

INSPECTION REPORT

HEATHWOOD LOWER SCHOOL

Leighton Buzzard

LEA area: Bedfordshire

Unique reference number: 109513

Headteacher: Mrs J Chidwick

Reporting inspector: Mr P Edwards
21069

Dates of inspection: 9th – 11th December 2002

Inspection number: 246916

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Lower School
School category:	Community
Age range of pupils:	4 – 9 years
Gender of pupils:	Mixed
School address:	Heath Road Leighton Buzzard Bedfordshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs J Redrup
Date of previous inspection:	6 th October 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Heathwood Lower School is situated in the northern suburbs of Leighton Buzzard in Bedfordshire. The school is smaller than average with 124 pupils on roll, 61 boys and 53 girls attending full time. Six boys and four girls attend the Reception class on a part-time basis, and become full-time in January. The pupils leave at the end of Year 4. Most pupils are from white ethnic backgrounds and none are learning English as an additional language. The percentage of pupils eligible for free school meals (4.2 per cent) is below the national average. The school is popular with almost half of the pupils coming from outside the school's catchment area. The school has a unit that caters for pupils with speech and language difficulties, the majority coming from outside the school's catchment area. As a result, the percentage of pupils with a Statement of Special Educational Need (9.3 per cent) is well above the national average. The percentage of pupils on the school's register of special educational needs (27.1 per cent) is above the national average. Attainment on entry to the school is above average.

HOW GOOD THE SCHOOL IS

This is a very good school. When the pupils leave school at the end of Year 4, they attain above average standards in English and mathematics, having made good progress as a result of the effective teaching. The headteacher provides strong leadership and manages the school very well. The school provides very good value for money and the capacity for further improvement is good.

What the school does well

- The children are provided with a very good start to their education in the Reception class.
- Pupils of all abilities achieve well in English and mathematics as a result of the good teaching and excellent assessment procedures.
- The provision for the pupils' moral and social development is very good and this helps to create a very good working environment.
- Pupils in the speech and language provision are included very well in all aspects of the curriculum.
- The parents think highly of the school and support their children's learning well.
- The headteacher, well supported by the deputy headteacher, provides strong leadership and manages the school very effectively.

What could be improved

- The use of information and communication technology to develop learning across the curriculum.
- The use of worksheets that inhibit the pupils' progress in some classes.

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 above average standards in reading, writing and mathematics have been maintained and the pupils achieve well throughout the school. The good teaching seen during the last inspection has been maintained and the quality of teaching seen in the Foundation Stage is now very good. Leadership and management are very good, the new headteacher, with the support of senior staff, sustaining the standards. Key issues outlined in the previous inspection have been addressed effectively; the curriculum is now monitored effectively, ensuring all subjects are covered in sufficient depth, there are good opportunities for the pupils to develop their research skills; teaching and support staff are used efficiently and the school improvement plan shows a clear link between areas for improvement and budget headings.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
reading	D	A	C	C	well above average A above average B average C below average D well below average E
writing	C	A	B	B	
mathematics	B	A	B	B	

Standards in the National Curriculum tests by the end of Year 2, when compared nationally and with similar schools, are average in reading, and above average in writing and mathematics. The proportion of pupils attaining the higher level (Level 3) is better than is seen nationally in all three areas and significantly higher in the case of mathematics. The average scores are depressed somewhat by the higher than average number of pupils with special educational needs. The attainment of boys and girls does not differ significantly beyond that seen nationally.

The children enter the school with a broad range of attainment but it is generally above average. They receive a very good start to their education, make very good progress and by the time they enter Year 1, most exceed the Early Learning Goals in all areas of learning because of the very good teaching and the rich and varied curriculum. By the end of Year 2, most pupils have made good progress and are achieving well. The overwhelming majority of pupils read well but a significant minority, who have a statement of special educational need, do not achieve the average level. By the time they leave the school in Year 4, however, as a result of the continued good teaching, most are reading well with a significant majority reading above the expected level. Writing skills are good throughout the school, the pupils writing in a range of styles, so that by the end of Year 2 and Year 4, they are attaining standards above the expected level. Standards in mathematics are also above the expected level at the end of Year 2 and Year 4. The literacy and numeracy strategies have been implemented effectively and this plays a significant part in the standards achieved by the pupils. Over the past four years, standards in reading have been maintained and there has

been a gradual improvement in writing and mathematics. Occasionally, there is an overuse of mundane worksheets and these inhibit the pupils' writing, particularly in subjects such as science. Whilst standards in information and communication technology are good, the teachers are not planning sufficiently to ensure the pupils' skills are used effectively to develop learning in other subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils enjoy coming to school and are enthusiastic in their work.
Behaviour, in and out of classrooms	Very good. The pupils behave well in lessons. Playtimes and lunchtimes are enjoyable occasions with the pupils participating in a good range of activities provided for them.
Personal development and relationships	Very good. The pupils are willing and respond well to opportunities to take on responsibility, such as supervising and organising games activities for younger pupils. The excellent relationships between staff and pupils are a strength of the school.
Attendance	Very good. Attendance is above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 4
Quality of teaching	Very good	Good	Good

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

The good standard of teaching has been maintained since the previous inspection. In the Reception class, the teaching is very good, ensuring the children make very good progress and attain beyond the Early Learning Goals in all areas of learning by the time they enter Year 1. The teacher makes very effective use of other adults and the good balance of structured and free choice activities enables the children to make very good progress, particularly in their acquisition of language and numeracy skills. A strength of the teaching throughout the rest of the school is the excellent relationships that exist between the teachers and pupils, helping to promote a very positive learning environment. Literacy and numeracy are well taught, with activities that are generally challenging for all groups of pupils, ensuring that they achieve well. The teachers are good at questioning the pupils to determine what they know and can do and use this information effectively to challenge the pupils further. The teachers make very effective use of the detailed assessments that are undertaken and this, together with their detailed planning, contributes to the good quality of teaching. Occasionally, too much reliance is placed on mundane worksheets, and these inhibit the quality of the pupils' learning. The school has also recognised the need for teachers to plan to use information and communication technology to develop pupils' learning in other subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The children in the Foundation Stage are provided with a very good range of interesting activities. In Key Stages 1 and 2, the school gives a high priority to teaching literacy and numeracy and this is helping to improve standards. A very good range of visits and visitors adds significantly to the quality of provision. The pupils are provided with a very good range of out of school activities.
Provision for pupils with special educational needs	Very good. The needs of these pupils are identified early and pupils are provided with appropriate support. Pupils in the speech and language provision are fully integrated into school life, enabling them to participate in all aspects of the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for the pupils' spiritual and cultural development is good and provision for their moral and social development is very good.
How well the school cares for its pupils	Child protection procedures are good and procedures for ensuring the pupils are well cared for are very effective. Assessment procedures for identifying how well the pupils are progressing in English and mathematics are excellent and a model for other areas of the curriculum.

There are very good links with parents who appreciate the opportunities to participate in their children's education and to discuss the progress made by them.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides strong effective leadership and manages the school very effectively. She is well supported by the deputy headteacher and all staff contribute effectively in their roles as subject co-ordinators.
How well the governors fulfil their responsibilities	Very good. The governors know how well the school is performing and have a very clear understanding of what needs to be done to improve further. They fulfil all of their statutory duties effectively.
The school's evaluation of its performance	Very good. The school monitors the performance of the pupils very effectively, particularly in the key subjects of English and mathematics, and has a clear understanding of the progress made by individuals. There is no complacency and very good use is made of statistical information to identify how improvements can be made.
The strategic use of resources	Very good. The school makes very good use of staff, learning resources and the accommodation. There are very clear links between the school improvement plan and the budget. The school applies the principles of best value by comparing its performance with other schools and by seeking quotations for services and selecting the most cost effective options. Effective use is made of specific grants, especially funding for pupils with special educational needs.

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. • The children make good progress. • Behaviour is good. • The teaching is good. • The school looks after the children well and expects them to work hard. • The school is well led and managed. • There are good links with the parents. 	<ul style="list-style-type: none"> • The number and range of out of school activities.

The inspection team agrees with the parents' positive views of the school. It does not agree with their concerns regarding out of school activities. Considering the size of school and the ages of the pupils, the school provides a good range of activities.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The children are provided with a very good start to their education in the Reception class.

1. The teaching in the Reception class is very good and the children make very good progress. This is so for the more able pupils as well as those with special educational needs. The learning activities are very well planned and taught, so the children's skills are developed effectively according to their stage of maturity. Learning is fun and the staff have created an exciting learning environment that makes the children want to take part and to be involved. Play activities are very clearly linked to the various areas of learning and have a very clear and specific purpose. The staff encourage the children to make choices, take turns and to share things with their friends and this helps to develop their confidence. This has a significant impact on their learning.
2. Most of the children are on course to achieve beyond the Early Learning Goals by the time they enter Year 1. Early writing skills are developed well and many children can write their name as well as a number of letters and words. The older children write simple stories which are illustrated with pictures and show a good standard of learning. The staff provide the children with good opportunities to develop their recognition of letter names and sounds. For example, the pupils responded very well to an alliteration game, demonstrating their enjoyment when providing the answer to '*Toby Tiger took a tickly – toffee or egg*'. There are good opportunities for role-play and the children draw on their own feelings when taking part, demonstrating good development of their social skills.
3. The children enjoy mathematical activities and most children are likely to exceed the Early Learning Goals in this area by the time they enter Year 1. More able children successfully add single digit numbers together and they demonstrate a secure understanding of counting larger numbers up to 20. The children are curious about the world around them and most are competent in using the computer. They use the mouse accurately to move the cursor around the screen and make effective use of a program to help them develop their knowledge of verbs. The children's creative development is promoted well. They are provided with good opportunities for painting and know which primary colours are mixed to produce orange, green and purple. Access to musical instruments each morning helps to develop the children's knowledge of the names of instruments and also enhances their language, with words such as high, low, loud and soft. The teacher makes excellent use of the outside facilities and this develops the children's physical and personal skills well.
4. The staff work together very effectively and provide the children with a lively and stimulating curriculum. A particular strength of the staff is their understanding of how young children learn. They know when to allow the children to find things out for themselves and when to intervene and give support so that the children's learning moves on at a good pace. All of the boys and girls, including those with special educational needs, make very good gains in their learning because of the quality teaching and support, the positive relationships between staff and children, the very good planning and the pleasant learning environment.
5. The Records of Achievement are excellent and show clearly what the children can do and what their targets are. Ongoing comments by the teacher for each area of learning

provide a very secure basis for measuring progress and highlighting strengths and weaknesses in children's learning.

Pupils of all abilities achieve well in English and mathematics as a result of the good teaching and excellent assessment procedures.

6. Throughout the school, the pupils make good progress and achieve well in English and mathematics. This includes the more able pupils as well as those with special educational needs. The pupils achieve well because of the quality of teaching. The teachers plan lessons very effectively and use the assessment information extremely effectively to match work to the level of the pupils' prior attainment. The work is challenging for all groups and the pupils know what is expected of them. Those who need it are provided with additional support, and planning clearly identifies what help is to be provided for them and how the classroom assistants should give support. The teachers are particularly good at questioning the pupils to determine what they know and can do and use this informal assessment to encourage the pupils to develop their understanding further.
7. In the 2002 National Curriculum tests at the end of Year 2, almost all pupils achieved at least the average level (Level 2) in reading, writing and mathematics and the percentage of pupils achieving the higher level (Level 3) in all three areas was higher than that seen nationally. That the overall results do not show a higher average points score is due to the number of pupils with special educational needs who enter the school at various times and are part of the school's speech and language provision. However, all pupils achieve well. Standards of reading, writing and mathematics are good by the end of Year 4. The quality of teaching in Year 4 is frequently very good and this has a significant impact on the pupils' achievement.
8. The skills of reading are very well taught and this enables pupils to make good progress in other areas of the curriculum. In Key Stage 1, good emphasis is placed on developing the pupils' understanding of letter sounds. The teachers' enthusiasm for reading promotes a love of books amongst the pupils. Shared reading activities during the literacy sessions are used very effectively to encourage pupils to read for pleasure. The pupils learn how to 'break' complex words up into more manageable components and this develops their confidence when reading more difficult books.
9. Higher order reading skills are taught early and by the time they move into Key Stage 2, the pupils understand how they can use cues within the text to anticipate words that will follow. The pupils are given good opportunities for research and this enables them to develop above average skills in locating information by using the index and contents pages. Good emphasis is placed on ensuring the pupils read text with intonation, particularly in Year 4. For example, in a reading lesson the teacher made very effective use of humour in encouraging the pupils to use pause, emphasis and pace to develop their reading skills. Most pupils demonstrated a high level of ability and read fluently with considerable confidence.
10. There is good support for those pupils who need additional help in developing their reading skills. Some pupils are given additional help during withdrawal sessions and the skills learned enable them to take a full part in the curriculum. Where appropriate, they are provided with additional support in lessons. The support provided is well matched to the pupils' needs and enables them to achieve well.

11. The pupils' writing skills are good. By the end of Year 2, most pupils punctuate their work accurately, using full stops and capital letters appropriately. Throughout the school, the teachers provide the pupils with a good range of activities that develop their skills further. Pupils use commas appropriately and older pupils are using speech marks, question marks and exclamation marks accurately. The most able pupils understand that quotation marks can be used to highlight a word or sentence that has been copied from another source. Computers are used well to develop the pupils' writing skills, with good examples seen of stories and poetry. For example, older pupils wrote an end chapter to a story, demonstrating good word processing skills. Handwriting skills are taught well and the majority of pupils write neatly using a joined cursive script by the end of Year 4. The handwriting is neater when the work is contained in books rather than on worksheets.
12. The pupils develop very good speaking and listening skills at the end of Year 2 and Year 4. The teachers question the pupils effectively providing them with good opportunities to give extended answers to questions. Most pupils listen carefully to their teachers and respond in sentences that demonstrate an extended vocabulary and understand the need to speak clearly so that everyone understands what they have said. During group activities the teachers, classroom assistants and helpers encourage the pupils to talk about what they are doing and the interaction between adults and pupils develops the pupils' confidence. This confidence is developed further during assemblies and performances when even the youngest pupils show considerable poise when speaking in front of an audience.
13. In mathematics, the pupils achieve well at the end of Year 2 and are attaining in line with national expectations. The pupils have a secure understanding of number, adding and subtracting numbers to ten with confidence. The more able pupils work confidently with larger numbers and most solve money and measuring problems accurately using their mental calculation skills. Most pupils have a secure knowledge of two, five and ten times tables, with the more able solving simple division facts.
14. By the end of Year 4, as a result of the good teaching, the pupils are attaining above the national expectations in mathematics and achieve well. Very good emphasis is placed on the pupils using a variety of methods to calculate. They use subtraction as an inverse operation of addition to check answers and partition numbers prior to addition. There are good opportunities for the pupils to solve word problems. For example, when presented with only one face of a three-dimensional shape, the pupils showed good skills in working out that a triangle could be either a square-based pyramid or a triangular prism. The most able pupils complete a very good amount of work and average and less able pupils cover a good amount.
15. The school has excellent assessment procedures to measure the progress of pupils in English and mathematics and the teachers make very effective use of this information to identify what the pupils are doing well and how they might improve. The pupils have individual target books which identify what the pupils are expected to achieve in literacy and numeracy. The teachers' comments indicate to what extent targets have been achieved and indicate the dialogue that has taken place between the teacher and pupils. Targets for improvement are shared with the pupils and parents and this helps the pupils to make good progress. In addition to National Curriculum tests at the end of Year 2, optional tests and standardised reading tests are used effectively to track the progress of individuals. The teachers have an excellent understanding of what all pupils are capable of achieving. The information is used extremely effectively to ensure the pupils make the progress of which they are capable. Where the progress of an

individual falls short of what is expected, the school analyses its data to determine what remedial action needs to be undertaken.

The provision for the pupils' moral and social development is very good and this helps to create a very good working environment.

16. The provision for the pupils' moral and social development is very good. In many lessons the pupils are encouraged to take responsibility for their work and behaviour. The occurrence of group work and work in pairs provides good opportunities to develop social skills and the pupils enjoy these occasions. The opportunities taken in lessons are well managed by the teachers and the pupils listen well to each other. They share ideas and resources willingly. The pupils respond well to opportunities to exercise responsibility. Pupils support a number of charities and value these opportunities. Within school, the pupils act as monitors, take the initiative in lessons and older pupils are very sensitive and responsible in their work with younger pupils. Of particular note are the organisation and supervisory responsibilities the pupils undertake for games during breaktimes. They are proud of their role, and social skills are developed very effectively as they encourage other to participate in the wide range of activities they offer. The pupils take advantage of the extra-curricular activities, which provide them with opportunities to mix socially and work together with other pupils. The school is conscious of the fact that a number of pupils are transported by taxi and therefore provides an opportunity for all to participate in activities during the school day, thus ensuring no one is excluded.
17. The school's provision for moral development is very strong. The pupils are encouraged to think of the needs of others, for example, through their fundraising support for 'Jeans for Genes Day' and 'Harvest for Hope'. Assemblies feature strongly in providing moral development. The introduction of a School Council has been effective in enabling the pupils to put forward their views. It also teaches the pupils to take responsibility, show initiative and develop an understanding of living in a community. The pupils appreciate the opportunity to contribute and feel that the headteacher listens to what they have to say and, as a result, they feel valued. The pupils respond very well to the provision for personal development. The effective structures promote good standards of behaviour, attitudes and personal development and this makes a good contribution to the academic standards being achieved.

Pupils in the speech and language provision are included very well in all aspects of the curriculum.

18. The speech and language provision is considered an integral part of the school and the teacher from the unit plans closely with colleagues in the main school. This planning ensures that pupils from the unit are fully included in all aspects of the curriculum. Sessions where the pupils are withdrawn for additional work are undertaken sensitively and enhance what is being taught in class. At other times the staff from the unit work within class, supporting pupils very effectively to ensure they play a full part in the lessons. The result of this is that these pupils make good progress in developing their speech and communication skills whilst still being able to enjoy all other areas of the curriculum. The pupils achieve well and by the time they leave school, most are achieving the standards expected for their age.

The parents think highly of the school and support their children's learning well.

19. The responses to the parents' questionnaire and the inspector's meeting with parents show that the overwhelming majority of parents think highly of the school. Almost all of the parents feel that the school works closely with them and that they are provided with good information as to how their children are progressing. All felt confident in approaching the school with problems or concerns and that any issues raised would be dealt with effectively.
20. Most parents feel the amount of homework provided for their children is appropriate and they support homework activities well. They listen regularly to their children read and undertake an appropriate dialogue with staff through comments in the home reading diary. A number of parents and governors help in school and support for educational visits is good. The parents have also provided very good support in improving the school grounds and the active Parents' Association has raised considerable funds, some of which is to be used to re-develop the de-commissioned swimming pool and provide a sensory garden.

The headteacher, well supported by the deputy headteacher, provides strong leadership and manages the school very effectively.

21. At the time of the previous inspection, the management and leadership of the school were very strong and the quality has been maintained. The headteacher has only recently been appointed to the school. However, the parents already have a lot of confidence in the headteacher's leadership skills. All of the parents responding to the parent questionnaire were confident in the leadership provided by the headteacher and the inspection findings support the notion that she is a strong leader with a clear vision for the school.
22. Since her arrival, the headteacher has gained a very clear understanding of what is working well and what needs to be improved. She recognised that the arrival of a new headteacher could cause some disruption and to ensure this did not happen produced a transition document, enabling a smooth takeover from the previous headteacher. This document provides a very good basis for the school's further development. The priorities are clear and the document provides an accurate and detailed assessment of what the school needs to tackle in the long and short term. There is a very good match between financial planning and the priorities that are identified. Very good use is made of the teaching and support staff, the accommodation and resources in order to raise the quality of the pupils' learning.
23. The headteacher has monitored the quality of teaching and learning throughout the school, knows where the teaching is particularly strong and where it might be improved. Team teaching in literacy and numeracy lessons have been undertaken in order to raise expectations of what the pupils can achieve and discussions have been held with teachers to determine their strengths. The teachers are provided with clear, evaluative feedback about their teaching and what they might do to make the lessons better. There is a very good team spirit amongst the staff and the school community contributes well to create a happy learning environment. Staff are consulted and fully involved in future development and, as a result, are enthusiastic and committed to their work.
24. The headteacher is very well supported by the deputy. Both the headteacher and deputy are highly skilled teachers and their expertise is used well to develop the quality

of teaching. The headteacher's previous role as a numeracy consultant provides her with a strong background to improve the staff's expertise in teaching mathematics.

25. A very good working relationship has been quickly established with the Governing Body and the governors show great commitment to the school and actively support developments. The governors are fully aware of standards achieved by the school and regularly evaluate its performance by comparison with other schools. A number of governors help and support in classes on a regular basis and this provides them with a detailed knowledge of the quality of teaching and learning throughout the school. The governors are not complacent and are keen to improve the quality of education further. However, they recognise the importance of ensuring major spending decisions result in better provision and, to this end, monitor the school improvement plan closely. The establishment of a computer suite has enabled the pupils' information and communication technology skills to improve significantly. There are plans in place to improve the reception area which will also enable improvements to the library to take place. The expertise of governors and parents is used well. For example, they are the prime movers in work being undertaken to convert the decommissioned swimming pool into a sensory garden. The school is keen to take parental views into account and has sent out questionnaires to this end. As a result, the policy on school uniform was amended.
26. The school makes careful and detailed checks on the progress pupils make in English and mathematics using both the assessments the teachers make and the results of national tests. These are used very effectively in helping the pupils to achieve as well as they can. The headteacher, together with senior staff, is leading the school very effectively in developing and using assessment information.

WHAT COULD BE IMPROVED

The use of information and communication technology to develop learning across the curriculum.

27. The pupils achieve good standards in information and communication technology and are confident in using computers. However, too little use is made of the computers to develop learning in other subjects. Computers are occasionally used for research purposes with pupils looking for information on the Internet. The teachers' planning does not systematically identify opportunities when computers can be used to promote learning in other subjects. The school has identified this as an area for development.

The use of worksheets that inhibit the pupils' progress.

28. In some classes there is an overuse of mundane worksheets. Where this is the case, it restricts what the pupils write both in terms of volume and of content. It reduces the opportunity for the pupils to decide for themselves how they might set out their work in science, for example, where the worksheets follow a prescribed format. In literacy activities, the worksheets restrict the volume of work with boxes only allowing a certain amount to be written. Frequently, these worksheets are undated, making it difficult to determine the progress the pupils make over time. The overuse of worksheets results in the handwriting of some pupils not being as good as it should be.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. The headteacher, staff and governors should now:
- 1) **make more effective use of information and communication technology by;**
 - ensuring teachers' planning identifies opportunities when information and communication technology can be used to enhance learning in other subjects;
 - 2) **reduce the use of mundane worksheets where appropriate.**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	13
Number of discussions with staff, governors, other adults and pupils	7

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	9	2	0	0	0
Percentage	0	15	70	15	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 seven percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	119
Number of full-time pupils known to be eligible for free school meals	5

FTE means full-time equivalent.

Special educational needs	YR – Y4
Number of pupils with statements of special educational needs	14
Number of pupils on the school's special educational needs register	20

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	9
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	4.2

Unauthorised absence

	%
School data	0.1

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.

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	18	6	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	23	23	23
Percentage of pupils at NC level 2 or above	School	96 (96)	96 (96)	96 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	23	23	23
Percentage of pupils at NC level 2 or above	School	96 (96)	96 (100)	96 (92)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year. Boys' and girls' results are given as total figures when the number of boys or girls in the cohort is fewer than ten.

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	122	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	1	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	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

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	18
Average class size	25

Education support staff: YR – Y4

Total number of education support staff	2
Total aggregate hours worked per week	32

Financial information

Financial year	2001/2002
	£
Total income	332,612
Total expenditure	342,443
Expenditure per pupil	2,655
Balance brought forward from previous year	50,252
Balance carried forward to next year	40,421

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
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	124
Number of questionnaires returned	61

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	18	2	0	0
My child is making good progress in school.	51	46	0	0	3
Behaviour in the school is good.	54	44	2	0	0
My child gets the right amount of work to do at home.	47	51	2	0	0
The teaching is good.	75	25	0	0	0
I am kept well informed about how my child is getting on.	72	25	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	92	8	0	0	0
The school expects my child to work hard and achieve his or her best.	70	28	0	0	2
The school works closely with parents.	72	26	2	0	0
The school is well led and managed.	77	23	0	0	0
The school is helping my child become mature and responsible.	69	29	0	0	2
The school provides an interesting range of activities outside lessons.	34	44	17	0	5