

INSPECTION REPORT

BOURNMOOR PRIMARY SCHOOL

Houghton le Spring

LEA area: Durham

Unique reference number: 114018

Headteacher: Mrs Sheila Williams

Reporting inspector: Mike Barrand
17322

Dates of inspection: 10th and 11th September 2002

Inspection number: 247420

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Lambourne Close Bournmoor Houghton le Spring Durham
Postcode:	DH4 6HF
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Appropriate authority:	The governing body
Name of chair of governors:	Mr J Pears
Date of previous inspection:	October 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bournmoor Primary School is smaller than most schools and currently has 106 pupils on roll aged between 4 and 11 years. There are 39 boys and 67 girls with significant gender imbalance in particular year groups. For example, in Year 2 there are 2 boys and 17 girls. The school draws the majority of its pupils in approximately equal measures from a local council estate and from private houses in the village and the surrounding area. Around a quarter of the children have entitlement to free school meals. This is above the national average. Very few pupils speak English as an additional language. Children's attainment on entry to the reception class varies from year to year, but in 2001 it was broadly average. There are at present 18 pupils on the register of special educational needs and two of these have a Statement of Special Educational Need. The number of pupils currently on the register is approximately the same as the previous year when the percentage of pupils with special educational needs was below the national average. Most pupils on the register of special educational needs have learning difficulties, but a small number have medical or behavioural difficulties.

HOW GOOD THE SCHOOL IS

Bournmoor is a good school with several very good features and much to celebrate. Teaching throughout the school is good and pupils make good progress. Standards are well above national expectations by the time pupils leave the school at the end of Year 6. Pupils have very good attitudes to their work and behave very well. The school provides pupils with an interesting range of activities, visits and visitors to enhance the curriculum. A very effective headteacher, supported by a very capable second in charge, leads and manages the school well. The school has a dedicated team of teachers and a well-informed governing body. This is a caring school, which provides good value for money.

What the school does well

- Teaching and learning are good and pupils make good progress. By the age of 11, when compared with similar schools, pupils do well in English, mathematics and science.
- The school provides an interesting range of activities that motivate pupils well. It provides very effectively for pupils' spiritual, moral, social and cultural development. As a result, pupils behave very well and have very positive attitudes to school.
- Leadership and management are good overall. The headteacher, with the support of staff, governors, parents and pupils, creates a very good ethos that promotes high standards.

What could be improved

- The school development plan, while effective as far as it goes, pays insufficient attention to issues beyond the current year. Through the plan, governors, staff, parents and pupils should state more clearly in theory and in practice over time their shared sense of common purpose in order to celebrate their successes.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

In 1997, inspectors reported that Bournmoor Primary School was a good school with many strengths. Since then the school has consolidated its strongest features and dealt very well with the issues raised. It has made very good improvement by raising the attainment and progress of high attaining pupils in Years 1 and 2. By improving the short-term planning and providing challenging tasks, matched to the different ages and abilities of pupils, teachers ensure that all pupils build upon their previous learning and make better progress. By providing the intended outcomes for lessons, pupils have better focus and more awareness of their own learning.

In addition, the school has tightened up its health and safety procedures and worked hard to ensure the safety and well-being of all pupils by repairing the hazardous surfaces of the walkways and playground. It has improved the range of large play equipment for children under five through the purchase of a climbing frame and wheeled toys in order to provide opportunities for children to make progress in their physical development.

STANDARDS

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

Performance in:	compared with			
	all schools			Similar schools
	1999	2000	2001	2001
English	E	A	B	A
Mathematics	C	A	B	A
Science	C	A*	B	A

Key	
top 5% nationally	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The table shows that in the 2001 national tests for 11-year-olds, pupils' performance in English, mathematics and science was above the national average. In comparison with similar schools, standards were well above average in English, mathematics and science. Evidence also shows that the attainment of children on entry to the reception class is average and that throughout the school pupils make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Most pupils have a very good attitude towards their work and the school. They are eager learners and try hard to do their best.
Behaviour, in and out of classrooms	Very good. Pupils are sensible, courteous and polite. They respect their teachers and one another. They understand and strongly support the school's behaviour policy.
Personal development and relationships	Relationships within school are very good. The school has an atmosphere of mutual respect where adults and pupils alike trust each other. Pupils grow in maturity as they progress through the school and are well prepared for the next stage of their education.
Attendance	Attendance is very good and is above the national average. Pupils arrive punctually at the beginning of the day and lessons start promptly.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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 overall good quality of teaching is one of the reasons for the success of the school. It enables pupils with a wide range of needs to learn effectively. Throughout the school, the teaching has many strengths and few weaknesses. The strengths include the teaching of basic skills, particularly in literacy and numeracy, the very good management of pupils' behaviour and very good questioning skills. The teaching of English and mathematics is good and teachers effectively ensure access to computers, using them to consolidate pupils' information and communication technology skills. The quality of teaching of pupils with special educational needs is very good. This is because the teachers plan work very carefully, taking pupils' prior attainment into account. The school also meets effectively the needs of the higher attaining pupils. This is because class teachers and support staff are aware of pupils' learning targets and use these well to plan pupils' work. Teachers provide interesting lessons and use a variety of exciting resources. In the best lessons, teachers communicate the lesson objectives clearly to the pupils at the start and refer to them during the lessons. Teachers provide demanding yet enjoyable activities to motivate pupils and keep them on task.

The quality of pupils' learning is good. They are keen to learn and clear about what the school and its teachers expect of them. Pupils understand what is good about their work and how to improve it further. They work very well co-operatively and collaboratively.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The well-planned curriculum covers the early learning goals in the reception class and provides a broad range of work that is relevant to pupils in Years 1 to 6. The school offers a good number of interesting and exciting visits to places of interest to extend the curriculum.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good. Teachers match pupils' work carefully to meet individual needs. Pupils have detailed individual education programmes, which are updated regularly.
Provision for pupils with English as an additional language	There is no specific provision made and currently there is no need.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This provision is very good and is one of the strengths of the school, on which it has built its success. The school ensures pupils have a clear understanding of what is right and wrong and encourages them to show a high degree of respect for all people.
How well the school cares for its pupils	Good procedures are in place for child protection and health and safety matters. The school uses astutely the results of tests and assessments to prepare projected targets for the school and for individuals.

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 clear educational direction and expects a high commitment from all staff. This leads to a strong sense of teamwork. The members of staff are aware of their roles and responsibilities and are fully active in them.
How well the governors fulfil their responsibilities	The governing body efficiently meets its statutory requirements and helps to shape the direction of the school through its involvement in development planning. Governors support the school well and have a clear understanding of its strengths and weaknesses.
The school's evaluation of its performance	Monitoring and evaluation of performance are very good. There is a rigorous analysis of standards, frequent checking of the progress towards meeting targets in the school development plan and regular observations of teaching. The school identifies any weaknesses early and responds immediately to deal with them.
The strategic use of resources	Good, but needs to take a longer term view of school development planning. There is a clear link between development planning and finance. Clearly understood principles of best value are at the heart of financial planning. The school provides good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school, behave well and make good progress. • The teaching is good and the school expects children to work hard and achieve their best. • Most parents feel the school is well led and managed. • The school is helping their children become mature and responsible. 	<ul style="list-style-type: none"> • A small number of parents do not like the leadership and management of the school. • A few parents think the school should work more closely with parents so that they feel more comfortable in approaching the school.

Nine parents attended a meeting held with a registered inspector prior to the inspection and 28 parents (29 per cent) returned questionnaires. The inspection team agrees that parents are right in the positive views they hold of the school. Pupils do have very positive attitudes and values and their behaviour is good. The teaching is good and most pupils make good progress throughout the school. Inspectors could find no evidence to support the negative views expressed by a few parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Teaching and learning are good and pupils make good progress. By the age of 11, when compared with similar schools, pupils do well in English, mathematics and science.

1. On entry to the school, pupils' attainment is in line with the levels normally expected for their age in communication, language and literacy, mathematical development and in their personal development. Pupils make good progress in the Foundation Stage and results are average overall by the end of their time in reception. Progress for most pupils is good in the infant classes and by the end of Year 2. Following the national tests for seven-year-olds up to 2001, the school correctly identified reading as an issue. They recognised that the low average score in reading was being affected by only a very few pupils reading at Level 3¹ in recent years. This year, work on challenging the more-able pupils in the infant classes has had an effect, with an increase in the percentage achieving Level 3 in reading from 7 per cent in 2001 to 19 per cent in 2002. Pupils are also, for the first time, writing at Level 3. As standards of seven-year-olds in reading and writing continue to rise, pupils continue to do well in science and in mathematics.
2. The school is highly effective in enabling children to achieve academic success. The Department for Education and Science in 2001 acknowledged this, when the school received an achievement award for excellence. It also received the basic skills quality mark.
3. Analysis of performance data shows that in 2001, pupils aged 11 achieved well above average points score² in English, mathematics and science, when compared with similar schools nationally.
4. The school has a particular strength in stretching its more-able pupils. In 2000 and 2001, for example, the proportion of pupils achieving the higher Level 5 in English, mathematics, and science was in the top 5 per cent of schools in similar contexts. Although scores in English were slightly lower in 2002 than in the previous two years, the reason for this is the nature of the year group, which was smaller and had a number of pupils with particular needs in their language work. Clearly, standards overall continue to rise and have exceeded the national average over the past three years. Although data would indicate that girls achieve much more highly than boys do, the small size of each year group makes statistical analysis problematic. The school has wisely analysed the results of the tests and identified individual pupils whose results have affected the overall scores.
5. Teachers are aware of the needs of all their pupils. All staff work hard to ensure that pupils with special educational needs, those from disadvantaged backgrounds and pupils who enter school with low levels of attainment make good progress. The school ensures that all pupils are fully included. It overcomes barriers to learning as far as is possible. There is early identification of special educational needs, which enables teachers to address any possible issues. Pupils with special educational needs work on tightly-

¹ ON LEVELS

The basis of the National Curriculum is that pupils, by the end of Key Stage 1, should reach Level 2. If a pupil is attaining Level 3 then he or she is reaching standards above that expected for a child of his or her age.

At Key Stage 2, the nationally expected level for pupils to reach by the end of Year 6 is Level 4. If a pupil is attaining Level 5 then he or she is reaching standards above that expected for a child of his or her age.

² ON AVERAGE POINTS SCORE

The average points score provides schools with a single statistic to compare the overall grades attained by their pupils with the grades attained by pupils in another school. At Key Stages 1 and 2, the Level attained by each pupil, for example, in mathematics, has a score. A Level 1 = 9 points, a Level 2 = 15 points and so on. Therefore, adding up all of the points based on the Level attained by pupils and then dividing by the number of pupils who took the test, gives the average points score in mathematics. Thus, a school whose average points score for mathematics in the end of Key Stage 1 tests is greater than 15.0 is one whose pupils perform above that expected for their age. The average points score for Level 4, the nationally expected level for pupils at the end of Key Stage 2 is 27.

focused activities, specially designed for them but still have full access to the curriculum. There are good-quality individual education plans which are very specific and have clear and measurable targets. In lessons, pupils with special educational needs get good support from both teachers and support assistants. The careful planning of programmes of work by teachers and special educational needs support staff ensures that pupils with a Statement of Special Educational Need achieve very well.

6. The extra support personnel, which include teaching assistants, learning support assistants, volunteer helpers (including parent helpers), help to support the teachers by assisting smaller groups of pupils with a narrower range of abilities. As a result, teachers match work more precisely to pupils' individual needs using group targets in writing and mathematics. Teachers also provide targeted work for pupils falling behind. This includes using additional programmes such as 'Springboard Maths'³, 'Additional Literacy Strategy'⁴ and 'Early Literacy Strategy'⁵. Pupils who are 'more able' make good progress because teachers recognise their talents and provide especially challenging work for them.
7. To ensure that pupils who speak English as an additional language are fully included in all activities, the school uses the services of 'Durham and Darlington Language for Learning'. The school obtains the services a support teacher when needed for one session a week for pupils in the early stages of English language acquisition and sets work at an appropriate level within each subject. Last year, for specific pupils, the school used the national test papers translated into Cantonese and the services of an interpreter to talk to the children and parents.
8. Overall, the quality of teaching is good. Out of 12 lessons seen, teaching was satisfactory in three lessons, good in three lessons and very good in six lessons. Based on the evidence in this inspection, the high quality of teaching recognised in the previous inspection has improved.
9. Teaching in the Foundation Stage⁶ is good. The teacher and nursery nurse in the reception class are well prepared and organised. They have set up very good routines, which give children security and confidence. The staff have very good relationships with the children and manage them well. They use a range of stimulating resources that they know will appeal to and enthuse children. For example, the teacher opens her 'amazing box' containing materials such as rock, wool and wood. She then skilfully asked questions of children to take their learning forward. The tasks that members of staff prepare are planned clearly and carefully to cover all six areas of learning. The teacher places a strong emphasis on developing children's independent learning as well as supporting their learning through direct teaching. For example, when one child asked, 'Is anyone going to help us here?' she replied, 'No, this is the time for you to work by yourselves'. Children listen attentively to their teacher and enjoy talking about what they have heard.
10. Throughout the school, teachers plan and prepare interesting lessons. Teachers' lesson plans show what they intend to teach and what it is they want pupils to learn. They share

³ **SPRINGBOARD 3,4,5**

To support pupils who may not otherwise achieve Level 4 in mathematics at the end of Year 6.

⁴ **ADDITIONAL LITERACY STRATEGY (ALS)**

To support pupils who have already fallen behind in literacy, but who would not otherwise receive any additional support.

⁵ **EARLY LITERACY STRATEGY (ELS)**

To support pupils who are identified for additional literacy support at the end of term 1, Year 1.

⁶ **THE FOUNDATION STAGE**

The Foundation Stage begins when children reach the age of three and schools often describe the last year of this stage as the reception year. During this period, the basis of children's learning is on fostering, nurturing, and developing their: personal, social, and emotional well-being; skills in language and literacy; mathematics development, particularly numeracy; knowledge and understanding of the world; physical and creative development.

these objectives with pupils at the start of lessons. This helps the pupils to remain focused on the purpose of the lesson and ensures that they cover sufficient ground in the session. Teachers use a range of suitable teaching methods. These include whole-class teaching, group and individual work, involving practical, investigative and problem solving activities. They mainly use time and resources very efficiently. Teachers have secure subject knowledge. A strength of the teaching is the very positive relationships between staff and pupils. This is the main reason teachers manage pupils' behaviour so effectively.

11. Since the last inspection, all teachers have benefited from training in subjects. This has included English, mathematics and information and communication technology. The teaching of basic skills in literacy and numeracy skills is good and leads to high standards. A good feature in many lessons is the whole-class teaching, which includes regular revisits and revision of skills. This was particularly impressive in a very good numeracy lesson in the Years 5 and 6 class as pupils developed their understanding of how the use of mathematical operations solves 'everyday' problems. Teachers have implemented the National Literacy and Numeracy Strategies very well. In well-structured numeracy lessons, the teachers ensure that pupils are clearly focused and interactive as they concentrate on finding methods and strategies to solve problems. In a brisk mental mathematics session in Years 5 and 6, pupils show high levels of interest and the teacher encouraged them to achieve accurately at speed. In many classes, teachers use good explanations and questioning to promote pupils' thinking. In a very good lesson in a Years 3 and 4 class, the teacher ensured that all pupils were aware of the objective of the lesson as they shared the reading of the book 'Twelfth Floor Kids' together. The very good generation of ideas about a character in the story was impressive because all pupils were fully involved at their own level and the teacher valued every contribution. Similarly, in a Years 1 and 2 class the teacher, through good subject knowledge, skilled questioning and effective use of a support teacher, enabled pupils to identify a good range of time words and phrases such as 'when' and 'during' from a given text.
12. Teachers use computers in many subjects to enhance pupils' learning. For example, Years 5 and 6 pupils developed their computer skills and historical knowledge by using the internet to research about Dr Barnardo's Homes. Teachers have high expectations for what pupils can achieve and, therefore, plan work to extend pupils' learning. These Years 5 and 6 pupils also used their mathematical understanding to create charts showing the life expectancy of children in Victorian times.
13. Pupils learn well because of good-quality teaching, evidenced by careful lesson planning, effectively delivered in a successful learning environment. This is particularly so at the top end of the school. Pupils respond readily to the challenge of the work set, show a willingness to concentrate and make good progress in most lessons. Pupils apply their basic skills of literacy and numeracy to good effect in all subjects. Pupils adjust well to the demands of working in different situations, selecting appropriate methods and organising effectively the resources they need. They have a good knowledge of their own learning. Pupils are confident and alert to ask questions and to persevere with their work when answers are not readily available. Where necessary, pupils readily help one another.
14. High-quality displays around the school and in well-organised classrooms reflect the diverse and rich curriculum. This fulfils the school aim 'to have a bright and cheerful school environment with attractive displays and good quality resources matched to children's needs, to facilitate learning and to give children pride in their work'.

The school provides an interesting range of activities that motivate pupils well. It provides very effectively for pupils' spiritual, moral, social and cultural development. As a result, pupils behave very well and have very positive attitudes to school.

15. The school has a carefully planned two-year programme. This endeavours to ensure that pupils receive the full curriculum and do not repeat work unnecessarily. There has been a substantial, though very relevant, concentration on the teaching of English and mathematics in all the classes. The school effectively teaches the Literacy and Numeracy strategies, but also ensures that it teaches all subjects and that the curriculum meets the statutory requirements. It encompasses the Foundation Curriculum and National Curriculum 2000, the locally agreed syllabus for religious education and a programme to promote and maintain a healthy lifestyle with due reference to the teaching of sex education and drugs awareness.
16. The school offers equality of opportunity for all pupils throughout the curriculum and very effectively promotes knowledge and understanding of a range of cultural traditions and positive images of a range of ethnic backgrounds. Indeed, a major strength of the school is the provision for pupils' spiritual, moral, social and cultural development. This in turn promotes the very positive attitudes, behaviour and a strong sense of citizenship.
17. Pupils have an understanding of what it means to become a good citizen. They support local and national charities; for example, they were involved in a sponsored fund raising for UNICEF, planting bulbs to support Marie Curie Cancer Care in its 'Field of Hope' and they fill shoeboxes for operation 'Christmas Child'.
18. The school benefits from a community that makes a good contribution to pupils' learning. Pupils enjoyed participating in the Jubilee celebrations and community visitors include representatives from the fire service, police and health service. There are good links with the local church and Father Nick is a welcome visitor to take assemblies. Many pupils enjoy the extra-curricular activities, which have included football, drama, singing and art. Numerous educational visits have taken place to motivate and inspire the pupils. These have included visits to a sea life centre and the seaside and the Discovery Museum and Life Interactive World. Pupils also enjoy two residential visits in their final years at school and go to France and to a field studies centre.
19. The provision for pupils' spiritual development is very good. The school builds on an ethos that values everyone within the school community and that everyone has something to contribute to it. In religious education lessons, pupils learn and experience important values in human life. The school uses poetry and other styles of writing to develop spirituality, with many examples of good work around school. These include a very attractive display, 'Trees Around The Year', which includes artwork and poetry. Another example is work in an 'If' display where one pupil wrote, 'If I were a square I would be a mirror that would have the gift of reflection'. Teachers occasionally use Buddhist meditation as an example of how to develop spiritual awareness, along with music, dance, drama and art. The high quality of some of the displays of pupils' work adds value to the spiritual dimension by showing respect for pupils' efforts.
20. The provision for moral development is very good. An effective behaviour policy and rewards system promote and encourage very good behaviour. Pupils learn to respect each other's points of view through regular discussions about issues which concern them. For example, they consider their behaviour and recognise that they have choices to make and there are consequences to their actions. Pupils are aware of the school's expectations of good behaviour and, with very few exceptions, live up to those expectations. This emanates from clear expectation of how pupils are to behave, generated by the headteacher and supported by all the staff. Behaviour in classrooms is always good, often very good and sometimes excellent. There is no disruption to the flow

of the lesson and so pupils complete a lot of work. In the playground, pupils play together well with no evidence of any major disagreements or instances of bullying or racist behaviour. Pupils are polite and courteous to adults and to each other. They understand the need for rules based on safety, protection and fairness and teachers use praise well to enhance pupils' self-esteem and encourage them to do their best.

21. The provision for social development is very good. In lessons, teachers provide many opportunities for pupils to work co-operatively and collaboratively. Pupils in Years 5 and 6 have the chance to go on a residential course where they learn to live together. Although there is no school council, class teachers do involve pupils in sharing ideas about improving the school. The teachers encourage all pupils to take responsibility within the classroom. Older pupils volunteer for duties at lunchtime, for example, and some assist with playground duties in the 'playground squad', helping younger pupils to play games and acting as 'peacemakers'.
22. The provision for pupils' cultural development is very good. Some of the children's artwork is very good with much of it displayed very well around the school. The school uses music, drama and dance to very good effect in a number of school and other productions. Pupils' awareness of their own cultural traditions is very good and they have a good appreciation of the diversity and richness of other cultures. In religious education lessons, pupils demonstrate a secure awareness of other faiths and cultures. In assemblies and at other times, they learn about customs, festivals and celebrations of cultures other than their own. For example, a Brazilian Dance Troupe performed for the pupils. The school develops very well pupils' awareness of ancient cultures through its work in history lessons. Cultural experiences include pupils listening to a range of music from different times and cultures in assemblies and in lessons. Other cultural experiences have included a Europe Day with a Spanish theme and a look at the Danish culture and language as the school made effective use of a Danish Assistant!
23. The school has maintained the very high standards in pupils' attitudes to school reported on in the last inspection. Most pupils throughout the school are well motivated, interested in all that is going on and keen to learn. Pupils in all year groups listen to their teachers carefully and carry out instructions immediately. They settle to their work without fuss and concentrate for long periods. They persevere with difficult or complex tasks, working independently or co-operatively as the task demands. They are skilful in debate and listen patiently while waiting for an opportunity to contribute to lessons. Most pupils complete their homework tasks diligently. The organisation of homework means pupils are clear about when they will receive work to do at home and when it is due back in school.
24. Relationships between staff and pupils and amongst pupils themselves are very good and based on mutual respect. A good rapport exists between pupils and adults. Pupils are very courteous and well mannered towards their teachers and to visitors. During the inspection, pupils willingly supplied assistance when asked and in pleasant conversations with groups of pupils in Class 3 and Class 4, pupils told inspectors of their enjoyment of school. They readily acknowledge one another's achievements and show respect for different points of view. Pupils are aware of the views and feelings of others and take care of each other whenever there is a need so to do. The pupils are mature and have a very high regard for their teachers. Pupils are trustworthy and respect school property and personal belongings. They show initiative and are keen to take responsibility.

Leadership and management are good overall. The headteacher, with the support of staff, governors, parents and pupils, creates a very good ethos that promotes high standards.

25. The last inspection judged leadership and management of the school to be of high quality. The school has maintained this standard. The headteacher provides very good leadership and a teacher who is 'second in charge' supports her very well. Together, they provide the

school with a clear vision and sense of direction. This includes keeping a high profile in the community and maintaining high standards. The governing body, the staff of the school and most of the parents value and appreciate this group well, supporting the school and its initiatives.

26. There is a clear management structure in place with responsibilities fairly and suitably shared out, allowing for the limitation of the small staff. The headteacher is determined to raise standards through improving teaching and developing the management skills of staff. Curriculum areas are well resourced. Co-ordinators resource their own areas and there is an annual review to enable the school to build on its strengths, identify any needs and address any weaknesses. Subject co-ordinators and all other staff have a good understanding of their roles and how to develop their responsibilities. There is thorough monitoring and evaluation of colleagues' work by the headteacher and the second in charge. This includes half-termly analysis of work and teachers' planning and termly lesson observations, linked to performance management and the school development plan. The link inspector also does termly lesson observations with feedback.
27. A good school development plan establishes the priorities for development. It is only a one-year plan but it is the means by which the school moves steadily forward. Thus, the school development plan is effective in the short and medium term. It successfully combines curriculum, staff development, standards and the school aims with financial targets. The school consistently achieves its strong set of school aims. This is a happy school and pupils' self-esteem is high. There is a positive atmosphere in the school and good response to this from pupils and adults alike.
28. The governing body meets its major statutory duties well through an effective committee structure and individuals who oversee key aspects of the school. Some governors are regular helpers in school, others regularly attend meetings and events in school, such as concerts and school fairs. Governors have a good grasp of the strengths of the school and know which areas need improvement. The headteacher and staff keep the governors well informed about the life of the school and the standards and quality of education pupils receive. The governors act as critical friends and are committed to the school and the welfare of all within it. They mostly share the values of the headteacher and staff and work individually and collectively to the benefit of the school.
29. The headteacher and governors apply a very businesslike approach to all financial management aspects of the school, in the short term. There is a very good understanding of the principles of best value and they apply these rigorously when making any major decisions. Resources in school are good. In recent years, the school has had a slightly higher carry over figure than normal. The governing body fully understands that this surplus is necessary for improvements to the school grounds, in keeping class sizes low, as contingency for anticipated long term teacher absences and to maintain the levels of classroom support staff.
30. Discussions with parents at the school and in meetings with representatives from the Home and School Association show that parents are clearly pleased with the school's links with them. However, a small number of parents did express some concerns, but inspectors could find no evidence to justify their views. The vast majority of parents feel that they receive very good information from school, both for routine matters and about the curriculum. The school makes them very welcome when they visit it and they feel valued by the school. Parents help in school in lots of different ways, for example with reading and in specific lessons. They also come into school to have lunch with the pupils when the caterers prepare a 'special' meal as part of pupils' cultural development.

WHAT COULD BE IMPROVED

The school development plan, while effective as far as it goes, pays insufficient attention to issues beyond the current year. Through the plan, governors, staff, parents and pupils should state more clearly in theory and in practice over time their shared sense of common purpose in order to celebrate their successes.

31. School development planning, though good, has some room for improvement. It is not as strategic a document as it could be because it only covers the current year in detail and there is little long-term financial overview or long-term vision. There is very little evidence of flexibility and this does not assist in supporting planning.
32. There is evidence that a few parents and governors have not always been supportive of the headteacher and the staff. The specifics of this problem appear to have been resolved and the school collectively is in a strong position to move forward.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (1) In order to develop a stronger sense of common purpose, staff and governors should work even more closely together to draw up a longer-term school development plan that provides a practical longer-term vision for the school:
 - to reflect consistency and stability of approach to all aspects of school life, from all sections of the school community;
 - to ensure that everybody works together to build on all the very good aspects of the school;
 - to give mutual support in a forward looking, confident and unified approach.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	12
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	6	3	3	0	0	0
Percentage	0	50	25	25	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 eight percentage points.

Information about the school's pupils

Pupils on the school's roll as September 2002

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		106
Number of full-time pupils known to be eligible for free school meals		28

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		18

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

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	4.8
National comparative data	5.6

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)

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

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC Level 2 or above	School	88 (79)	88 (86)	82 (93)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	88 (79)	82 (93)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

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

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC Level 4 or above	School	80 (77)	90 (85)	100 (85)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC Level 4 or above	School	70 (69)	90 (85)	100 (85)
	National	73 (72)	74 (74)	82 (82)

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

NB. Parts of the tables above are blanked because there are fewer than 10 boys or 10 girls in the age group.

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	82	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	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	1	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)	5.2
Number of pupils per qualified teacher	18
Average class size	26.5

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	65

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
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.

Financial information

Financial year	2001-2002
	£
Total income	295,769
Total expenditure	300,646
Expenditure per pupil	3,198
Balance brought forward from previous year	26,765
Balance carried forward to next year	21,888 ⁷

⁷ The surplus carried forward is somewhat above the recommended percentage. The governors planned this to pay for extra classroom support for pupils with special educational needs and as contingency for anticipated long-term staff absence.

Results of the survey of parents and carers

Questionnaire return rate 29%

Number of questionnaires sent out	95
Number of questionnaires returned	28

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	39	50	11	0	0
My child is making good progress in school.	39	57	4	0	0
Behaviour in the school is good.	32	50	7	7	4
My child gets the right amount of work to do at home.	25	57	7	11	0
The teaching is good.	36	57	4	0	4
I am kept well informed about how my child is getting on.	32	57	7	4	0
I would feel comfortable about approaching the school with questions or a problem.	36	36	11	18	0
The school expects my child to work hard and achieve his or her best.	36	54	4	0	7
The school works closely with parents.	29	32	18	14	7
The school is well led and managed.	29	32	11	21	7
The school is helping my child become mature and responsible.	43	43	11	0	4
The school provides an interesting range of activities outside lessons.	32	46	11	7	4

Rows may not add up to 100 due to rounding or because not all parents felt able to answer all the questions.