wall displays in some rooms are outstanding and contribute greatly to pupils' learning. All money available to the school is used wisely and carefully and the head teacher and governors are aware of the need to get the best value for its pupils.

The head teacher has been very good in deciding the school's priorities from the moment the school opened up to the present time. For example, she has put effective measures in place for the staff and the pupils from the two previous schools to work closely together. Teachers now have a whole-school vision and do not apply their planning to just one key stage but appreciate the needs of all pupils from age four to 11. The priorities identified for the future are also very appropriate.

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 very few parents felt that the school did not provide an interesting range of activities outside lessons. • A very few parents felt that the school does not work closely with them.

- All views expressed by the parents were anonymously brought to the attention of the head teacher.
- The inspectors agreed with parents' positive views. Inspectors judged that pupils got an appropriate amount of work at home and that parents are well informed about the progress their children make. The school has also improved its procedures to work more closely with parents. There is now a satisfactory range of activities outside lessons.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school provides a very good and 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 head teacher and staff have created an atmosphere in the school where pupils want to learn. Classrooms and corridors are very well laid out with teaching aids to stimulate learning. For example, in a Year 5 class, there is a very good list of sentences and phrases (mnemonics) which help children remember their spellings, such as 'there is a rat in separate' and 'Big elephants can't always use small exits, spells because'. 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. For example, pupils in a Year 4 class had displayed their English work about newspaper headlines that related to the recent disastrous floods in York. They were posted up very well with a background of newspapers, which made the display effective and relevant. The whole school is clean and bright and full of interesting and high quality work. Pupils' successes are always celebrated. Regular assemblies are held where these achievements are shared. Pupils have their own portfolios in which they keep the many stickers given for good work, effort and behaviour. Staff display a caring attitude, which enables each individual to feel that he or she is important and can succeed. For example, in a geography lesson for pupils in Year 6, pupils were puzzled as to why two different countries on the map of South America used the same colour, when this did not appear to be the case on the map of North America. The teacher worked hard to coax the answer. The whole class listened carefully and one pupil gained a great deal of confidence when he realised what really mattered was not the colour but the indication of a capital city symbol. He explained that this was more important than the colour. 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 interested in their work. For example, many pupils are reluctant to go out at play time and are happy to carry on working. Many arrive at school early and stay on to the growing number of after-school clubs. 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. Pupils were developing their skills of jumping and landing off a variety of different equipment. They followed the teacher's careful instructions about safety and supported each other well. The contribution of the staff and the challenging environment, together with the attitudes to work of the children, has resulted in high achievement in many areas but in particular in the National Curriculum tests. The latest tests in 2000 and the first results of this new school indicate well above average results in reading, writing and mathematics at the end of Key Stage 1 and in English, mathematics and science at the end of Key Stage 2. Attainment in these subjects is at least as high for this year's pupils in Year 2 and Year 6 with even higher standards in the writing aspect of English at the end of Key Stage 2. In history, attainment is above the national expectation at the end of Key Stage 2 and attainment in art and design is above the national expectation at the end of both key stages. These results indicate good progress for most children from an attainment on entry to the school, which although just above average, nevertheless has a wide range of abilities.

Teaching is a strength of the school.

3 The quality of the teaching in the school has a major impact on the high standards achieved. Just over 80 per cent of the teaching is good or better and 35 per cent is very good or excellent. Where the teaching is particularly effective, teachers plan their lessons well, with precise learning

objectives. As a result, lessons are well structured with a step by step approach and proceed at a good pace. 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 pupils' discipline and the good support given by classroom assistants, contributes significantly to the high standards achieved and the progress pupils make, including those with special educational needs. For example, in a mathematics lesson in Year 4, the lesson planning was detailed and structured well in a series of logical learning steps with clear objectives, which were reached by the end of the lesson. Pupils were subtracting large numbers but the main objective of the lesson was to get pupils to understand that the correct answer could be found with a variety of different ways. Pupils progressed at their own rate and used methods applicable to their abilities. As the lesson progressed, the teacher encouraged some pupils to explain quicker and more efficient ways of calculating the right answer and, by the end, many pupils were beginning to use these quicker methods. Most of the teaching has this type of well structured and detailed planning. However, throughout the school and especially when teaching some of the non-core subjects like geography, design and technology, physical education and music, the teachers' planning is sometimes weaker and does not contain sufficient detail or clear learning objectives. In these lessons, the teaching is still satisfactory but pupils do not always have a clear picture of what they are learning.

4 Teachers' subject knowledge in almost all subjects is good and this enables them to give stimulating lessons. This was seen in a science lesson in Year 5. Pupils were investigating how a magnetic field can pass through many different materials. The teacher's excellent knowledge of science enabled her to set up a most stimulating lesson and link the learning to examples from pupils' own lives. She was able to produce a very good variety of different materials to test and presented a set of questions at the beginning, which motivated and excited all abilities to find some answers. Some of the teachers have weaker subject knowledge in aspects of music. However, the school has planned a number of training opportunities to correct this. Teachers' planning indicates good opportunities to develop the basic skills of information and communication technology. However, there are fewer planned opportunities to encourage pupils to use these skills to support learning in different subjects. This results in missed opportunities for pupils to extend their learning. The teaching of basic skills, especially those related to literacy and numeracy is done well. The national strategies for literacy and numeracy have been introduced well and contribute to the school's high standards.

5 A particular strength of the teaching is the obvious high expectations the teachers have of the standards they expect pupils to achieve. Where lessons are planned well, all abilities in the class receive challenging work appropriate to their needs. For example, in a literacy lesson in Year 6, pupils had to plan and prepare for writing a letter about how to use a spare piece of ground. Pupils of all abilities made suggestions that it could be used for a skateboarding area, a running track, a paddling pool or an area used by an Army Training Corps. The teacher was able to support the lower attainers with the structure of their writing. Some of the higher attaining pupils were encouraged to give very good explanations, justify their ideas and use mature speech to convince others in the class. These methods enabled all pupils to attain the highest standards in line with their abilities. The teacher also expected the pupils to work at speed as he had given them fixed times to complete their work.

6 Some good examples were seen where pupils are encouraged to develop the skills needed for independent learning. For example, work seen in pupils' history books, showed clearly that they had produced a comprehensive list related to Victorian life from their own research into books and documents. The work demonstrated advanced research, which produced information about the type of lighting and heating used and the average number of people living in one room. The pupils related this well to life today. However, this type of independent work is not fully in place throughout the school and is in an early stage of development. Similarly, the independent use of computers to support

learning across a range of subjects is also underdeveloped. The school has already recognised this and prioritised future developments in these areas.

7 The teaching for children who are under five in the foundation stage is also a strength. The teachers in the reception classes have a very clear understanding of how young children learn. They plan work to lead to the early learning goals for children of this age and use assessment records very effectively to plan future work. In a lesson seen in a reception class, children's early speaking skills were being developed well; they were gaining confidence as the teacher made it quite clear that what they said was valued and listened to.

8 Throughout the school, work is marked but is not always sufficiently effective in indicating clearly to pupils what they have to do to improve further. Teachers do however encourage pupils to evaluate their own weaknesses and set individual targets for the week. These are sometimes well related to targets in English and mathematics and in these cases pupils gain a clear indication of what they have to do to improve.

The arrangements the school makes for the care of its pupils are very good and it provides very well for their moral and social development. This ensures that pupils' relationships, their behaviour and their personal development are very good.

9 The procedures for child protection and ensuring pupils' welfare and safety are very good. The procedures to raise attendance are also very good and attendance rates are well above average. The school has an effective health and safety policy. For example, regular health and safety checks are carried out and good records are kept. The provision for the support of pupils with special educational needs is good, both within the classroom and on the few occasions when these pupils are withdrawn for specialist teaching. These pupils make very good progress. The special educational needs co-ordinator is developing her monitoring and supportive role very well. All the classroom assistants ably support her. However, she has identified that it is sometimes difficult to monitor the special educational needs support effectively. This is because in a few lessons, especially in the non-core subjects, teachers' planning does not always indicate what support is given to pupils with special educational needs.

10 The school's provision for the moral and social development of pupils is very good. Pupils are taught the difference between right and wrong and to respect the views and feelings of others. The school encourages high self-esteem, as well as self-respect and discipline. Staff provide a strong moral code. They give clear guidelines for acceptable behaviour. The school provides very well for pupils' personal development. For example, older pupils are given the responsibility of caring for younger pupils. Classes in Key Stage 2 are linked to a class in Key Stage 1. A period is regularly timetabled for the two classes to work together. Older pupils, for instance, may read to younger pupils or they work together on a project. This encourages a strong sense of responsibility in older children. Many pupils gain confidence by taking part in the school's yearly production, such as "Sabrina and the Wicked Witch", which the pupils have taken off the Internet themselves. In the many "Praise Assemblies", pupils have to stand up in front of others if they have achieved some special success. On occasions, they describe to the whole school what they have done. All these areas develop pupils' confidence and personal skills. Although in many ways the school supports pupils in their cultural development well, there is limited provision in the curriculum to develop pupils' understanding of living in a multi-cultural society.

11 The caring ethos of the school, together with the provision for personal development and the moral and social emphasis, has resulted in very good behaviour by almost all pupils. This has a very

positive impact on their learning. Pupils respect each other's contribution to lessons. They listen quietly to each other. They can be noisy at times when they are involved in individual or group investigations but this is mainly because of their enthusiasm. For example, during a science lesson in Year 1, the teacher had devised a range of very good resources for pupils to understand forces, such as pushing or pulling. Pupils were excited because of their interest. However, they settled down quickly when asked and listened to what others had discovered. The head teacher and staff have also developed very good relationships in the school. Pupils are 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 head teacher, with the support of the deputy head teachers, faculty leaders and subject co-ordinators, provides very good leadership and a clear educational direction for the school.

12 The head teacher is a very effective leader of the school. Since she was appointed, at the time the school was newly opened just 16 months ago, she has developed a strong sense of purpose amongst the staff. She has been able to create the conditions for the staff from the two previous schools to work together in a very harmonious and successful way. She has encouraged all staff to feel part of one team, involved in moving the school forward with a clear educational direction. There is now a very good shared commitment to strive for constant improvement.

13 The head teacher works closely with the two deputy head teachers. This is a very effective partnership. In addition, one of her great strengths has been the way she has enabled not only the deputy head teachers but all staff to develop strong leadership roles. For example, she has introduced a faculty leadership structure to the school. Each faculty grouping of teachers consists of personnel from both key stages and subject leaders for two or three subjects. This has enabled all teachers to develop their understanding of a whole-school approach, to realise the needs of all ages of pupils and to support specific co-ordinators in the development of their subject. These arrangements have been especially beneficial to the teachers in this new school as previously most were only involved in either infant or junior education. The faculty idea is an example of how appropriate the many new initiatives introduced by the head teacher have been.

14 Although the head teacher's main concern for her first year was the smooth transition from the two previous schools to the new primary school, she has also begun the monitoring and evaluation of the teaching. For example, she has observed most teachers teaching literacy and is beginning to monitor the teaching of numeracy. She has supported teachers well and given advice during feedback sessions. This has helped to raise the quality of the teaching. She has established a close working relationship with all her teachers.

15 The governing body gives sound leadership and provides good support. The chair of the governing body is totally committed to the school and regularly engages in professional dialogue with the head teacher. He is also the chair of the finance committee and keeps a close check on all spending and is fully aware of the effectiveness of present and previous spending. For example, he and the governors are fully aware that spending on computers and the creation 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. However, the chair is anxious to develop and extend the role of the governing body to be more involved in school life and especially in areas of the curriculum. This will ensure that more governors are aware of subjects and classroom practice.

16 The leadership has developed an excellent ethos in the school. This is exemplified by very good attitudes to work, the very good relationships and the commitment by all to raise standards even further. There is a commitment to equal opportunities for all. Very careful financial planning effectively supports educational development and priorities. The school uses the money at its disposal wisely and the head teacher and governors are aware of the need to get the best value for its pupils. In this, the office manager and school bursar ably support the school. The management systems now in place, including the very effective leadership of the head teacher, the two deputy head teachers, the dedicated team of teachers, support staff and governors, have ensured the right priorities and made many improvements. The school has a very good capacity to develop further improvements.

WHAT COULD BE IMPROVED

The use of information and communication technology to support learning in all subjects.

17 The school has raised standards in information and communication technology since it opened. Attainment is in line with national expectations for pupils at the end of both key stages. Most pupils are confident in using computers and the school has been particularly successful in timetabling the subject and using the new computer suite effectively for most areas of the syllabus in information and communication technology. One area that is less well developed, however, is in the use of computers to support research in a range of different subjects. Also, the use of computers to interpret stored information or produce graphs, which again can provide good support for learning for a range of subjects, is under-developed. The computer has not yet become an everyday tool for learning for most pupils. There are, however, some good examples of where computers are used to support subjects, for example in Year 3, where information about dolphins was produced on the computer. This supported work in English and pupils had imported clip art into their text and used a variety of different colours and fonts. This type of work is, however, limited. The school is aware that this is an area it needs to develop much further. They are also aware that the problem is partly due to a lack of up-to-date computers in classrooms. The computer suite with its new equipment has been very effective in raising the general level of attainment. The suite is, however, quite a distance from most of the classrooms and not as accessible for individual or group work as an integral part of a classroom lesson. The school is fully aware of this organisational problem and classrooms have been wired up to link with the computers in the suite and new computers will be installed in the classroom as money becomes available.

The quality and consistency of some of the teachers' lesson planning.

18 Some teachers plan well for their lessons whatever the subject. This short-term lesson planning is effective in developing each lesson in clear logical learning steps to ensure good progress by the end. There are very clear learning objectives, which are fully understood by the pupils. This good planning contains details of the work planned for pupils of different abilities, including specific work for pupils with special educational needs. There is a section for the teacher to evaluate the effectiveness of the lesson and outline any areas that may need re-visiting during the next lesson. The whole lesson is linked well to the medium term planning set out in the schemes of work. This type of planning is, however, not consistent across the school. All teachers have been effective in producing good lesson planning for the teaching of literacy and numeracy but in other subjects, especially in the non-core subjects like geography, music and design and technology, the lesson planning may be limited to a few lines, apart from a few very good exceptions. All of the lessons seen during the inspection, which had this limited planning, were still satisfactory overall. However, the quality of the planning limited the quality of the teaching on these occasions. Another problem that arises when teachers use a wide range of different formats in their planning is that it becomes more difficult for the head teacher, the subject co-ordinators and the special educational needs co-ordinator to monitor and

evaluate this planning. The school is, however, well aware of this weakness and the head teacher, deputy head teachers and faculty leaders have very recently identified this area for further development. The fact that some teachers consistently produce good planning means that the school is now in a position to share this good practice.

The overall provision for the teaching of music.

19 The music curriculum is delivered soundly in the school and the performance aspects of music are often done well. However, there are some weaknesses that the school is anxious to correct. For example, the music scheme of work needs updating and with this in mind, the school aims to introduce a nationally produced scheme of work shortly. Some teachers lack confidence in the teaching of music and the co-ordinator has enlisted the help of the music adviser from the local education authority to deliver in-service training during the summer term. The Performing Arts faculty group has identified music as an area for development. It has drawn up a good action plan, which is being implemented at present. A teacher has already visited another school to see examples of good practice in the teaching of music, as well as identifying a range of resources that will help with teaching when the staff use the new scheme of work. As well as general resources, the school also lacks suitable music speaker systems for both halls, which reduces the quality of music heard. There is also a lack of adequate storage space for musical resources, which means that resources are not always readily available.

The involvement of the governing body in some aspects of the curriculum.

20 The governing body fulfils its statutory duties well and the governors' understanding of the strengths and weaknesses of the school is good. The involvement of the governors in aspects of the curriculum is weaker, although some are involved well and are very supportive. For example, the chair of the governing body works very closely with the head teacher on all aspects of the school's organisation. The governors with a responsibility for literacy and numeracy work with the co-ordinators of these subjects in school. The governor with a responsibility for special educational needs uses her own expertise effectively to support the co-ordinator and report back to the other members of the governing body. For example, she meets with the school's special educational needs co-ordinator on a regular basis and is fully aware of the needs of specific children in school.

21 The chair of the governing body is, however, anxious to develop the role and involvement of the governing body further in order to ensure that all governors are fully aware of all aspects of school life and can make more informed decisions. A proportion of governors are new to their positions. The number of governors who visit the classroom or support areas of the curriculum is limited and the chair wishes to raise the profile of the governing body with both the teachers and the parents. Plans have been prepared to link each of the governors with two classes on a more formal basis. One of these classes will be in Key Stage 1 and the other in Key Stage 2. The chair of the governing body is hoping to implement this scheme shortly.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

22 To maintain the quality of education and promote further development, the governing body, head teacher and staff should now:-

- (1) Develop the use of information and communication technology to support learning across a wide range of subjects by:
 - Using computers more regularly within lessons;
 - Outlining more opportunities in teachers' planning.(Paragraphs 6 and 17)
- (2) Improve the quality and consistency of the teachers' lesson planning to raise standards of teaching even higher by:
 - Devising a common format that can easily be monitored and evaluated;
 - Always stating the learning objective for the lesson so that pupils are aware of what they are supposed to be learning;
 - Always planning work that would be suitable for the different abilities in the class, including those with special educational needs.(Paragraphs 3 and 18)
- (3) Continue to improve the provision for the teaching of music by implementing fully the action plan for music as set out in the school development plan. (Paragraphs 4 and 19)
- (4) Develop further the supportive role of the governing body in aspects of the curriculum by devising strategies to link governors more closely with subjects and increasing their involvement in the classroom. (Paragraphs 15, 20 and 21)

NB All issues above have already been identified either in the School Development Plan or in each faculty group as an area for further development.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
9	26	48	17			

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)	411
Number of full-time pupils eligible for free school meals	12

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	75

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	3.78
National comparative data	5.6

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	28	24	52

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	27	26
	Girls	24	24	24
	Total	49	51	50
Percentage of pupils at NC level 2 or above	School	94	97	97
	National	84	85	90

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	26	28
	Girls	24	22	24
	Total	49	48	52
Percentage of pupils at NC level 2 or above	School	94	93	100
	National	84	88	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
	2000	26	33	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	22	25
	Girls	33	29	32
	Total	57	51	57
Percentage of pupils at NC level 4 or above	School	97	86	97
	National	75	72	85

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	22	24
	Girls	32	30	32
	Total	53	52	56
Percentage of pupils at NC level 4 or above	School	90	88	95
	National	70	72	80

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	355
Any other minority ethnic group	5

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)	17.8
Number of pupils per qualified teacher	24.5
Average class size	29.4

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	108

Financial information

Financial year	Sept 1999 – Mar 2000
	£
Total income	411,868
Total expenditure	430,529
Expenditure per pupil	1,048
Balance brought forward from previous year	134,275 *
Balance carried forward to next year	115,614 *

* This is high due to the balances carried forward from the previous two schools.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	412
Number of questionnaires returned	92

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	32	2	7	0
My child is making good progress in school.	40	49	5	5	0
Behaviour in the school is good.	47	43	7	1	2
My child gets the right amount of work to do at home.	31	46	14	3	5
The teaching is good.	48	42	4	5	0
I am kept well informed about how my child is getting on.	33	46	16	4	1
I would feel comfortable about approaching the school with questions or a problem.	54	35	4	7	0
The school expects my child to work hard and achieve his or her best.	51	43	3	2	1
The school works closely with parents.	33	50	16	1	0
The school is well led and managed.	48	41	9	1	1
The school is helping my child become mature and responsible.	46	50	3	1	0
The school provides an interesting range of activities outside lessons.	25	42	20	7	7