

INSPECTION REPORT

TWICKENHAM PRIMARY SCHOOL

Kingstanding, Birmingham

LEA area: Birmingham

Unique reference number: 103376

Headteacher: Mr John Canning

Reporting inspector: Mr David Carrington
15414

Dates of inspection: 9th – 10th September 2002

Inspection number: 246287

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 to 11

Gender of pupils: mixed

School address: Twickenham Road
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Appropriate authority: The governing body

Name of chair of governors: Mr Michael O'Neill

Date of previous inspection: 2nd March 1998

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Twickenham Primary School is a large school situated in the Kingstanding district, about 5 miles north of Birmingham city centre. There are 230 boys and 203 girls in the main part of the school plus another 20 part-time and 41 full-time children who attend the nursery. These pupils live locally. There is a well above average proportion of pupils with special educational needs, largely for emotional and behavioural or learning difficulties. There are five pupils with statements. All pupils speak English and nearly all are from white British families. The proportion of pupils entitled to free school meals is above average. When pupils start school they have below average levels of knowledge and skills. The school is part of the Kingstanding Education Action Zone, which is focused on the raising of standards through improving pupils' self-esteem and developing effective working partnerships with parents. It is also a Beacon School in recognition of the successes of school management and its strategies to promote good behaviour.

HOW GOOD THE SCHOOL IS

The school's Beacon status is more than confirmed by this inspection and it is a highly effective school. School management and behavioural support systems are very good and these lead to a settled, productive, happy and friendly learning environment. Standards have improved substantially in recent years and were the best ever in the SATs last year. The quality of teaching and learning is very good and pupils make good progress throughout the school. There are some relative priorities for improvement for the school to continue to tackle, principally geography and information and communication technology (ICT), but it is evident that the school has a very bright future. Overall, it gives very good value for money.

What the school does well

- The school adds a lot of value to pupils' attainment from the time that they start school to the time that they leave. Standards are average overall with good results in art and design and music.
- It promotes a *can do* attitude amongst pupils and gives them great self-esteem that reflects the pride that the local community has in the school.
- Lessons are fun and interesting because the quality of teaching is very good and pupils learn effectively from a rich curriculum.
- The quality of leadership and management is highly effective and ensures that pupils have very many chances to succeed.

What could be improved

- The school has many more strengths than aspects for improvement and has already identified enhancements it wishes to make in geography and ICT.

The inspection team agrees that these are the right ways forward for 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 inspected last in March 1998. At that time there were no key issues though the report included a number of minor points for improvement. Since that time, everyone in school has worked very hard to refine and develop their work with the result that very good improvement has been made to standards and much of the work of the school. The inspection team is convinced that the school will maintain its many strengths in the future and continue to improve at a very good rate.

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				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	D	D	C	A	well above average A above average B average C below average D well below average E
Mathematics	C	D	D	B	
Science	B	D	C	A	

Similar schools are those schools with between 35% and 50% of the pupils entitled to free school meals.

Standards in SATs have improved at a brisk rate and the school has received a government award for its work to improve standards. The above table shows that in the 2001 SATs, Year 6 pupils matched the national average in English and science but attained below this level in mathematics. When compared to schools with a similar rate of entitlement to free school meals, standards were well above average in English and science and above average in mathematics. This year, eleven-year-old pupils achieved the best ever results in school. In 2001, the attainment of Year 2 pupils matched the national average in reading, writing and mathematics but it was much better than the standards found in similar schools in all three subjects. Since pupils start school with below average standards, all these results mark good overall progress through the school.

The evidence from lessons, past work and discussion with pupils shows that standards are average overall at the ages of seven and eleven. In art and design and music, standards are above average, largely because of specialist knowledge and skills amongst the staff. The school has a very good system to target the progress of individual pupils that enables it to meet and often exceed the overall goals set for Year 6 pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Parents say that because their children are eager to learn, it is difficult to keep them from school when they are ill! The inspection team agrees that the school fosters very positive attitudes to learning.
Behaviour, in and out of classrooms	The standard of behaviour is very good because pupils set their own, sensible rules and follow them carefully. No pupils have had to be excluded from the school in recent years.
Personal development and relationships	One of the chief strengths of the school are the excellent relationships between pupils and with adults. The personal development of pupils is something that all the staff work hard, and very successfully to promote.
Attendance	Attendance levels are similar to those found in most other schools and pupils are punctual for the start of lessons.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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 learning is good and pupils are well motivated, work hard and produce good amounts of well presented work. Pupils build knowledge, skills and understanding at a good rate and know their personal targets for work thoroughly. The staff ensure that the particular needs of all individual pupils are met very effectively. The good conditions for learning are created by the hard work and dedication of the staff. Teachers have very good levels of expertise; they use interesting methods and create a very good range of learning experiences for their pupils. The basic skills of literacy and numeracy are taught very effectively. Very good teaching was observed in all phases of the school and pupils' past work confirmed this picture. Key managers and staff are working successfully to develop this high quality of teaching and learning in the nursery and reception classes now that they are situated close to each other.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Pupils enjoy a rich curriculum with very good focus on humanities subjects such as music and art and design. Aspects of geography and ICT require continued development. The contribution of the community to the curriculum is a particular strength and there is a very good range of activities outside lessons.
Provision for pupils with special educational needs	The school has developed its work with pupils with learning and emotional and behavioural difficulties most effectively. Individual needs are well understood and work programmes are very well tailored to meet these needs. All the support staff do a sterling job in supporting pupils with special educational needs, including statements.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Because staff hold the personal development of pupils as a high priority, the work to develop pupils' spiritual, moral, social and cultural education is very good. Indeed, the fostering of social development is excellent.
How well the school cares for its pupils	The school has very good systems to ensure pupils' welfare and child protection procedures are assured. The promotion of good behaviour and systems of assessment of skills and knowledge also work very well.
The partnership with parents	Parents have very high opinions of the school that the inspection team found to be very well placed. The school takes every opportunity to build successfully on its links with parents and keeps them very well informed of its work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher leads the school with determination, confidence and conspicuous skill. Key managers are a full part of the management team and work very effectively together to ensure that systems and procedures are of high quality and followed consistently.
How well the governors fulfil their responsibilities	The governors have a good working partnership with staff of the school and they complete their management responsibilities with enthusiasm and knowledge. They have a good understanding of the school's strengths and areas for development.
The school's evaluation of its performance	There are very good systems to set challenging targets for all pupils and to track that these are met in full. The results of assessment are evaluated thoroughly and other work of the school is monitored closely to ensure that its performance is effective. In this way, the school applies the principles of best value very well.
The strategic use of resources	There are very good quality resources in school, including staffing, that are used most effectively to provide pupils with a very good education. New staff are quickly brought up to speed and the school enjoys a very good reputation as a training ground for future school leaders. Finance is managed very carefully and extra funding for pupils with emotional and behavioural or learning difficulties and that gained from the Education Action Zone are used with obvious success.

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 school is well led and managed and all staff go out of their way to be helpful.• Their children like coming to this school because they are taught well and make good progress.• The personal development and behaviour of their children are well promoted and they become mature and sensible learners.• Homework levels are just right and parents feel fully a part of their children's education.• Their children are given every opportunity to learn well, including benefiting from an interesting range of activities outside lessons.	<ul style="list-style-type: none">• Nothing significant

The inspection team agrees with all of these positive views of parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school adds a lot of value to pupils' attainment from the time that they start school to the time that they leave. Standards are average overall with good results in art and design and music.

1. When children join the nursery class at Twickenham Primary School their level of skill and knowledge is well below average. In the nursery, children are helped to settle, though many find the different circumstances in school, as compared to home, difficult to cope with and it takes some time for them to find their feet and benefit from all the experiences given to them. During the inspection, for example, some children, in their first days in school, were observed to defer to older children in the reception classes when playing on the outdoor apparatus. Nonetheless, the programme of work and play in the nursery is carefully structured to ensure that the children can benefit from interesting and involving activities.
2. In the two reception classes, which are housed in new classrooms this year, the foundation established in nursery is developed successfully. The interesting environment contributes to children's eagerness to learn and they make good progress as they acquire more knowledge and skills. This is especially marked in the creative area of learning where in one lesson observed, four girls had firm ideas about the artistic element of their work to make a collage of a fish. They showed improving dexterity as they worked and the final result was of good quality. Both the teachers and the support staff have high expectations of the children and they work hard to provide a bright and stimulating learning environment.
3. The current Year 1 pupils show the firm platform for learning that is developed during the two Foundation Stage years. Their level of skill and knowledge is well improved on their starting point, though they still have a way to go to catch up. Inspectors judged that during their early days in Year 1, these pupils were making good progress in their lessons. Standards were not far short of what is expected at this stage in the year and their basic skills in literacy and numeracy, a prime focus of the work, showed good gains in the lessons seen. One of the school's strengths is music, where standards are above average overall. The starting point of the journey towards such standards was observed in a Year 1 music lesson that was firmly focused to promote knowledge and skills in playing instruments at different dynamic levels. The interesting and motivating activities caught up the pupils who, for example enjoyed the game to clap at different volumes whilst one pupil attempted to find a missing object. The inspector recorded that the pupils were developing "a clear understanding of loud/quiet...and...a wide musical vocabulary."
4. In Year 2, pupils continue to make good progress in their work. Over the three years from 1998 to 2001, Year 2 pupils have achieved broadly average results in the reading and writing SATs but apart from 2001, results in mathematics were not as strong. In 2002 there was considerable improvement overall and standards were secure in all three subjects in their match to national averages. In comparison with similar schools, Year 2 pupils do very well. In 2001, for example their results were well above the average of schools with a similar level of entitlement to free school meals. In these very early days of the new school year, the current Year 2 pupils were observed by inspectors to be making good progress and there were signs that progress is often very good. The scrutiny of pupils' past work confirmed this judgement in terms of the development of skills, knowledge and understanding in English and mathematics. In one mathematics lesson, pupils were making very good progress as a result of very good teaching. Here, Year 2, pupils were benefiting because the lesson was based firmly on their previous work, the tasks were well tailored to individual needs and the teaching style and methods encouraged great enjoyment in learning. Over half of the class had secure understanding of the place value of

two digit numbers by the lesson end and were working within level 2. Right at the start of the school year, it is evident that standards in the current Year 2 are on the rise and that pupils are working at above average levels in aspects of English, mathematics and science.

5. When pupils transfer into the junior classes they have already made brisk progress from their starting point. The consistently good educational provision in school ensures that this progress is maintained in all years. A walk along the junior corridors, for example, shows the good development of skills in art and design. The range of materials, methods and techniques is wide and pupils clearly work carefully to produce refined results. The Year 5 paintings in the style of Lowry show an attention to detail and interpretation that would do justice to much older pupils. Particularly noticeable here is the mixing and blending of paint to produce a striking effect that gives a three-dimensional quality to the work. At present, artwork from Twickenham pupils is displayed on the reverse of West Midlands bus tickets and so the justified reputation for good art work in school quite literally travels from Wolverhampton to Coventry and Tamworth to Redditch! Overall, standards in art and design are above average.
6. On the whole, standards in the current Year 3 are average at present. Because mathematics results have not always been as strong as those in English in the past, pupils are organised into ability sets for mathematics in the later junior years. The setting arrangements are having good impact on standards and progress. Earlier in school, lower attaining pupils in Year 3 are already making strong progress in their work because the work is finely matched to individual needs and there are challenging extension activities for each group in the class. In one class, six pupils were already working towards level 3 and the others were around level 2, which is a firm success indicator of the observed high expectations of the staff working with this class. In another mathematics lesson, Year 3 pupils were working well with the place value of numbers to thousands and were able to sequence, quite quickly, numbers in words or symbols up to one thousand. In a Year 4 lesson, pupils showed the substantial base of mathematical learning that had been established during their time in Year 3. These pupils were building effective knowledge and understanding of the properties of polygons in an enjoyable and productive learning environment that ensured they made good progress and achieved the expected standards.
7. It is in English that the school has most work to do from the time children start in the nursery. During the course of several lessons inspectors observed the limited spoken language of younger pupils. However, the development of literacy and language skills is a core priority of the school and the curriculum is very carefully planned to develop skills and knowledge systematically. By Year 4, it is evident that pupils are becoming more adventurous in their speech and writing and that standards are moving up. English skills are developed well across the curriculum and there are strong links in English lessons with other subjects. In the two Year 4 English lessons that inspectors observed, the focus was on historical playscripts set in the Tudor period. In the first lesson, the pupils experienced varying success when reading the scripts but the focus on self-evaluation aided progress because pupils were clear about the next steps in learning for them. In the second lesson, the pupils were comparing the playscripts with the original stories and learning the basic vocabulary of drama productions. By the end of the lesson, all knew and understood terms such as *character* and *stage directions* and were mastering *scene*.
8. English and mathematics continue to be at the heart of the broader curriculum as pupils mature. However, other subjects are not neglected and results in science, for example, are broadly average by the end of school from a restricted starting point. In the Year 5 science lesson observed, the approach was practical throughout and involved pupils investigating *series* circuits. Some difficulties were experienced in expanding the basic circuit to two, then three batteries or bulbs, but with useful input from the teacher, the pupils learned how to isolate the element that had failed and then construct a working circuit. There was a high blow-out rate in the torch bulbs

in this lesson, due to pupils' enthusiasm for learning! By the lesson end, most pupils were talking confidently about circuits and their components and were showing above average knowledge.

9. The results in Year 6 are not result of late boosts to learning only. Whilst the school has a successful programme of booster lessons for English and mathematics, the results in the Year 6 SATs are as much due to consistent teaching and learning through the school. A contribution to the final standards is made in all years and the curriculum for most subjects is focused on the systematic development of knowledge, skills and understanding. An excellent Year 6 religious education lesson showed how effectively pupils build knowledge and understanding in school. The pupils compared methods of communication between people with ways that we communicate with God. The teacher skilfully enabled pupils to discover how Ancient Egyptian artwork may be used to learn about non-verbal communication. Following this, pupils used the computer to send an email message to the next class in order to learn about the speed and power of modern communication. Later in the lesson, prayer as means of communication was introduced. The pupils examined the translated words of a Hebrew prayer and the Lord's Prayer and concluded that prayers were a way of getting into the open things that are buried deeply inside. In this lesson, history, art and design, ICT¹ and religious education all came together to help pupils reflect on the power of prayer.
10. Pupils of all background are expected to do well during their time in school. Those with learning or emotional and behavioural difficulties are supported very effectively and make good progress. The work for higher attaining pupils is well structured to be both motivating and challenging. In nearly all the lessons observed, different, well-matched work was set for different attainment groups. Progress is consistently similar regardless of the pupils' background and the school adds much value to pupils' learning.

It promotes a *can do* attitude amongst pupils and gives them great self-esteem that reflects the pride that the local community has in the school.

11. The quality of leadership and management is highly effective and ensures that pupils have very many chances to succeed. The staff have the well-honed skill of building pupils' self esteem and encouraging them to learn actively. The high expectations of the school are writ large in all that it does. The visitor to school is immediately impressed by the tidiness, cleanliness and presentation of the school that shows that high standards in all things come first. Displays are lively, interesting and of high quality. They value the work of pupils, celebrate achievement and set standards to aspire to. In discussion with pupils, staff encourage them in their quest for the best in all aspects of their work. Second-best is not tolerated; the pupils know this and set their own rules that foster hard work, determination and high standards of behaviour, work and relationships.
12. Parents, governors, staff and pupils alike, told inspectors that they were proud of the school and they showed that this sentiment was typical in their words and actions during the inspection. Pupils, for example, were quick to engage in discussions with inspectors and to share with them the many good experiences provided in lessons and at other times of day. Their pride was reflected in very good standards of behaviour, very positive attitudes to work and extremely harmonious relationships. This extends to very good levels of racial harmony. The school council is a particularly effective way in which the school promotes pupils' interests. This forum allows pupils to voice their concerns about, and praise for the things they meet in school. Their responses to the school council also demonstrate the self-esteem shared by all pupils and the worth that staff place on pupils as individuals. It is clear that staff value the pupils and that pupils value the staff, so, pupils work hard and are not put off by initial difficulty.

¹ Information and communication technology

13. Members of the wider community also look to Twickenham Primary School as an example of the best of what the locality can achieve. Many people visit school to share their experiences with the pupils and are impressed by the open, friendly and respectful response of the youngsters. Parents say that the pupils are extremely good ambassadors for the school when they take part in educational visits elsewhere. The local area has more than its fair share of economic, social and family difficulties but once in school, all that is left behind and pupils are given the chance to excel. By far the majority take positive advantage of this and achieve well in all aspects of school life. Pupils want to do well, they know they can do well and they try very hard to meet the expectations of the adults in school.

Lessons are fun and interesting because the quality of teaching is very good and pupils learn effectively from a rich curriculum.

14. Teaching staff have high expectations of their pupils and they demonstrate good levels of demand in lessons. Teaching is very good in school and pupils are provided with good opportunities to learn effectively. The pupils come from many different backgrounds but each pupil's needs are well known and form the basis of the work provided for them, regardless of whether they are lower or higher attaining, boy or girl, older or younger. Lesson planning is thorough and is rooted in the different needs of the pupils. Work is matched carefully and very rarely do all pupils do the same work throughout the whole lesson. Different activities are provided according to the attainment level of the pupils and each group is challenged to ensure that they understand what is being learned.
15. Classrooms are vibrant places of learning. High expectations are shown by the very good quality displays on view and the briskness of lessons. Behaviour is required to be good at least and pupils generally comply willingly. Teachers do not often have to tell their pupils how to behave as the pace and content of lessons is motivating and holds attention effectively, so that distraction and unsettling behaviour do not take place. For pupils with emotional and behavioural needs, the programme of support is very good and they too share in the achievement that good behaviour shows.
16. Resources are of good quality and plentiful supply. They are also used very well to promote learning. Teachers do not rely on any one resource or approach to foster learning. Rather, they use a mix that will engage the attention of pupils, hold this consistently and result in improved knowledge, skills and understanding. The Year 4 music lesson about *timbre* is a very good example of how a well planned and carefully conducted lesson using a wide range of teaching methods and learning styles ensures that pupils gain substantially in lessons. Here, the teacher worked very effectively with the pupils to build a very realistic sound picture of a rainstorm using clapping and tapping only. The pupils gave a high quality performance and had a very thorough understanding of changes in timbre by the time the storm had passed!
17. Subject knowledge is a strength of the staff. There is specialist teaching of music, for example, as in the above example that results in high standards. Most lessons observed were of good or very good teaching quality and the richness of the curriculum shone through. Whilst the school puts sensible, emphatic emphasis on literacy and numeracy, the other subjects are not overlooked. Mention has already been made of the cross-curricular approach to planning and the contribution made by the community to the pupils' education. This well-balanced approach enables the school to provide a wealth of experiences for pupils. The development of creative skills and knowledge starts during the pupils' earliest days in school and continues most effectively throughout all years. Thus music, art and design, drama and dance are all included in the programme of work. There is some good development of the humanities, although the place of geography in the curriculum could be rather more secure. Science and technology are promoted

very successfully. Inspectors saw some imaginative and high quality design and technology project work and the use of the ICT suite is well dovetailed into the curriculum, allowing pupils to build effectively skills and knowledge of this technology. Attainment in science is improving as the school moves more and more to a practical, investigations based curriculum for the subject.

18. The curriculum is enlivened by other initiatives. The school works closely with the local Education Action Zone to develop its wider curriculum and is able to offer opportunities for learning that it otherwise may not be able to afford. For example, the very good quality accelerated learning support provided in textiles, drama and music education, and the programme of out-of-hours learning that benefit teaching and learning very positively. The programme of extra curricular activities is a particular strength; it is very well supported by staff and pupils alike and the benefits for learning are most pronounced.
19. Because teaching is very good and the curriculum inviting, pupils are well motivated and work hard. It is also evident that in many lessons, the quality of teaching has to be *very good* in order to promote *good* learning. This is because of the combination of such factors as below average starting point of skills and knowledge, emotional and behavioural needs and learning difficulties for an above average proportion of pupils in the class. Pupils hold their concentration well in lessons and they work productively. The scrutiny of past work from Year 2, for example, showed that much work is completed during the course of a year in school and that pupils work hard to present this tidily. The school's target setting process frames learning very effectively. Objectives for learning are shared with the pupils and during lessons they are given good feedback to enable them to assess how well they are learning and to identify what they must do to improve the work.

<p>The quality of leadership and management is highly effective and ensures that pupils have very many chances to succeed.</p>

20. The many good and very good opportunities for effective learning provided for the pupils stem from the high expectations of the headteacher and key managers. The school is led by a charismatic and determined headteacher who works tirelessly for the good of the pupils. He is very much the heart of the school and he leads by example. Other staff, the governors, parents and not least the pupils respect him and take him as their example.
21. The headteacher has a very fruitful working partnership with the deputy headteacher. These two leaders have complementary interests, experience and skills that are harnessed very effectively in the management of the school. Senior managers, all of who have very good insights into the workings and strengths and weaknesses of the school, support them very successfully. Subject leaders are also very effective managers of their subjects. Because the systems of monitoring and self-evaluation are very good, subject leaders are very well informed about subject performance and give good advice and support to colleagues.
22. The governors are well involved in the life and work of the school and are a critical ally of the headteacher and key managers. Their business is executed efficiently and governors make sure that the school follows the principles of best value carefully. Governors also have good understanding of how well the school is doing and what needs improvement. They manage the very generous budget well and have recently devoted much money to the upgrading of the accommodation. The rather large surplus in the budget has been planned carefully and is earmarked to meet the cost of continuing building works and the maintenance of favourable staffing numbers. Governors check that additional funding for boosting standards, from the Educational Action Zone or for pupils with special educational needs is spent properly to meet the needs of the pupils. They look for every opportunity to make life better for the pupils and to encourage them to do well. Governors are successful in this mission.

23. Collectively, the very good leadership and very effective and efficient management systems combine in the classroom. All staff know what priorities are to be followed and are well informed about how things are to be achieved. They show a shared sense of determination to improve pupils' chances of success and create a very good working atmosphere in school that welcomes the pupils and encourages them to better achievement.

WHAT COULD BE IMPROVED

The school has many more strengths than aspects for improvement and has already identified enhancements it wishes to make in geography and ICT.
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24. The school's Beacon School status is very well founded, as the outcomes of the current inspection show. However, neither staff or governors are complacent and there is a continuing commitment to improvement.
25. The school improvement plan is of very good quality and identifies sensible and entirely appropriate priorities for development. It also clearly sets out how, when and by whom, such priorities are to be achieved. The staff and governors have a central role in establishing these key priorities and are very well informed about them. The current plan includes the priority of extending the use of ICT across the curriculum. The school has already purchased and is trialling the use of a number of laptop computers to facilitate the cross-curricular use of ICT. Some very successful lessons were observed during this inspection where laptop computers were used to extend literacy or numeracy skills. However, their use in some other subjects is more restricted and the school priority to expand such coverage is appropriate and well timed. Staff are keen to harness the power of computer technology to help the pupils investigate, research and fact find in subject such as science, history and music.
26. The school's curriculum is of good breadth and balance and affords pupils some very good opportunities to build skills, knowledge and understanding. The school has generally preserved an equitable balance between subjects in the face of the demands of literacy and numeracy teaching. So, the creative subjects are promoted very effectively. Most humanities subjects are also given appropriate prominence in the curriculum though geography is something of an exception. Some of the work in geography is restricted in range and often focuses on the completion of worksheets to the detriment of pupils' using their own initiative, showing personal flair in recording and their development of the skills of research. Furthermore, there are times when lessons in geography are infrequent and this has a negative impact on pupils' building up geographical knowledge and understanding at a good rate. The school acknowledges these relative shortcomings and is committed to advancing them.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

27. It is very evident that there is a bright future for the school. No one is complacent, staff, governors and pupils all work hard and the school is very effective. However, in their bid for sustained excellence, school managers should continue their work to:

1. Strengthen curriculum provision in geography and ICT (particularly across the curriculum) to match the evident successes in attainment and progress achieved in subjects such as English and mathematics.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	41
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	10	25	5	0	0	0
Percentage	2	24	61	12	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 two 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)	51	433
Number of full-time pupils known to be eligible for free school meals	-	204

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	21	149

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	13
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	5.8
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	25	35	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	23	23
	Girls	30	30	30
	Total	53	53	53
Percentage of pupils at NC level 2 or above	School	88 (89)	88 (98)	88 (85)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	23	20
	Girls	29	30	29
	Total	52	53	49
Percentage of pupils at NC level 2 or above	School	87 (90)	88 (82)	82 (90)
	National	85 (84)	89 (88)	89 (88)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	26	36	62

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	13	21
	Girls	31	27	33
	Total	47	40	54
Percentage of pupils at NC level 4 or above	School	76 (68)	65 (68)	87 (79)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	18	15
	Girls	32	31	22
	Total	51	49	37
Percentage of pupils at NC level 4 or above	School	82 (71)	79 (67)	84 (82)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest 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	402	0	0
White – Irish	0	0	0
White – any other White background	16	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	0	0	0
Asian or Asian British - Indian	2	0	0
Asian or Asian British - Pakistani	2	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	7	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	4	0	0
Chinese	1	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	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**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	21.0
Number of pupils per qualified teacher	21.7
Average class size	31

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	325

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2.0
Number of pupils per qualified teacher	25.5
Total number of education support staff	2.0
Total aggregate hours worked per week	65
Number of pupils per FTE adult	12.75

FTE means full-time equivalent.

Financial information

Financial year	2001-2
	£
Total income	1 262 163
Total expenditure	1 232 294
Expenditure per pupil	2 515
Balance brought forward from previous year	140 088
Balance carried forward to next year	169.957

Recruitment of teachers

Number of teachers who left the school during the last two years	4.0
Number of teachers appointed to the school during the last two years	4.0

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.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	484
Number of questionnaires returned	99

Percentage of responses in each category

	Strongl y agree	Tend to agree	Tend to disagre e	Strongl y disagre e	Don't know
My child likes school.	80	20	0	0	0
My child is making good progress in school.	83	17	0	0	0
Behaviour in the school is good.	78	20	0	0	2
My child gets the right amount of work to do at home.	64	26	3	0	7
The teaching is good.	90	9	1	0	0
I am kept well informed about how my child is getting on.	79	18	2	0	1
I would feel comfortable about approaching the school with questions or a problem.	88	12	0	0	0
The school expects my child to work hard and achieve his or her best.	93	7	0	0	0
The school works closely with parents.	78	22	0	0	0
The school is well led and managed.	93	6	0	0	1
The school is helping my child become mature and responsible.	91	9	0	0	0
The school provides an interesting range of activities outside lessons.	63	29	3	0	5