

INSPECTION REPORT

DORRINGTON PRIMARY SCHOOL

Birmingham

LEA area: Birmingham

Unique reference number: 103195

Headteacher: Mrs P. Woolliscroft

Reporting inspector: Mr P. Edwards
21069

Dates of inspection: 12th – 14th January 2003

Inspection number: 246269

Short 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 – 11 years
Gender of pupils:	Mixed
School address:	Dorrington Road Perry Barr Birmingham
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D. Pears
Date of previous inspection:	10 th November 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Dorrington Primary School is situated in Perry Barr a suburb of Birmingham. The school is much larger than average with 611 pupils in the main school, 302 boys and 309 girls. A further 45 boys and 26 girls attend the Nursery on a part-time basis. Just over thirty per cent of the pupils of compulsory school age are from white ethnic backgrounds, 23 per cent are from Asian Indian backgrounds and 16 per cent from Black Caribbean backgrounds. The rest are from Chinese, Pakistani, Bangladeshi and African backgrounds and there are five refugee children. Over 170 children speak English as an additional language although only 12 are at an early stage of learning English. These figures are much higher than average. The percentage of pupils eligible for free school meals (11.5 per cent) is average. The percentage of pupils on the school's register of special educational needs (12.1 per cent) and the percentage of pupils with a statement of special educational need (0.7 per cent) are below the national average. The school, which benefits from stability amongst the staff, is popular with parents, and there is a waiting list for many year groups. Attainment on entry is broadly average.

HOW GOOD THE SCHOOL IS

This is a very good school. In National Curriculum tests at age eleven, the pupils attain standards that are well above the national average and those for similar schools in English, mathematics and science and pupils of all abilities achieve well. Throughout the school the teaching is very good and the headteacher, well supported by senior staff, provides the school with excellent leadership and manages the school very well. Taking all factors into account, the school provides very good value for money.

What the school does well

- In the National Curriculum tests at age eleven, standards are well above the national average in English, mathematics and science. All of the pupils achieve well and make very good progress.
- The teaching is very good.
- Very good use is made of information and communication technology to develop learning in other subjects.
- The school provides a very good range of out of school activities.
- The behaviour of the pupils and their attitudes towards work are very good.
- The senior management team and the subject co-ordinators provide very good leadership and management.

What could be improved

- The pupils' writing.

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 1997 when it was found to be a good school with many strengths. It has made good improvements since that time. The high standards seen in the National Curriculum tests at age eleven have been sustained, as has the quality of teaching. The headteacher provides very effective leadership and manages the school extremely well and the senior management

team provides strong support. The key issues outlined in the previous report have been addressed very effectively.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A	C	A	A
mathematics	A	B	A	A
science	A	A	A	A

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

The children enter school with a wide range of attainment although it is broadly average overall. They are provided with a good range of activities in the Nursery and the Reception classes and this enables most children to achieve the Early Learning Goals in all of the areas of learning by the time they enter Year 1.

The 2002 National Curriculum test results at the end of Year 6 show the pupils' attainment is well above the national average and the average for similar schools in English, mathematics and science. The trend in improvement in these subjects is similar to that seen nationally. The proportion of pupils attaining the higher Level 5 is better than is seen nationally and significantly so in the case of mathematics and science. There is little difference between the attainment of boys and girls. Challenging performance targets are set and the school is well on course to achieve its targets for literacy and numeracy in 2003. The 2002 National Curriculum tests at the end of Year 2 show the pupils' attainment in reading is above the national average and the average for similar schools. The pupils' attainment in writing and mathematics is in line with the national average and the average for similar schools.

Inspection evidence shows that standards are above average in reading at the end of Year 2 and well above average at the end of Year 6. This is due to the very well organised and structured reading programme that is implemented effectively by the staff and the good support provided by parents. Standards in mathematics are average at the end of Year 2 and well above average at the end of Year 6. The grouping of pupils, according to their prior attainment, is effective in ensuring the pupils are given work that is well matched to their ability and enables them to make good progress overall. Standards in writing are in line with national expectations at the end of Year 2 and above average at the end of Year 6. The school has identified writing as an area for development and, although most pupils achieve well, they could do better. They need to be provided with more opportunities to write at length and in different styles, particularly in subjects like geography and history. Standards in science are average at the end of the infants and well above average at the end of the juniors. Standards in information and communication technology continue to rise and are above average at the end of both

Year 2 and Year 6 due to the effective teaching and clear subject leadership. Strong leadership in physical education has also been a factor in raising standards in this subject above national expectations throughout the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils are enthusiastic and show high levels of interest in their work. They contribute well in lessons and most work hard. From an early age, the pupils demonstrate very good levels of concentration.
Behaviour, in and out of classrooms	Very good. The pupils are very well behaved. They are polite and considerate of the needs of others.
Personal development and relationships	Very Good. The pupils get on very well with one another and show high levels of independence in their work. Relationships between pupils and staff are excellent, contributing significantly to the life of the school.
Attendance	Good. Attendance is above the national average and lessons start punctually.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very good

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

The quality of teaching and learning in the Foundation Stage is very good. The children are provided with a good range of activities in the Nursery and Reception classes. Routines are well-established and provide a familiar and supportive structure to sessions. The quality of teaching is enhanced by the classroom assistants, who together with the teachers, ensure all children take a full part in lessons and make the progress of which they are capable.

The teaching of English, mathematics and science is very good throughout the school and enables the pupils to achieve well. The teaching of reading is carried out in a rigorous and systematic way and the whole process of teaching reading is extremely well organised ensuring the pupils develop into fluent and confident readers at an early age. Writing skills are also generally well taught in both the infants and the juniors, although the school has identified the need to provide the pupils with more opportunities in this aspect of English. The inspection team agree that this is a priority. Numeracy skills are very well taught. In both the infants and the juniors, the pupils are provided with stimulating mental arithmetic sessions that successfully develop their ability. The grouping of pupils according to their prior attainment ensures that the work is well matched to their ability and challenging for all. The teachers expect a lot of the pupils who respond well and achieve well. The teaching of information and communication technology is strong throughout the school and the overwhelming majority of pupils are confident in using computers. The teachers ensure that computers are used to develop learning in other subjects and in areas like science it is a particular strength. The pupils develop a wide range of

skills in physical education due to the quality of teaching, the support provided by outside agencies both during school time and for out of school activities and also the strong leadership by the co-ordinator.

Throughout the school, teachers are confident and enthusiastic and their strong knowledge of the subjects they are required to teach ensures that most pupils achieve well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The statutory curriculum is enhanced by a wide range of stimulating learning activities both in school and as part of the out of school arrangements.
Provision for pupils with special educational needs	Very good. The pupils with special educational needs are very well supported in class. Their needs are identified early, individual education plans are of a good standard and the pupils' progress is reviewed regularly, with the full involvement of parents and pupils.
Provision for pupils with English as an additional language	Very good. Those pupils who are learning English as an additional language are provided with appropriate support and their progress is monitored effectively.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school is very effective in the way in which it promotes the pupils' spiritual, moral, social and cultural development. The provision makes an important and significant contribution to their personal development.
How well the school cares for its pupils	There are satisfactory procedures in place for child protection and for ensuring the pupils' health and safety. Assessment procedures for English, mathematics and science are very good and procedures in other areas of the curriculum are well advanced.

The overwhelming majority of parents indicate a high degree of satisfaction with the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher provides excellent leadership for the school and is very well supported by the senior management team, staff, parents and Governing Body. The role of co-ordinators has been developed well and they play a significant role in raising standards in their subjects and areas of responsibility.
How well the governors fulfil their responsibilities	Very Good. The Governing Body is very well informed, supportive and has a good understanding of what is happening in the school. It is most effective in holding the school to account for the quality of education that it provides. It fully meets its statutory duties.
The school's evaluation of its performance	Very good. The headteacher, staff and governors have a very good understanding of what the school does well and what might be improved. A good quality School Improvement Plan is used effectively to shape the direction of the school's development and there are regular reviews which provide opportunities for evaluation.
The strategic use of resources	Excellent. The school makes best use of the funds that are available and is extremely effective in securing additional grants. The school looks carefully at areas of expenditure to ensure it gets best value. Very good use is made of the teachers' expertise to provide support for colleagues.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The fact that their children enjoy school. • The quality of teaching and the progress made by their children. • The standard of behaviour. • The expectations set by the school. • The manner in which the school helps the children to become mature and responsible. • Parents are pleased with the leadership and management of the school. 	<ul style="list-style-type: none"> • Homework. Some parents think there is too much, others too little. • The information about how their children are progressing. • The number and range of out of school activities.

The vast majority of parents are very satisfied with the quality of education that the school provides and the standards that the pupils achieve. Inspection findings support these positive views. The amount of homework and information about how their children are progressing is similar to the level found in other schools and are satisfactory. There is a wide range of out of school activities including visits, musical and inter-school sporting events, all of which add much to the pupils' experiences.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

In the National Curriculum tests at age eleven, standards are well above the national average in English, mathematics and science. All of the pupils achieve well and make good progress.

1. There is a strong commitment to ensure that all of the pupils achieve well and make the best possible progress. The staff are successful in their endeavours and the high quality of education that is provided enables high standards to be achieved. The teachers provide the pupils with tasks that are interesting and challenging. The very good quality of teaching, and the correspondingly positive attitudes of the pupils to their work, enables most of them to do as well as can.
2. The 2002 Year 6 National Curriculum tests show the pupils' attainment in English, mathematics and science is well above the national average. When compared with similar schools, attainment is again well above average in all three subjects. Apart from 2001 when results in English were average and resulted in the school taking action to remedy the situation, over the last four years standards have been at least above, and frequently well above, the national average. The school has received three achievement awards because of the high standards that have been attained. A significant proportion of pupils exceed the level expected of Year 6 pupils. In science for example, 58 per cent of the pupils achieved the higher Level 5 compared with 38 per cent nationally. Inspection findings indicate that the pupils are on track to attain similar high standards this year although standards in writing are not quite as high as other areas.
3. National Curriculum test results and teacher assessments in 2002 for pupils in Year 2 show attainment to be above the national average in reading and average in writing, mathematics and science. Over the last four years, attainment has never been less than average and has frequently been above average or better. Inspection findings show that standards in reading are above expectations and in line with expectations in writing, mathematics and science.
4. The children are provided with a very good start to their education in the Nursery and Reception classes and the very good teaching ensures that the overwhelming majority achieve well. When children enter the Nursery, their attainment is broadly average. Most children, of all abilities, make good, and occasionally very good, progress. By the time they enter Year 1, most pupils attain the Early Learning Goals in all areas of learning and a significant minority exceed those goals.
5. Reading skills are well taught throughout the school and result in the high standards seen at the end of Year 6. The children are taught the early reading skills very effectively. The children in the Nursery and Reception classes progress quickly as the teachers demonstrate the importance of books and the children quickly develop an enthusiasm and appreciation for reading. The organisation and structure of the reading programme ensures that all pupils make very good progress in their acquisition of reading skills throughout the school and they quickly become confident and fluent readers. The importance of reading expressively is emphasised and there are good opportunities for the pupils to practise their reading. They develop their research skills effectively, being provided with activities that require them to use reference books, dictionaries and thesauri. In the juniors, the teachers introduce the pupils to a good range of literature. The majority are familiar with work by a wide range of authors including

Roald Dahl, Tolkien, Jacqueline Wilson, Hazel Townson and JK Rowling. Older pupils show a good awareness of the work of Shakespeare. Most parents support their children's reading, recognising the importance of helping to develop their reading skills. They listen to them read on a regular basis and record comments in home school diaries. The pupils show an obvious enjoyment of reading and, due to the fact that they recognise the importance of punctuation, when reading aloud they do so with fluency and expression.

6. The pupils have very good speaking and listening skills throughout the school. When the teachers are introducing activities they listen with high levels of interest. The pupils are fully involved in lessons and enjoy the question and answer sessions that are part of the introduction and final part of many lessons. Most pupils, in both the infant and junior classes, have well developed vocabularies which enable them to respond to questions confidently and to express their thoughts and ideas carefully. In discussions, the pupils listen with respect to the views of others. Older pupils in the juniors are able to put forward persuasive arguments, and, whilst not always agreeing with the views of their classmates, listen to their viewpoints well.
7. By the time the pupils leave school at the end of Year 6, standards in mathematics are well above average. By the end of Year 2, the overwhelming majority of pupils are achieving the level expected for their age and a significant number are doing even better. The pupils in the infants are enthusiastic and keen to take part in lessons. They have a secure grasp of number and their mental arithmetic skills are good. The pupils have a good understanding of number bonds up to twenty and this enables them to undertake a good amount of work with considerable accuracy. They develop a good range of strategies to help with their counting skills for example, $13 + 21 = 13 + 20 + 1 = 34$. There are good opportunities for the pupils to practise their number skills, for example they add and subtract units of money, length, weight and capacity. By the end of Year 6, these strategies are well developed and the pupils use their skills to solve a wide range of addition, subtraction, division and multiplication problems. Even the less able pupils are generally attaining standards that are broadly average and demonstrate a secure understanding of using negative numbers, for example in measuring temperature and in finding the perimeter of a simple shape. The pupils achieve well in mathematics because of the good teaching and the effective implementation of the numeracy strategy.
8. By the end of Year 2, the pupils achieve standards in science that are in line with expectations and by the end of Year 6 standards are well above average. Good and very good teaching ensures that all aspects of the subject are given appropriate coverage and, as a result, the pupils acquire a secure understanding of the subject. The pupils' investigative skills are developed well. By the end of Year 2, the pupils have a secure knowledge of the human body and understand the sort of diet that is needed to maintain a health lifestyle. They know that some machines use electricity and understand the characteristics of living things and why some creatures choose a particular habitat. By the end of Year 6, the pupils have a good understanding of changes that happen when substances are heated and which changes are reversible and which are not and develop this understanding through observations of candles burning and chocolate melting. They understand that some substances such as salt and sugar dissolve in liquids but others will not. They can explain how to separate substances through filtration and evaporation. The pupils' investigative skills are good. They are presented with interesting activities to develop these skills, such as how to weigh the gas in a bottle of fizzy drink.

The teaching is very good

9. The quality of teaching is very good throughout the school and this makes an important contribution to the standards achieved by the pupils. Twenty eight lessons were observed during the inspection. Teaching was excellent in four per cent, very good in 29 per cent, good in 46 per cent and satisfactory in 21 per cent. Together with the analysis of the pupils' work this demonstrates a picture of very good teaching.
10. The teaching in the Foundation Stage is very good. The children in the Nursery and Reception classes are provided with a wide range of learning activities that keeps them interested and effectively meets the needs of the different ability groups. Very effective use is made of the good quality outdoor equipment to enhance the children's physical skills and their personal and social development. Excellent use is made of the school's computer equipment, young children using the lap-tops to undertake a variety of activities and this results in them making good progress in this area. Language and mathematical development is very good because of the well-structured sessions that provide the children with a gradual introduction to the literacy and numeracy sessions.
11. The basic skills of literacy and numeracy are taught very well in all classes, enabling all pupils, including those with special educational needs and the more able to make very good progress and achieve as well as possible in their work. Those pupils who need extra help are provided with good support. The teachers assess the pupils' work in the core subjects of English, mathematics and science very effectively and the data is used very effectively to ensure that work is well matched to the pupils' level of ability. In mathematics for example, the pupils are placed in ability groups based on the assessment information and this enables them to be taught very effectively and they make rapid progress throughout the juniors.
12. The teachers are particularly good at questioning the pupils to determine what they know and to extend their learning. For example, in a very good Year 6 numeracy lesson, when a child responded with the correct answer on rounding up a number, the teacher pursued it further asking, 'Why is that?' and 'How did you work that out?' As well as developing the pupils' speaking skills it also helped to ensure other pupils in the class understood the mathematical processes involved. Many teachers give the pupils open-ended questions and this demands that the pupils put considerable thought into their responses. The teachers are particularly good at ensuring all groups of pupils respond and tailor the questioning effectively to enable this to happen.
13. Teachers are enthusiastic and show enjoyment in their work and this makes the lessons interesting for the pupils. In a very good Year 5 dance lesson for example, the teacher's enthusiasm and presence provided the pupils with a stimulating and enjoyable opportunity to create their own dance movements on the theme of sailors in Tudor times. The teacher's enthusiasm and the brisk pace of the lesson ensured that the pupils stayed on task, listened carefully and performed well.
14. Lessons are well planned. The learning objectives are clearly stated and in most lessons these are shared with the pupils at the beginning so they have a clear understanding of what it is they are expected to do and to achieve. The end of lesson discussions are used effectively by

the teachers to determine what the pupils have learned and what areas need to be looked at again to reinforce understanding. In most classes, the teachers mark the pupils' work well, telling them what they are doing well and how they might improve.

15. The very good relationships between staff and pupils is a significant strength of the teaching. The teachers make very effective use of humour to get the best out of the pupils who respond with respect. With older pupils there are instances of light hearted banter between staff and pupils which given an indication of the respect. However, the pupils know the limits and there is never any question of these instances getting out of hand. Pupils who need additional help are appreciative of the help provided by classroom assistants and the Integration assistants. The teachers make very effective use of these assistants who make a significant contribution to the pupils' progress in lessons.

Very good use is made of information and communication technology to develop learning in other subjects.

16. Standards achieved in information and communication technology are above average by the end of Year 2 and Year 6. This is due to the leadership provided by the co-ordinator, the quality of resources and the quality of the teaching.
17. By the end of Year 2, most children have good word processing skills and they use these skills well in literacy activities to produce stories, reports and poetry. The skills are developed effectively throughout the juniors and by the end of Year 6, most pupils can 'cut and paste' and see the use of computers as an integral part of their learning. They make good use of the Internet to carry out research for their work in history and geography and combine this with other forms of research. For example, as part of their science work on materials, some of the pupils in a Year 5 class searched a variety of Internet sites for information, whilst others used reference books. They then combined their finding very effectively. The pupils in Year 3 made particularly effective use of the Internet during 'Black History Week' to enhance their awareness and understanding of Black people who had made significant contributions to the fields of literature, science and the arts.
18. The teachers are confident users of information and communication technology and this enables them to teach the subject well. All staff have completed their initial training and many are furthering their skills through additional training. They are encouraged to identify opportunities when computers could be used to promote learning in other subjects and their planning reflects this. A good example is in science where the co-ordinator has produced a very detailed document for staff which indicates the programs that might be used to develop learning in the various science targets.
19. The co-ordinator has a very good knowledge of the subject and the school has created strong links with various companies. This has enabled the school to evaluate the most appropriate method of resourcing the subject and chose to buy laptop computers with wireless connections. This mobility enables them to be used in all classrooms and has proved to be very effective. Additional work stations in each classroom provide the school with considerable flexibility. Computers are seen as a genuine resource for promoting learning in other subjects and, as a result, standards are developing continually.

The school provides a very good range of out of school activities.

20. The school provides the pupils with a rich and varied range of out of school activities that do much to enhance their development. From an early age the children participate in a wide range of visits designed to enhance the pupils' knowledge of aspects of the curriculum and also to promote their personal development. These culminate in residential visits for the older pupils which contribute significantly to their overall attainment and progress. Visits to places of worship when studying different religions enhances the pupils' cultural development.
21. The pupils are given the opportunity to participate in many physical and sporting activities. The school has made significant strides since the previous inspection and links with a local sports college and a number of sporting organisations help to develop the pupils' physical skills. For example, players and coaches from local cricket and football clubs work with the pupils and staff from the sports college work provide a range of skills training. Pupils also have the opportunity to benefit from dance, netball, tag-rugby, karate and judo clubs. In addition to the range of musical activities, that include peripatetic music tuition, the pupils also participate in recorder groups, orchestra and the choir. Although the school provides an impressive range of activities it is not complacent and wishes to extend the activities to enable more of the younger pupils to participate.

The behaviour of the pupils and their attitudes towards work are very good.

22. The pupils' positive attitudes towards school and towards work are very good and have a strong impact on their progress. The pupils take a full part in all aspects of school life. They are keen to learn and recognise the importance of taking advantage of the good quality of education with which they are provided. These factors play a significant part in the high standards achieved by the pupils.
23. In the Foundation Stage, the children quickly adapt to the routines of school life. The teachers and support staff have high expectation of behaviour and the children respond well to these expectations. The children in both the Nursery and Reception classes work productively, concentrate well and talk enthusiastically about the activities they have undertaken. Behaviour is very good and the children co-operate well, helping one another where appropriate.
24. In both the infants and juniors, the pupils' positive attitudes towards school and to work continue. They recognise that by working hard they can achieve well and attain good standards. The overwhelming majority of pupils take a full and active part in lessons responding well to the teachers' questioning. Other pupils listen well and are respectful of the views made by their classmates. Most pupils are ready to offer comments on subjects, whether it is about a book they are reading, a piece of artwork that is being displayed or in comparing different pieces of music. Within class, the pupils help each other and do so without fuss. In the playground, several instances were seen of older pupils helping or playing with younger children.
25. The school provides good opportunities for the pupils to carry out research activities, both in school and at home. Pupils enjoy this and they rise to the challenges they are given demonstrating further their desire to learn more.
26. The behaviour of most pupils is of a high standard both within lessons and around the school. The school has clear rules and the pupils know what is expected of them. They have a clear understanding of what is acceptable behaviour and what is not and appreciate that their

actions can have an impact on others. Behaviour at lunchtimes is generally good although the school is seeking to see what it can do to make it better. The pupils are given the opportunity to undertake a range of duties, including library and book monitors.

The senior management team and the subject co-ordinators provide very good leadership and management.

27. The headteacher provides the school with excellent leadership and manages the school very well. She is very well supported by the senior management team who undertake a number of roles very successfully. Their prime aim has been to sustain and raise standards and the school has been very successful in this. There is a determination to improve and this lack of complacency, shared by the staff, results in continued improvements. The headteacher shows a willingness to accept change where appropriate and to try different strategies. The school is very good in promoting the personal and professional development of staff and this has the effect of raising their confidence and morale.
28. The procedures for monitoring the quality of teaching and learning are very effective. The monitoring is undertaken in an atmosphere that the staff do not find threatening and the process is used well to identify training needs. All staff regularly take part in training activities and this is seen in the subject expertise that is present amongst the staff. The co-ordinators are provided with good opportunities to monitor what is happening in their subjects through non-contact time and opportunities to monitor the quality of teaching and learning. As a result, they have a clear understanding of the strengths of their subjects and what might be improved. They continually seek to do things better and readily accept advice and listen to constructive criticism. The senior management team analyses the pupils' work and teachers' planning to ensure subjects are taught in sufficient depth.
29. Co-ordinators who have responsibility for non-subject based areas of the curriculum such as assessment and special educational needs provide very effective leadership. The detail and clarity of assessment information and its use has a very positive impact on the teachers' planning, enabling them to identify the needs of pupils, particularly in the core subjects of English and mathematics. The needs of those pupils with special educational needs are identified early and they are provided with a very good level of support, ensuring they make the best possible progress.
30. The School Improvement Plan is a good, clear document that identifies accurately what needs to be done. There is a regular evaluation of how successful the school has been. There is a clear match between the priorities for development and the budget. The staff and governors are fully involved in the preparation of the plan. The school has a large number of staff and the school makes very effective use of their skills. It also makes very effective use of the accommodation, which although tight for the number of pupils, is attractively decorated and helps to provide a very pleasant learning environment.
31. The Governing Body supports the school well and fulfils its responsibilities very well. The governors know what the school is doing well and have a clear understanding of what might be improved. The headteacher keeps the governors fully up to date and issues regarding standards are discussed in detail. The governors regularly attend training sessions and are kept well informed on curriculum issues

WHAT COULD BE IMPROVED

The pupils' writing

32. The school already achieves good standards in writing but has rightly identified in the school improvement plan the need to improve standards further. The school is keen that the standards achieved in reading should be matched by those in writing. Additional training has been undertaken by the staff and as a result standards have improved. The pupils are provided with more opportunities to write at length, particularly through 'extended writing sessions'.
33. The school does, however, miss some opportunities to develop the pupils' writing further. In some classes, a considerable number of worksheets are used in subjects such as history, geography and religious education. Whilst the pupils acquire the factual knowledge and understanding required in these subjects, they do not provide the pupils with challenging opportunities to develop and improve their writing. The style of some worksheets requires the pupils to respond with single words or simple phrases and they limit both the response and the quality of the pupils' writing.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The headteacher, staff and governors should now;

- (1) improve the standard of the pupils' writing further by;
 - reducing the use of worksheets in some classes.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

27

Number of discussions with staff, governors, other adults and pupils

12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	8	13	6	0	0	0
Percentage	4	29	46	21	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	36	611
Number of full-time pupils known to be eligible for free school meals	0	66

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	2	6
Number of pupils on the school's special educational needs register	5	51

English as an additional language

	No of pupils
Number of pupils with English as an additional language	172

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	33
Pupils who left the school other than at the usual time of leaving	35

Attendance

Authorised absence

	%
School data	4.5

Unauthorised absence

	%
School data	0.2

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	177	0	0
White – Irish	0	0	0
White – any other White background	20	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	28	0	0
Asian or Asian British - Indian	142	0	0
Asian or Asian British - Pakistani	16	0	0
Asian or Asian British – Bangladeshi	12	0	0
Asian or Asian British – any other Asian background	6	0	0
Black or Black British – Caribbean	98	0	0
Black or Black British – African	2	0	0
Black or Black British – any other Black background	1	0	0
Chinese	2	0	0
Any other ethnic group	4	0	0
No ethnic group recorded	19	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Financial information

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	28.3
Number of pupils per qualified teacher	21.5
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	15
Total aggregate hours worked per week	344

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
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Financial year	2000/2001
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	£
Total income	1,596,614
Total expenditure	1,532,793
Expenditure per pupil	2,376
Balance brought forward from previous year	68,821
Balance carried forward to next year	132,642

Number of pupils per qualified teacher	36
Total number of education support staff	3
Total aggregate hours worked per week	100
Number of pupils per FTE adult	12

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	47	42	89

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	45	44	46
	Girls	39	39	37
	Total	84	83	83
Percentage of pupils at NC level 2 or above	School	94 (92)	93 (94)	93 (96)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	46	46	45
	Girls	40	39	38
	Total	86	85	83
Percentage of pupils at NC level 2 or above	School	97 (93)	96 (96)	93 (94)
	National	85 (85)	89 (89)	89 (89)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	48	38	86

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	43	40	46
	Girls	35	31	36
	Total	78	71	82
Percentage of pupils at NC level 4 or above	School	91 (79)	83 (84)	95 (95)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	43	42	43
	Girls	28	27	29
	Total	71	69	72
Percentage of pupils at NC level 4 or above	School	83 (75)	81 (87)	84 (81)
	National	73 (72)	74 (74)	82 (82)

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

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	647
Number of questionnaires returned	159

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	44	1	0	1
My child is making good progress in school.	47	49	3	1	1
Behaviour in the school is good.	45	48	6	0	1
My child gets the right amount of work to do at home.	30	47	16	6	3
The teaching is good.	42	55	2	1	1
I am kept well informed about how my child is getting on.	33	49	13	3	3
I would feel comfortable about approaching the school with questions or a problem.	47	42	6	4	2
The school expects my child to work hard and achieve his or her best.	54	42	2	1	1
The school works closely with parents.	35	48	10	1	6
The school is well led and managed.	38	55	1	1	6
The school is helping my child become mature and responsible.	40	53	4	1	3
The school provides an interesting range of activities outside lessons.	35	41	10	4	9