

INSPECTION REPORT

**GREENFIELDS COMMUNITY PRIMARY
SCHOOL**

Wideopen

LEA area: North Tyneside

Unique reference number: 108609

Head teacher: Miss T Davison

Reporting inspector: Mr D Hardman
17794

Dates of inspection: 4th – 5th November 2002

Inspection number: 246807

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:	Taylor Avenue Wideopen Newcastle upon Tyne
Postcode:	NE13 6NB
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Appropriate authority:	The governing body
Name of chair of governors:	Mr H Corlett
Date of previous inspection:	December 1997

INFORMATION ABOUT THE INSPECTION TEAM

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	9
WHAT THE SCHOOL DOES WELL	9
WHAT COULD BE IMPROVED	12
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	14
PART C: SCHOOL DATA AND INDICATORS	15

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Greenfields Community Primary School is a large school situated in Wideopen in the city of Newcastle upon Tyne. There is a broad social mix in the school and the full range of ability is represented. The school's initial assessments of pupils' attainment when they enter show that pupils are well below the level expected for their age, especially in literacy and numeracy skills. There are 167 boys and 160 girls currently on roll. A further 52 children attend the nursery on a part time basis. There are no pupils who have English as an additional language and very few from minority ethnic backgrounds. There are 76 pupils eligible for free school meals, which is in line with the national average. Sixty three pupils have been identified as having special educational needs, this is in line with the national average and five have statements of special educational need, which is about average. Most pupils with special educational needs have emotional and behavioural difficulties or speech and communication difficulties.

HOW GOOD THE SCHOOL IS

Greenfields Community Primary School is a very good school. Very good leadership and management by the head teacher, key staff and governors, provide clear direction for future developments. Teaching is good and a significant amount, especially in Years 5 and 6, is very good. This leads to good and very good learning and, in the current Year 6, pupils' attainment is well above the level expected for their age in English, mathematics and science. Most pupils are responsible and relationships in school are good. Expenditure is in line with the national average and the fact that pupils' National Curriculum test results were well above average in English and mathematics and above average in science this year when compared to other schools shows that the school gives very good value for money.

What the school does well

- The leadership and management of the school by the head teacher, key staff and governors are very good.
- Teaching is good, it is very good in Years 5 and 6, and leads to good learning and high standards in English, mathematics and science.
- Pupils' attitudes are good and their behaviour is good. Relationships and opportunities for personal development are good.
- The provision for pupils' spiritual, moral, social and cultural development is very good.

What could be improved

- The consistent use of classroom based computers to extend and build more effectively on pupils' skills learned in the computer suite.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been very good progress in dealing with the issues identified in the previous inspection in 1997. The school has established, and uses well, a clear system that provides detailed guidelines for the curriculum that ensures that teachers are more secure in what they teach in each subject. In addition there are clearly planned opportunities for pupils to become more aware of the multi-cultural nature of this country today. As a result of these improvements, teaching and learning are good and often very good. There has been very good progress in refining the school's assessment and recording procedures, which are now used well by teachers to guide their planning of lessons. This means that work is better matched to pupils' abilities and previous knowledge and understanding. As a result, pupils' attainment has been raised and they are making better progress, especially in English,

mathematics and science. The regular use of the computer suite has greatly improved the opportunities for pupils to use up-to-date resources and good teaching in the suite is improving pupils' information and communication technology skills. However, computers in classrooms are not used consistently to develop pupils' skills in the subject further.

Governors are fulfilling their role well. They have taken steps to deal with the key issues identified in the last inspection and they play a full part in discussions to develop the curriculum both through their committee structure and in full meetings of the governing body. They evaluate the effects of spending on the standards pupils reach and are pleased with the improving results in recent National Curriculum tests in English, mathematics and science. The high quality provision during assemblies is having a positive impact on pupils' understanding of spiritual, moral, social and cultural issues. The school is well set to meet its challenging targets and maintain pupils' attainment and progress.

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				<i>Key</i>
	all schools			similar schools	
	2000	2001	2002	2002	
English	D	D	A	A*	very high A*
mathematics	B	A	A	A*	well above average A
science	B	C	B	A	above average B
					average C
					below average D
					well below average E

In the 2002 National Curriculum tests for 11 year olds the school's results were well above average in English and mathematics and above average in science. They were in the top 5 per cent in the country in English and mathematics and well above average in science when compared to similar schools. The significant improvement in the English test results from 2001 to 2002 is mainly attributed to the lower number of pupils with special educational needs in the year group in 2002 and the focussed effort to improve older pupils' literacy skills. All children in the nursery and reception classes achieve well and, although most are still below the levels expected by the end of reception year, some reach levels at least in line with those expected for their age. In the present Year 2, pupils' attainment is in line with the level expected for their age in English, mathematics and science. Mainly because of the higher number of pupils with special educational needs, the National Curriculum test results in 2002 were much lower than this. However, the school's implementation of the National Literacy and Numeracy Strategies is having a positive impact on pupils' attainment. Inspection evidence shows that in Year 6, pupils' standards in English, mathematics and science are well above the level expected for 11 year olds. The trend of pupils' attainment over time is in line the improving national trend. Standards in religious education and information and communication technology match the levels expected for their age. Since the previous inspection, pupils' attainment has been improved in the core subjects of English, mathematics and science. The school is well set to maintain its high standards and implement any future changes in the curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to the school and their work. They enjoy coming to school and their enthusiasm for school life improves their learning.
Behaviour, in and out of classrooms	Most pupils know what is expected of them and their behaviour is good. Pupils are polite and courteous towards one another and adults. There have been no exclusions from the school in the last year.
Personal development and relationships	Pupils' personal development and relationships are good. They respond well to the school's encouragement to take responsibility for their actions.
Attendance	Attendance is satisfactory and in line with the national average. Pupils arrive at school promptly, settle into class quickly and lessons start on time.

Pupils' good attitudes result from the caring, family atmosphere in the school. This is a particular strength of the school. Pupils have good relationships with each other and with staff. They are considerate of others when they move around the building, use the dining hall and play at break times. For example, in discussions with members of the school council, pupils explained how they considered in their meetings ideas for improving playtimes.

TEACHING AND LEARNING

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

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

The quality of teaching was good and a significant amount in Years 5 and 6 was very good. There was no unsatisfactory teaching seen during the inspection. Good teaching was seen throughout the school, especially in the basic skills of literacy and numeracy. This is an improvement since the previous inspection. Teaching and learning have been informally observed by the recently appointed head teacher and plans are in place to extend and formalise these observations by the senior management team and co-ordinators and so share good practice. The establishment of the Performance Management structure has been successful in creating a climate within the school where teachers are more aware of their strengths and areas for development.

Teachers' planning is clearly linked to the requirements of the National Literacy and Numeracy Strategies, tasks are organised to challenge different ability groups in classes and pupils make good progress. The school uses teachers' assessments, together with the results from standardised and National Curriculum tests, to record pupils' progress. These assessments are then used very effectively to set targets, for example in English and mathematics. Standards are high in the school and the use of assessment data, both to set challenging but achievable targets and to guide teachers' planning for the next stage of learning, is having a significant impact on pupils' attainment. Classroom assistants give effective support to individuals and groups of pupils when they are working with them. Pupils with special educational needs are well supported by good teaching that provides challenging activities. As a result, these pupils make good progress throughout the school. However, pupils' learning in information and communication technology is hindered by the lack of practice in class but it

is good when they use the computer suite. Staff value all pupils equally, whatever their needs, and work hard to make sure they get the best from their time at school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school provides a relevant curriculum that meets the needs of all pupils. There is a wide range of learning opportunities for all pupils, the school has adopted the most recent national guidelines and teachers are following these in their planning to ensure that all pupils have a varied and interesting curriculum. The provision of extra-curricular activities to enrich the curriculum is very good.
Provision for pupils with special educational needs	There are good procedures and provision for pupils with special educational needs. Teachers know the pupils very well and provide challenging activities that make a positive contribution to their attainment and learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' spiritual, moral, social and cultural development is very good. Pupils' spiritual development is promoted well through lessons and assemblies. The quality of relationships is very positive and makes a significant contribution to the good behaviour in the school. This provision makes a very good contribution to promoting the school aims.
How well the school cares for its pupils	Procedures for child protection and for ensuring pupils' welfare are good. However, some of the health and safety records are incomplete. There are very good procedures for assessing pupils' attainment and progress.

The curriculum meets statutory requirements and goes beyond this to include several features that enrich it considerably. For example, the school provides regular French lessons, which are enjoyed by pupils as they enthusiastically develop their knowledge of a foreign language. The school has formed a very good partnership with most parents, which makes a very good contribution to pupils' learning both at home and in school. For example, the "Friends" Association is involved in a wide range of activities and fund raising that are a great benefit to all pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher and key staff provide very good leadership and management which give a clear educational direction for the school. The quality of teamwork by all staff is very good and fosters a positive family atmosphere in which all pupils are valued and their efforts well supported.
How well the governors fulfil their responsibilities	Good. The governing body is committed to helping the school move forward. Governors make an effective contribution to the running of the school and are committed to maintaining and raising standards further.
The school's evaluation of its performance	Good. The school knows its strengths and areas for development. For example, there are good plans to further develop the monitoring and evaluation programme.
The strategic use of resources	Good. The school has sufficient staff and they are well deployed. The accommodation is very well maintained. Resources to support pupils' learning are good and used effectively. The library is well stocked and

	books are used very effectively to support pupils' learning in all subjects. The school's finances and administration procedures are good.
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The very good leadership and management provided by the head teacher, staff and governors are major factors in the quality of teamwork and positive atmosphere in the school. The very good strategic management of the school is evident in the way that literacy, numeracy and information and communication technology have been given priority for development recently. The school uses funds designated for particular purposes very well. Governors and the head teacher keep a close eye on spending and ensure the principles of “best value” are followed and that pupils have good quality resources to help them learn.

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 children like school and are making good progress. • Teaching is good. • Behaviour in the school is good. • The school expects children to work hard. • The school helps children to become more mature and responsible. • They feel comfortable approaching the school with queries. • The school is well led and managed. 	<ul style="list-style-type: none"> • The amount of homework given. • The information about how their children are getting on and the way the school works with parents. • The range of activities outside lessons.

Inspectors agree with the positive comments and views of the parents. There is a very good range of extra-curricular activities. Teachers provide about the same amount of homework as most schools and, the added advantage of it being given on set days, means that parents know what to expect. As a result, inspectors do not agree with the parents who expressed concerns in these areas. Regular, informative newsletters, an “open door” policy and discussion evenings, where teachers and parents discuss pupils’ achievements, provide good information on pupils’ progress and make a significant contribution to the partnership with parents. However, inspectors agree with the concerns over information to parents because the annual written reports are unsatisfactory as they do not contain sufficient information on pupils’ attainment and progress in every subject of the National Curriculum.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The leadership and management of the school by the head teacher, key staff and governors are very good.

1 The head teacher, staff and governors give a clear educational direction for the school. All staff have a dynamic approach and their enthusiasm fosters a very positive atmosphere in the school, where staff and pupils are valued and their efforts are very well supported. This approach and enthusiasm have contributed to the high percentage of good teaching in the school, the success of the school's policy for promoting good behaviour and the effectiveness of arrangements for pupils with special educational needs. The school's leadership has responded very effectively to the previous inspection and all issues identified for improvement have been successfully tackled.

2 The regular evaluations of teachers' planning by the head teacher, senior management team and subject co-ordinators have led to a much better curriculum since the previous inspection. Through the quality of their teamwork the staff have devised clear and rigorous procedures for analysing the results of standardised and National Curriculum tests. This has worked very well and pupils' standards are well above average by the time they leave the school. The head teacher has a very dedicated staff who work very well together. The school's plan for improvement is detailed and effective. It clearly identifies the priorities and targets to be tackled and guides the work of the school. It provides a baseline against which future development can be measured and is helping the school to continue to improve and develop. Educational and financial planning are clearly cross-referenced and the head teacher and the governors work very closely together to ensure that the principles of "best value" are followed. The school has clear targets for improvements. Priorities include the further development of staff expertise in monitoring and evaluating teaching and learning and improving pupils' writing skills. The staff regularly attend courses to develop their professional skills and knowledge and all staff have a shared commitment to the implementation of the National Curriculum and the curriculum for children in the Nursery and Reception classes.

3 The governors are very well informed and are not afraid to challenge decisions about spending and the curriculum. Regular meetings enable them to support the head teacher and meet their statutory responsibilities. There are link governors in place for literacy, numeracy and special educational needs who visit the school regularly and effectively ensure that they know and understand how well pupils are learning. The chair of the governors works very closely with the head teacher and they meet regularly to discuss the school and its work. As a result, the governors have a clear picture of the work of the school and are particularly pleased with the attainment and learning of all pupils. In addition, they are very supportive of the extra use being made of the school, for example, the "Wrap around Care" provided for children both before and after normal school times.

Teaching is good, it is very good in Years 5 and 6, and leads to good learning and high standards in English, mathematics and science.

4 The quality of teaching throughout the school has improved since the last inspection. The quality of teaching for children in the foundation stage, this is the nursery and two reception classes, is good. In the nursery, staff develop children's independence in many ways, for example, children select their own name tag label and attach it to a milk bottle with an elastic band. Staff develop language and number skills in a wide range of activities and by encouraging them to talk about what they are doing. For example, children painting faces on paper plates were encouraged to talk about the colour of their hair and eyes. Children respond well by repeating new words, improving their vocabulary and talking with increased confidence as they get older. In the foundation stage there is a good balance of whole-class sessions, when children read books or learn about mathematics, and

practical activities when children practise what they have learned. This results in good learning and progress for all children as they talk about the characters in the story. For example, in a literacy lesson in the reception class, the teacher used “Humpty Dumpty” to develop understanding of rhyming words. This use of language is developed well in all areas of learning. For example, in a mathematics session children were asked, “How many candles will you want on your cake?” and they then counted together to five. The staff work very well together and take every opportunity to promote children’s learning and establish good routines, for example, children going into the painting area put on aprons independently. The staff in the foundation stage take every opportunity to promote children’s learning by asking challenging questions, encouraging independence and providing a lively, attractive environment which results in an enthusiastic response by children.

5 The good quality of teaching throughout the school makes a significant contribution to pupils’ attainment and progress. The teaching of basic skills, such as reading and mathematics, is good throughout the school. However, the school has rightly identified improving pupils’ writing and spelling skills as an area for development. Pupils with special educational needs are very well supported. The quality of the teamwork by teachers, support staff and volunteers has a very positive impact on pupils’ learning and the high standards they achieve in English, mathematics and science. All this shows clearly that the school is taking a serious approach to the maintenance and improvement of teaching. Every opportunity is taken to develop pupils’ skills in all curriculum areas and to widen the educational experiences on offer, for example, the use of French to enrich pupils’ experiences and develop their skills and understanding of a foreign language.

6 The teaching of English is good and often very good. Teachers’ planning is clearly linked to the National Literacy Strategy. When teaching is very good challenging tasks are set, for example, in a Year 6 lesson, pupils discussed the features of a curriculum vitae. They understood the way information could be presented as either bullet points or in more formal, structured sentences. This very good use of discussion to explain a difficult concept meant that pupils prepared interesting curriculum vitae for themselves when pretending to apply for work. High quality and imaginative writing was also evident in the descriptive language used to start a creative story. For example, one pupil began, “As they stepped out into the glorious sunshine, a landscape of towering sky scrapers met their eyes”. In addition, pupils are encouraged to write in the style of different authors, for example, pupils in Year 5 wrote their descriptions in the style of Roald Dahl’s “Witches” story. Pupils’ good relationships with teachers and other adults in the classroom ensure that they achieve well. In many lessons pupils’ positive attitudes, high levels of concentration, eagerness to do well, good behaviour and an ability to share ideas make a very positive contribution to their learning. For example, in a Year 2 English lesson, pupils responded well to the challenging task of predicting why a teddy bear in a picture might be looking sad. When reading the story together as a group, they appreciated the humour of the teddy sneezing because he was covered in dust.

7 The teaching of mathematics is good and often very good. Teachers effectively use the National Numeracy Strategy and plan lessons that are challenging and interesting. For example, in discussions with Year 6 pupils following a mathematics lesson, pupils showed a good understanding of the mathematical terms “mode” and “median” when handling data. In their written work, pupils use their own methods to solve problems, explaining their reasoning next to the calculations. For example, when multiplying 46 by 23 they created a grid to make the problem easier by multiplying 40 by 20 and by 3 and adding that to 6 x 20 and 6 x 3 giving the correct answer 1058. Teachers use assessments of pupils’ previous work to set challenging targets in lessons. For example, in a Year 2 lesson, the teacher ensured that all pupils knew the specific objectives to be learned. This was to work out the rule when adding or taking away from multiples of 10. It did not take pupils long to explain that 2 taken from any multiple of 10 will always have an answer ending in 8. Teachers’ expectations are high and they expect the best of all pupils. Pupils respond well to the challenge in lessons. In all year groups, pupils are encouraged to be independent as they work in mathematics and they clearly understand that they have to get on with their tasks as the teacher works with other groups.

8 Teachers throughout the school use time efficiently and in the best lessons they make very clear to pupils how much time is allocated to tasks. For example, in a Year 6 science lesson, clear targets were set for pupils to experiment with a range of equipment and to find out which were good conductors or which were insulators. Pupils were challenged to predict the likely outcome of their experiments and to record their findings accurately and draw conclusions from the evidence. For example, they had to explain what happened when they connected more than one battery to a single bulb or series of bulbs. This was a stimulating lesson, where the co-operation of pupils in mixed groups was very good and greatly enhanced their learning and social development. Teachers use the assessments of pupils' attainment and progress very well. Careful records are kept and the information used very well in the planning of future lessons; this ensures that pupils build on their previous experiences effectively. The very good teaching in Years 5 and 6 accelerates learning and prepares pupils well for the national tests. The improvement of teaching since the last inspection makes a positive contribution to pupils' good attitudes and behaviour and their standards of work.

Pupils' attitudes are good and their behaviour is good. Relationships and opportunities for personal development are good.

9 The behaviour of pupils is good. There is a simple but effective policy for promoting good behaviour and personal development. Staff, parents and pupils understand the policy and it is implemented in a consistent way throughout the school. As a result, everyone has the same approach and pupils know exactly what to expect. This is its strength and makes an important contribution to the caring, family atmosphere in the school. Pupils of all ages know the difference between right and wrong behaviour and are polite and trustworthy. They clearly enjoy coming to school and their enthusiasm for all aspects of school life has a very positive impact and increases the rate of their learning. From the time they enter the school, pupils have good attitudes towards school and their work. For example, when children enter the nursery in the mornings they take responsibility for removing coats, using the toilet and sitting on the carpet ready for registration. Pupils are interested in all aspects of the curriculum and respond positively to the many opportunities that the school provides. Pupils enjoy their lessons and show a keenness to learn. For example, in a Year 4 lesson, pupils listened attentively as the teacher led a discussion on the effects different grades of pencil produce. A good range of footwear was used by pupils in the resulting lesson developing their observational art and design skills. Teachers use school assemblies very well to encourage pupils to think about others. For example, the story of "Duffle the Duck" was used very effectively to demonstrate to pupils that although everyone is different, they all should be respected for their own individual talents. This type of activity makes a very valuable contribution to pupils' growing awareness of the need to respect all members of the school community.

10 Relationships between pupils and between pupils and adults are good. Pupils collaborate very well when working on group tasks and respect and listen to one another's views. This mature attitude has a very positive impact on the quality of relationships throughout the school. For example, children in one reception class were observed following the classroom routines and following the planning board to take their turn using construction equipment and water play. Throughout the school pupils work well on individual tasks, concentrate and do their best. For example, in a Year 3 lesson, pupils concentrated very well and improved their understanding of listening to others when the teacher introduced a discussion on relationships by reading the story "Not Now Bernard". Very well led discussions explored how pupils feel when someone is not listening to them. Discussions with pupils show they have regard for others not as fortunate as themselves and they describe how they collect money for their favourite charities. In the playground pupils relate well to each other and play amicably in small and large groups.

11 Pupils are very keen to take responsibility and show initiative. For example, they willingly set out resources for assembly and clear away after it without supervision. Older pupils are "Buddies" at

lunchtime and during playtimes and they take their responsibilities very seriously. Pupils on the School Council take their responsibilities very seriously and run their meetings very efficiently. For example, during discussions they explained how they selected council members by holding elections in their classes, they explained how all pupils had an opportunity to contribute, how they report back to their classmates and listen to them when they offer ideas for future developments. All pupils collect and donate generous sums of money to a variety of charities. The school and its resources are looked after well by all pupils who regularly help teachers to clear away after lessons. The school has maintained pupils' attitudes, behaviour and personal development since the previous inspection. As a result, it is well placed to maintain these high standards and continue to develop this aspect of pupils' education.

The provision for pupils' spiritual, moral, social and cultural development is very good.

12 This aspect of school life has been maintained since the previous inspection and is still a very strong feature of the school. It makes a significant contribution to the aims of the school. Pupils are given many opportunities that lead them to become sensitive and considerate young people with a firm understanding of their role in society. The school provides an atmosphere that generates a happy, caring and supportive environment. For example, in assemblies pupils' achievements are celebrated and they make their own contributions confidently. This was clearly shown when pupils read extracts emphasising the need for safety on Bonfire Night. A number of contributions were made and the teacher used them very effectively to link with why people have to take care and look after friends and pets. This theme of caring for others was developed well when pupils reflected, during a quiet moment, on how they can help their friends in times of trouble.

13 The provision for pupils' spiritual development is very good. It is promoted thoughtfully through carefully planned opportunities in the curriculum and daily assemblies. Staff conduct collective worship in a calm atmosphere and they make time for quiet prayer and reflection. An assembly with younger pupils used a puppet to help tell the story of "Duffle the Duck" and pupils paid rapt attention as the story unfolded. In the prayers at the end of assemblies pupils choose how they wish to show their respect while listening to the teacher read a prayer. This consideration for other people makes a significant contribution to their awareness of the spiritual aspects of life. Pupils are provided with many opportunities to examine their own and others' faiths and beliefs as they learn about Christianity and other world religions. The school uses special visits well to reinforce pupils' understanding of other faiths, for example, the very good displays in the entrance lobby show pupils' visit to a Synagogue. There are photographs of children in the foundation stage planting flowers beds and holding a Harvest Festival celebration for the whole school, a French day for the school, a safety awareness day for pupils in Year 5 with visiting experts and a fund raising effort called "The Bog Eyed Jog".

14 The provision for pupils' social and moral development is very good. Staff are very good examples of how to work co-operatively together and they provide a very strong moral code. There are clear guidelines for acceptable behaviour and staff take advantage of opportunities to make pupils aware of the difference between right and wrong. Staff frequently promote moral values by emphasising the importance of listening to others, playing fairly and taking responsible decisions. There is a very strong sense of community, which supports regular reflection on issues that affect pupils' lives; for example, new and younger pupils are always cared for and made to feel welcome on arrival. A small group of Year 6 pupils worked very well on an "Enterprise Project" that was very well linked to their mathematical studies when they decided to form a shoe cleaning business. The teacher provided the initial funds, which they have to pay back, pupils formed their own business plan and explained how they intended to repay the loan and expand the business if it is successful. In their work, pupils show an understanding of the potential problems in the school society. For example, in discussions with the "Buddies", pupils explained how they helped younger children and were available at break and lunch times for anyone who needed a friend.

15 The provision for pupils' cultural development is very good and has been improved since the previous inspection. Through careful curricular planning, pupils are provided with many opportunities to learn about their own and other cultures in art and design, history, geography, music, religious education and English. For example, there is a good display by Year 6 pupils using the Internet to debate the importance of water in Africa and Asia and how people suffer because of a lack of clean supplies. The school has gone much further than encouraging debate because pupils have collected materials and raised money to fund an "Aqua Box" containing many items that will help suffering people in these countries. The school promotes music and song, familiar and foreign. For example, in assembly the music of Handel's "Music for the Royal Fireworks" was used as the topical music theme of the week. The school ensures that pupils gain an understanding of other cultures as well as Christian traditions. For example, in displays, pupils in Year 3 show an understanding of the meaning of Jewish symbols. A good range of visits and visitors make a significant contribution to pupils' knowledge of their own cultural traditions.

WHAT COULD BE IMPROVED

The consistent use of classroom based computers to extend and build more effectively on pupils' skills learned in the new computer suite.

16 In Year 6, pupils' attainment in information and communication technology is at the level expected for their age. Standards have been maintained since the previous inspection because information and communication technology is valued as an essential part of the curriculum and all classes are timetabled to use the computer suite regularly. However, the time given to it varies across the school because the computers based in classrooms are not used consistently by all teachers to support pupils' work in information and communication technology and in other subjects.

17 Pupils build effectively on their skills and knowledge with more frequent use of the computers in the suite and programs in school. For example, pupils in Year 2 used a drawing program and used the different tools well in their creation of imaginary animals. They changed the width of their lines and flooded areas with a range of colours to create fascinating pictures. They improved their confidence during the lesson and, by the end of the session, most knew how to use an art and design program and how to save and print their finished work. Discussions with pupils in Years 6 showed they have a satisfactory understanding of a wide range of programs now being used in the school. For example, they talked confidently about their use of a specific program to create a site that contained information on the Ancient Greeks. In a lesson when pupils were creating their presentation there was good use of the Internet to find information and imported pictures to enhance their presentation. They also explained how to use a special program that allowed them to control the operation of a set of traffic lights and a floor robot and so create mathematical shapes. Pupils explained how they load and save their work, how to bring up the various menus available, for example, when changing the size or colour of their work when writing stories straight onto the screen.

18 The provision of the computer suite is very good and has resulted in an improvement in pupils' learning in information and communication technology. However, during the inspection, computers were not always sufficiently well used, especially in the mornings, to further develop pupils' information and communication technology skills. For example, pupils in Year 6 could explain how to use sequences of instructions to control the working of a set of traffic lights but they were unsure of how to use sensors to measure and record data, such as temperature changes over a period of time. Opportunities are sometimes missed in other subjects. For example, in an English lesson, the chance was not taken for pupils to use programs to write their work straight on to the screen using the facilities of a word processing package. All staff have undertaken training in the use of personal computers and the co-ordinator has recognised that teachers will need to continue this if they are to keep up-to-date with fast changing technology and, in particular, if they are to make better use of the

classroom based computers. However, further development is still taking place. For example, pupils use programs to create stories using word processing skills and are confident in using art packages to create their own designs. The school has made improvements in provision since the previous inspection and there is a clear commitment to extend the range of their experiences. The head teacher and staff are keen to raise standards further and have a good plan for doing so. As a result, the school is well placed to make further improvements.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 19 **In order to further improve the quality of education, standards and progress in the school, the head teacher, staff and governors should:**

Further develop pupils' information and communication technology skills learned in the computer suite by ensuring the consistent use of classroom based computers to support work in other subjects.

(Paragraphs 16 and 18)

NB. The school has identified this issue in its own priorities and has a good action plan in place to address this matter.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
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	0	9	7	4	0	0	0
Percentage	0	45	35	20	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 five 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)	26	327
Number of full-time pupils known to be eligible for free school meals	0	76

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	3	63

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	23
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	5.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
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 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	26	29	55

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	14	22
	Girls	23	23	25
	Total	40	37	47
Percentage of pupils at NC level 2 or above	School	73% (82%)	67% (86%)	85% (94%)
	National	84% (84%)	86% (86%)	90% (91%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	22	18
	Girls	23	25	23
	Total	40	47	41
Percentage of pupils at NC level 2 or above	School	73% (86%)	85% (94%)	75% (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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	42	19	61

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	37	39	40
	Girls	15	15	16
	Total	52	54	56
Percentage of pupils at NC level 4 or above	School	85% (80%)	89% (85%)	92% (88%)
	National	75% (75%)	73% (71%)	86% (87%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	31	39
	Girls	14	14	15
	Total	42	45	54
Percentage of pupils at NC level 4 or above	School	69% (65%)	74% (75%)	89% (78%)
	National	73% (72%)	74% (74%)	82% (82%)

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	324	0	0
White – Irish	0	0	0
White – any other White background	0	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	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	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

Financial information

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	14.6
Number of pupils per qualified teacher	22.4
Average class size	25.1

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	201

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	3
Total aggregate hours worked per week	66
Number of pupils per FTE adult	6.5

FTE means full-time equivalent.

Financial year	2001 - 2002
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	£
Total income	811,718
Total expenditure	816,846
Expenditure per pupil	2,138
Balance brought forward from previous year	25,017
Balance carried forward to next year	19,888

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4.4
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	353
Number of questionnaires returned	114

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	38	4	1	2
My child is making good progress in school.	54	40	4	1	1
Behaviour in the school is good.	38	52	4	0	6
My child gets the right amount of work to do at home.	26	58	13	2	1
The teaching is good.	45	51	1	0	4
I am kept well informed about how my child is getting on.	33	47	16	3	2
I would feel comfortable about approaching the school with questions or a problem.	54	40	3	1	2
The school expects my child to work hard and achieve his or her best.	64	35	0	0	1
The school works closely with parents.	36	49	12	1	2
The school is well led and managed.	45	50	0	0	5
The school is helping my child become mature and responsible.	50	46	2	0	2
The school provides an interesting range of activities outside lessons.	30	47	14	2	7