

INSPECTION REPORT

ESH WINNING PRIMARY SCHOOL

Esh Winning

LEA area: Durham

Unique reference number: 114138

Head teacher: Mrs P Bateley

Reporting inspector: Mr R S Moseley
16886

Dates of inspection: 5th - 6th November 2002

Inspection number: 247431

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:	The Wynds Esh Winning Durham County Durham
Postcode:	DH7 9BE
Telephone number:	0191 3734701
Fax number:	0191 3736477
Appropriate authority:	The governing body
Name of chair of governors:	Mr P Venn
Date of previous inspection:	January 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Esh Winning Primary School is bigger than other primary schools with 232 pupils, consisting of 120 boys and 112 girls from four to 11 years. There are 57 children who attend part-time in the nursery. An average number of pupils, 27 per cent, are entitled to free school meals. The school serves the local village and some surrounding villages, which have a variety of social backgrounds and types of housing. Attainment on entry to the nursery is below what is typical for three-year-olds. The children make good progress. However, the school loses a significant minority of higher attaining children, after the nursery year, who go to other schools. Consequently, attainment on entry to the reception class, although typical for four-year-olds, on occasions, is sometimes still below this level. In addition, some years have a high percentage of pupils with special educational needs, which again implies an overall attainment on entry to the reception class, which is below that which is typical. There are no pupils with English as an additional language and no pupils from ethnic minority backgrounds. The proportion of pupils on the school's register of special educational needs is broadly in line with the national average. There are two pupils with a statement of special educational needs, which is below the national average.

HOW GOOD THE SCHOOL IS

This is a very effective school, with many very good and excellent features. It has developed a challenging climate for learning and the quality and range of learning opportunities are excellent. Pupils attain well above average standards in English, mathematics and science by the time they leave the school. The quality of teaching is good overall, with a significant amount of very good teaching and some which is excellent. Pupils' attitudes to their work are very good and their relationships are excellent. The head teacher's leadership is outstanding and the school gives very good value for money.

What the school does well

- Strong teaching helps pupils to learn effectively. This has resulted in well above average standards in English, mathematics and science.
- The school has created a challenging climate for learning through a greatly enhanced curriculum, which is supportive and caring and provides an excellent range of learning opportunities. Consequently, pupils are developing as confident learners with very good attitudes to their work and outstanding relationships.
- The provision for teaching and learning in information and communication technology, which has resulted in standards which are above those expected for pupils' ages.
- The head teacher, with the support of the deputy head teacher, staff and governors, provides outstanding leadership and a clear educational direction for the school.

What could be improved

- Standards in writing in Year 2 by building on the recent good progress already made.
- Standards in aspects of music in Years 3 to 6 could be higher.

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 January 1998. It has overcome all of the weaknesses noted in the last inspection and has improved in many other ways. Overall, the improvement has been very good. With reference to the key issues in the last report, the school has improved teaching and learning in

Years 1 and 2 and developed strategies to evaluate the curriculum throughout the school. It has provided opportunities for subject leaders to gain an overview of teaching and learning in their subject and improved the role and working practices of the governing body. There has been good progress in the procedures for assessing pupils' abilities and the use of these records to plan lessons.

In addition, there have been many other good improvements. For example, standards in the National Curriculum tests have improved very well in English, mathematics and science, for pupils at the end of Year 6. All subject leaders have been enabled to develop their own leadership roles very well and all feel part of one team, from nursery to Year 6, even though they are still using two separate buildings. The resources for the teaching of information and communication technology have improved and are now excellent. This has led to an improvement in standards in information and communication technology throughout the school.

STANDARDS

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

Performance in:	compared with			
	all schools			Similar schools
	2000	2001	2002	2002
English	D	C	B	A
Mathematics	E	A	A	A*
Science	D	A	A	A*

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The trends for pupils in Year 6 up to the Year 2002 demonstrate a very good improvement. The results in science and mathematics are very high when compared to similar schools. This puts them in the top five per cent on this comparison. The improvements are mainly due to a good improvement in the quality of teaching and learning. The national tests for pupils in Year 2 in 2002 showed average results for reading but well below average results in writing and mathematics. However, the results were better when compared to similar schools, with just below average results for writing and mathematics but well above average results for reading. It must also be pointed out that 24 per cent of pupils in Year 2 in 2002 had special educational needs. Nevertheless, the school recognised a weakness in writing and mathematics and targeted this area for further development.

The inspection findings indicate that for this year's pupils, in Year 2, standards are rapidly rising in writing and are likely to be in line with expectations for pupils' ages by the end of the year. This will be a good achievement, as just over one-third of the pupils in Year 2 have special educational needs. Standards in mathematics are also rising in line with the national trend. The improvements in writing and mathematics since last year are due to a strengthening of the strategies for the teaching of literacy and numeracy. Standards in reading are again average. In Year 6, there has been a further improvement in attainment in English and standards are well above average in English, mathematics and science. Standards in numeracy and literacy are well above average by the end of Year 6. The school has exceeded all the targets set. These targets were appropriate. All these standards indicate that pupils are achieving very well in English, mathematics and science by the time they leave the school from their level of attainment on entry to the school.

Attainment in information and communication technology is above average at the end of Year 2 and Year 6. However, in Years 3 to 6, pupils' standards in musical skills are lower than is normally expected for pupils' ages.

Attainment on entry to the nursery is below what is expected for typical three-year-olds. Children experience a very good early years curriculum and most make good progress. They continue to make good progress in the reception class. In most years, a good proportion of pupils attain the expected standards by the time they enter Year 1 in all the areas of learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Almost all pupils are very eager to learn and give of their best at all times. They are very responsible and show very positive attitudes in all they do.
Behaviour, in and out of classrooms	Behaviour by almost all pupils in lessons and around the school is very good. They are polite and courteous to each other and to adults.
Personal development and relationships	Personal development is excellent. Pupils develop a great deal of confidence by the time they leave the school. Relationships at all levels are outstanding throughout the school.
Attendance	This is below the national average and therefore is unsatisfactory.

The school has made a great deal of effort to improve its attendance. It has written numerous letters to parents and gives awards to classes who have 100 per cent attendance. Nevertheless, some parents keep their children out of school for longer than the recommended time and this is likely to have an effect on their attainment and progress.

TEACHING AND LEARNING

Teaching of pupils in:	Reception And Nursery	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.

Inspectors judged that the quality of teaching has improved since the last inspection. Most teaching is now mainly good, with a good proportion of very good teaching and some that is excellent. Although some very good teaching was seen throughout the school, the teaching was stronger overall in Years 3 to 6. There was some excellent teaching in Year 6. Strengths are the high level of teachers' expectations of pupils' work and behaviour and the methods and ideas they use. This ensures that pupils work hard, concentrate well and persevere to the end of the lesson. Where appropriate, pupils are encouraged to take responsibility for their own learning with plenty of investigative work and research using books and computers. This ensures that pupils become confident learners by the time they leave the school. Lessons proceed at a good pace; teachers' assessment of pupils' progress is good, especially in English and mathematics, where pupils have good and appropriate personal targets. These records are used well to plan future work. All these strengths encourage pupils' intellectual, physical and creative effort, ensuring that lessons are productive. Teachers' short-term lesson planning is of good quality with clear learning objectives. These are shared with the pupils so that they have a very clear idea of what they are to learn. The planning usually outlines work for the different levels of attainment in the class and this meets the needs of pupils well. Where the teaching is excellent, it demonstrates all the above qualities to an even stronger degree. In addition, the teachers have exceptionally high expectations of what all pupils in the class can achieve. This, and the outstanding pace of these lessons, brings excellent learning. A weakness was perceived in the teaching of the writing aspect of literacy in Year 2 last year but this has now been addressed and the teaching of this aspect is strengthening. Throughout the school, the teaching of literacy and numeracy

is at least good, often very good and occasionally excellent. Some teachers lack confidence in the teaching of music skills and this is having a subsequent effect on pupils' learning and standards. The school has recognised this area as an area for further development. The teaching and provision for children in the reception class and nursery is of good quality, sometimes very good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Excellent. Teachers provide every opportunity to make pupils' learning experiences, both in school and during the very many visits out, rich and vibrant.
Provision for pupils with special educational needs	Very good. These pupils experience a full curriculum, both in class and when they are withdrawn for special support. The school's good assessment arrangements ensure that these and all pupils are provided with appropriate work that meets their needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. All aspects of school life develop pupils' confidence and skills of friendship and tolerance. The provision for moral and social development is very good. This area has become a strength of the school through its very good personal, social, health and citizen education programme.
How well the school cares for its pupils	The school cares for its pupils very well. The procedures for child protection are very good.

Parents have a very good regard for the school, are very pleased with all the improvements and are happy with the very effective links they have with the school. However, only very few parents actively work in the school and although the school is very grateful for those who do, the teachers are anxious to increase this number.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Very good overall. Within this, the head teacher is an excellent leader. She has developed a very strong sense of purpose amongst the staff and enabled them to develop their own management and leadership roles. She is very well supported by the deputy head teacher and subject leaders.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities very well. The chair of the governing body is very supportive and works closely with the head teacher. All governors have been appointed to support different aspects of the school curriculum. This they do very well.
The school's evaluation of its performance	Excellent. The head teacher, staff and governors are fully aware of the school's performance. They have clear ideas of the aims, values and ethos of the school and the educational direction in which they wish to go.

The strategic use of resources	Excellent. Resources, many of which are outstanding, are readily available and used very well. All money is spent wisely and carefully and the school applies the principles of getting the best value for its pupils.
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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 child is making good progress• The teaching is good.• They can approach the staff with any problems.• Their child is expected to work hard and do their best.• They are kept well informed about how their child is getting on.• The school is well managed.• The school helps their child to become more mature and responsible.	<ul style="list-style-type: none">• A very few parents felt that the school did not work closely with parents.• A very few parents felt that the school did not provide an interesting range of activities outside lessons.

Inspectors support parents' very positive views of the school. They also judged that the school does work closely with parents and that the range of activities outside lessons is outstanding and therefore disagree with the criticisms made by a few parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Strong teaching helps pupils to learn very effectively. This has resulted in well above average standards in English, mathematics and science.

1 Teachers develop their own skills well and the quality of the teaching has improved greatly since the last inspection, where only a small amount of teaching was very good or better and there was some unsatisfactory teaching. The teaching seen in this inspection indicates that nearly all the teaching is good or better with a substantial amount of very good teaching and some that is excellent. Although some very good teaching was seen throughout the school, it is stronger overall in Years 3 to 6 with some excellent teaching in Year 6. In all lessons, teachers prepare well by identifying precise learning objectives. These are shared with pupils at the start of the lesson. This helps them to be clear about what they are expected to learn. Lessons proceed at a good pace and are well structured with a step-by-step approach. This results in motivating pupils and sustaining their interest to the end of the lesson. These features, together with teachers' enthusiasm about their work and their very good class management and discipline, contribute significantly to the standards attained and the very good achievement made by the time pupils leave the school.

2 Teachers plan a wide range of stimulating and well thought-out activities. This means that pupils want to learn and thoroughly enjoy lessons. These activities start well with children in the nursery and reception class. For example, children in the reception class were seen sorting toys into different sets. The teacher had collected together a wide variety of toys. Some were small, some large, some hard and some soft and others had moving parts. The teacher used these resources imaginatively to discuss with the children the principles involved in making toys. This well thought-out idea, linked to children's own interest in toys, strongly developed the children's speaking, listening and thinking skills. The nursery and reception teachers have created a very good stimulating environment for the children, which encourages rapid learning.

3 The teaching of basic skills in literacy and numeracy is good in most lessons. For example, pupils in Year 4 are extending and developing their vocabulary, whilst studying science. The classroom has a good display of pictures and words in connection with plant habitats, food chains and food webs. The teacher used every opportunity in a lesson to introduce and consolidate the use of new words like, 'primary producer', 'keys', 'organism', 'environmental damage', 'consumer' etc. In a lesson for pupils in Year 6 on the water cycle, pupils were encouraged to use words like, 'transpiration', 'condensation' and 'evaporation'. Constructions seen around the school, often made in design and technology lessons, indicate that numeracy and measurement skills are regularly used.

4 The teaching of numeracy is a particular strength. The planning is of high quality and pupils in each lesson are encouraged to use their own methods and ideas to arrive at the correct answer to problems. In addition, pupils are made fully aware that they may be expected to explain their thinking to the teacher and the rest of the class. This works very well. Pupils confidently explain their thinking to others. The rest of the class listens well. A lesson seen for pupils in Year 6 demonstrated that pupils are fascinated and excited with mathematics, numbers and shapes and competed vigorously to be the first to reach the right answer. The teaching of literacy is particularly strong in Years 3 to 6. Many teachers have very good and sometimes excellent knowledge of the subject. For example, in a literacy lesson for pupils in Year 6, the teacher's excellent knowledge of different authors helped her to stimulate a very wide discussion. Pupils had to think carefully and justify their answers when they gave their own views on the merits of the writing extract they were studying. Lessons like this encourage pupils to raise the level of their own writing. In Years 1 and 2, literacy lessons have been

particularly effective in developing speaking, listening and reading skills. There has been a weakness in the development of writing in Year 2 last year but recently, with new strategies, the teaching in this area has strengthened. Pupils are now getting a wider range of opportunities, sharing writing with others and modelling their work on examples of good practice.

5 A further strength is the use of computers to support learning in a wide variety of subjects. The subject leader has enabled all other teachers to develop their own computer skills well. All classrooms have computers and the very well resourced computer suite is used to develop pupils' skills as well as enhancing learning in a range of subjects. Teachers make increasingly effective use of the Internet as a source for lesson material and pupils use it to access knowledge and information.

6 Teachers' subject knowledge in many areas is very good and this enables them both to ask appropriate questions and effectively challenge pupils with differing levels of attainment. For example, in a literacy lesson for pupils in Year 2, the teacher's good subject knowledge enabled her to question the higher attaining pupils with sufficient challenge to extend their ideas. At the same time, the resources she presented supported the lower attainers and enabled them to feel they had achieved well. Teachers' knowledge is not as secure in the teaching of music. However, the school has targeted this area for further development. The music co-ordinator has introduced a number of new initiatives, which are beginning to be effective. There are plans for training and teachers are now using a new scheme of work. However, the improvements have not been in place long enough to raise standards in Years 3 to 6.

7 A further strength is the way pupils of all abilities are challenged. Parents indicated at the parents' evening that the teachers help pupils, whatever their ability, to learn and make progress. Teachers' planning nearly always indicates appropriate work for the higher attaining pupils and average attaining pupils, as well as pupils with special educational needs. The work, especially in English and mathematics, is planned by using the very good information teachers get from their very good assessment procedures. These procedures consist of regular testing arrangements, including optional National Curriculum tests carried out annually. All pupils have individual targets. The teachers carefully analyse the national test results. The pupils also have a portfolio of their work and achievements. All this information enables the teachers to target areas of weakness and set appropriate challenges, which enable all pupils to make progress.

8 The work of the teaching assistants is of high quality. They work closely with the class teacher and are aware of the individual needs of the pupils. They are therefore particularly supportive to pupils with special educational needs or those with behavioural problems. This helps these pupils to make good progress. On occasions, pupils with special educational needs are withdrawn for specific help. This support is of very good quality and is sensitive and purposeful.

9 Only two lessons were seen in the reception class and one in the nursery but a discussion with the teachers, as well as an inspection of the planning, indicates that these children experience a very good early year's curriculum based on the areas of learning. The nursery and reception teachers, the nursery nurses and classroom assistant, have a strong understanding of how young children learn and plan a consistent approach.

10 The effective teaching, together with the very good attitudes of the pupils, has resulted in well above average standards by the time pupils leave the school. For example, in the 2002 National Curriculum tests, pupils in Year 6 attained above average standards in English and well above average standards in mathematics and science. When these results are compared to similar schools, the results are even better, with well above standards in English and very high standards in mathematics and science. The results in science were particularly pleasing with over two-thirds of pupils reaching the higher level in the tests. Analysis of the work of the pupils in the present Year 6 indicates that many pupils are already working at well above the expected level in English, mathematics and science and are likely to achieve similar standards as last year and may exceed them. As attainment on entry to the reception class is often below what is typically expected, these standards indicate that pupils achieve exceptionally well in English, mathematics and science by the time they leave the school.

The school has created a challenging climate for learning through a greatly enhanced curriculum, which is supportive and caring and provides an excellent range of learning opportunities. Consequently, pupils are developing as confident learners with very good attitudes to their work and outstanding relationships.

11 The head teacher and staff have created an atmosphere in the school where pupils want to learn. Classrooms, halls and corridors are laid out to stimulate learning and every area creates interest and enjoyment. For example, pupils in Year 5 have displayed small leaflets that contain a short play they have written. These plays have different themes, such as, "I am football mad" or, "My school and my friends". The notice, "Which one do you like?" is displayed. This encourages other pupils to read them and critically analyse them. This makes the display interactive and purposeful, and is typical of the school's approach to learning. Every area in the school is set out to inform. Another example is the excellent display, "Mining is our heritage". This has mining artefacts and emphasises the pupils' heritage and roots. The school badge is displayed, which is based on a colliery-winding wheel. As this is a corridor display, pupils are constantly reminded of their own background and history. Pupils are expected to take a great pride in every aspect of work displayed on the walls. Pupils' successes are always celebrated. Regular assemblies, sometimes with parents present, are held each week where these achievements are shared. A pupil in each class is presented with the "Star of the Week" award, usually given for work related success in a subject. Pupils who have demonstrated a kind deed or done something special are given a paper leaf with the nature of the good deed written on it. This is attached to the "Tree of Goodness" in the pupil's classroom. Eventually, the leaf is put into the child's portfolio of work. All these schemes, together with the caring attitudes displayed by the teachers, enable each pupil to feel he or she is important and can succeed. This encourages the pupils' self-esteem and helps them to grow in confidence. By the time pupils reach Years 5 and 6, they are very confident learners, prepared to take some responsibility for their own learning. They regularly ask very appropriate questions if they are unsure or if they need more information.

12 The caring, supportive and challenging environment in the school has led to the pupils developing attitudes to their learning which are very good. Pupils are very interested in their work and will persevere and concentrate for long periods, working on their own or with a partner very productively. Independent and research work, using books, documents and computers is encouraged at every opportunity. Many older pupils can be left unsupervised. They are trusted and respond well to this trust. This relationship, based on trust and respect, is central to the whole ethos of the school and is one of the main reasons why it is such a successful school. Relationships at all levels are excellent. Pupils have a great respect for each other's views. They are encouraged to listen when other pupils are talking. They do this well. Teachers encourage pupils to care for each other and emphasise that they have a responsibility to look after others. This was seen to good effect in a lesson on first aid in a personal, social, health and citizen education (PSHCE) lesson for pupils in Year 6. Pupils discussed and explored issues of first aid and consolidated their own ideas of their responsibilities to others. PSHCE is in fact a great strength of the school and enhances the curriculum greatly. The school has a very good scheme of work for this. This provision starts in the nursery and reception classes where great emphasis is placed on personal and social development. They use "Dansy", who is a puppet, to stimulate topics such as the development of self-esteem and decision making. All staff are involved in this type of curriculum enhancement. For example, the mid-day supervisors and dinner ladies select eight pupils each week who have behaved very well at dinner times. They are then privileged to have their Friday lunch on a table with a tablecloth, a drink of orange juice and an after eight mint. Parents at the parents' meeting praised these arrangements for being very caring and supportive.

13 In addition to all these strengths, which enrich the pupils' experiences, they also experience an excellent range of learning opportunities. These include very many visits out of school to places of

educational interest, as well as visitors into school. For example, pupils in Year 1, visit the Sealife Centre in Tynemouth in connection with a science study. Pupils in Year 2, along with others, go to Durham Cathedral in connection with religious education. Older pupils visit Roman sites at Housesteads and the Oriental Museum in Durham in connection with their topic on ancient Egyptians. Pupils in Year 6 spent a day at the Botanic Gardens for a Harry Potter Quiz and four children spent a weekend in London as winners of this competition. These are just a few examples of the very many visits undertaken by all classes. These include a residential visit by Year 6 pupils to Earls Orchard Outdoor Education Centre with its range of outdoor pursuits and problem solving activities in stimulating and challenging environments. Pupils also get many opportunities to meet visiting adults who have great skills. For example, pupils experienced a visit from the Folk Jazz Blues Duo; a visiting project worker from the Access Service produced music and dance performances with pupils in Years 3 and 4 and Years 5 and 6. Pupils in Year 6 had a very stimulating visit from an Evening Chronicle reporter who discussed how reports are written, helped pupils write articles themselves and arranged for some to be published in his newspaper. All these activities, along with a good range of well-organised extra-curricular activities, develop pupils' understanding and confidence in an enjoyable and exciting way.

14 Two other initiatives have been very effective in providing pupils with a wide curriculum and challenging and valuable experience. Firstly, the school council, which consists of pupils from Year 6, is available to give help, support and advice most lunchtimes. Younger pupils are encouraged to go to them if they have a problem. This develops a strong sense of personal responsibility and care. Pupils on the council bring a mature and confident approach to their duties. Secondly, the school has also set up an Eco Council. These pupils are beginning to work with adults who are based in the school to develop and improve the outside environment and to get involved in other environmental projects. The school has now become an Eco Centre, with the support of, "Learning through Landscapes" and matching funding from Durham Local Education Authority. The presence of this group will greatly enhance curriculum opportunities in all subjects but especially in science, English and geography.

The provision for teaching and learning in information and communication technology, which has resulted in standards which are above those expected for pupils' ages.

15 The school has developed its provision for information and communication technology very well. The excellent computer suite was installed in 2000 and all rooms have computers, most of which are of good standard. This has resulted in above average standards in information and communication technology throughout the school.

16 The subject is well led by the subject leader. She has ensured that all staff have undergone the appropriate training. This has consisted of courses run by the New Opportunities Fund and County Durham Local Education Authority. Staff have also undergone training in school. Also, as they use computers regularly, they are constantly developing and extending their skills. Most staff are now fully skilled and able to support pupils well, both in the computer suite and in the classroom.

17 Teachers recognise that one of the most important uses of information and communication technology is to support teaching and learning across the subjects of the National Curriculum and religious education. The aims of the subject built into the development plan, emphasises this approach. For example, teachers are anxious to develop a range of information and communication technology skills, which will enable pupils to make effective use of the resources for themselves in their schoolwork, also, to have confidence to experiment with new software and to apply their developing skills in a new context, to develop an understanding of when information and communication technology can give quicker and better results than other methods and also when it may be inappropriate to use information and communication technology, and finally, to develop the patience

and persistence to realise their ideas and recognise the possibilities of going wrong, without the feeling of sense of failure. This was all seen to good effect in a literacy lesson for pupils in Year 5. Pupils were developing a new character to add to their story of “Tom Tiddlers Ground”. After they made their paper notes, they confidently used the computer. Having word-processed their work most were able to improve the final presentation of the titles and text very competently, by altering the font of the text, colouring, capitals and the background and incorporating pictures appropriate to the character. In addition, they were able to improve the writing by adding, subtracting and moving text around without altering the original. This gave them the choice of improved work or reverting to the first version if they felt this was better. Evidence seen on display on the walls or in pupils’ books show that pupils use information and communication technology to help their work in art and design, history, writing, science and mathematics. One very good example is the interactive simulation of Roman times created on the computer by pupils in Year 3. This showed that they have created various scenarios using text and pictures.

18 Pupils' standards in information and communication technology are above that expected for pupils' ages at the end of Year 2 and Year 6. In Year 2, many pupils are able to open their own files, organise and amend their work by changing the font and size and use a variety of tools to colour in their work. They save their work and print it out if required. They understand the need to give precise instructions but are confident enough to know that mistakes can be rectified. This was seen to good effect by pupils in Year 2. The computer work was linked to the creating of a firework and bonfire night design. Most pupils were able to open their files and change the background colour. They were then able to drop the tool file and click on the appropriate icons to use "spray can", "paint brush", "chalk effects" to design or re-design their work. At the end of the lesson they could save their work and print it out. A majority of pupils in Year 6 are working also at levels above that expected for their ages. For example, pupils' work on display and seen during a practical session, demonstrated that most have good standards in word-processing. They use a program and tools on the computer to structure, refine and present information in different forms. They are confident to incorporate not only pictures and photographs but sound as well. They use the Internet and CD-ROMS with ease to access information. Some have worked on the school's web site. Many are able to monitor and measure aspects of the environment. A good number of pupils use spreadsheets. They are able to discuss their knowledge or experience of using information and communication technology and their observations of its use outside school.

19 The highly experienced subject leader has given substantial advice and monitored work of other teachers very well. With the help of others, she has developed excellent resources. As well as the computer suite, almost all classrooms have an interactive smart screen, which is used very effectively by both the teacher and the pupils. She has devised a very good scheme of work, linked to the assessment of pupils' skills. She has ensured that all pupils have e-mail addresses. Some pupils in Years 1 and 2 have already e-mailed Santa Claus. She has also set up very good curriculum links with the secondary school, not only through regular e-mails but also through visits. For example, pupils in Years 5 and 6 have, "study days" in the secondary school computer suite. This develops their own skills even further and eases the transition when they leave the school.

The head teacher, with the support of the deputy head teacher, staff and governors, provides outstanding leadership and a clear educational direction for the school.

20 The head teacher is an outstanding leader of the school. She has introduced many excellent improvements into the school since her appointment just over four years ago. She has developed a strong sense of purpose amongst the staff and encourages all to feel part of a team, involved in moving the school forward with a clear educational direction. There is now an excellent shared commitment to strive for constant improvement. The head teacher works very closely with her deputy head teacher. This is an effective partnership. She is also very effective in enabling all staff to develop their own leadership roles. For example, all subject leaders are given every encouragement and support to be active in developing their subjects. The co-ordinator for numeracy, for instance, has worked with another teacher colleague who works in Years 1 and 2, to develop the subject across the school, by observing lessons, checking pupils' books, inspecting teachers' planning and developing resources. This has been effective and has resulted in improving standards in mathematics by the time pupils leave the school. Other co-ordinators operate in similar ways and the work of the subject co-ordinators is a strength of the school.

21 The leader, for example, for physical education, has been particularly effective in developing the subject recently. She was aware that further development was needed and the subject became a focus for development on the school management plan. She has re-written the policy for physical education and introduced a new scheme of work. The timetable has been revised to give more time for physical education. There was a lack of resources for games and gymnastics. This has now been

addressed. She has organised training for the teachers in order to develop their knowledge, understanding and skills. For example, all staff have attended a “Tops” course on gymnastics, which was very helpful and informative. In addition, two teachers attended a ten-week athletic and gymnastic course run by the local education authority adviser. She has taken every opportunity to bring sporting coaches into the school to organise games competitions with other schools and develop kwick cricket, netball, football and tennis. All this development, together with many other initiatives, have been very effective in raising the quality of teaching in the school and given teachers a great deal of confidence to teach all aspects of the physical education curriculum. This is typical of the leadership approach of all co-ordinators. As a result, attainment in physical education lessons is improving and a number of pupils demonstrated good standards in the two lessons seen.

22 The head teacher monitors the quality of the teaching and gives verbal and written feedback. This monitoring of the curriculum and the teaching by the head teacher, as well as some of the curriculum co-ordinators, has been very effective. It has resulted in the raising of educational standards by the end of Year 6 and an improvement in the quality of the teaching and learning since the last inspection.

23 The governing body gives very good leadership and provides very good support. The chair of the governing body is totally committed to the school and regularly engages in professional dialogue with the head teacher. Members of the governing body are linked with the subjects of the National Curriculum and religious education, the foundation stage and special educational needs. Some are well qualified and bring a wide range of skills and experience to support the teachers. Governors regularly undergo training and a high proportion come into the school from time to time to give good support. The governors are fully aware of the strengths of the school, the improvements that have been made and the educational direction planned for the school.

24 The leadership has developed an excellent ethos in the school. This is exemplified by the very good attitudes to work, the excellent relationships and the commitment by all to raise standards further. There is a commitment to equal opportunities and inclusion for all pupils in all aspects of school life. The school’s policy to promoting race equality is very good. Careful financial planning effectively supports educational development and priorities. The school uses the money at its disposal wisely and the head teacher and school’s administrative officer are aware of the need to get the best value for its pupils. For example, the school’s finances are in good order. Although the school has a high carry over figure at present, this is prudent. The school building is in need of some major roof repairs and there will be extensive development of the school grounds shortly. The pupils are not disadvantaged in any way by the school saving the money rather than spending it on them. The management systems now in place, including the very effective leadership by the head teacher, deputy head teacher, dedicated team of teachers and support staff and governors, have ensured many improvements. The school has an excellent capacity to maintain these and continue to develop very well.

WHAT COULD BE IMPROVED

Standards in writing in Year 2 by building on the recent good progress already made.

25 The school is aware that it has many strengths in the provision for the teaching of English, and that standards are well above average by the end of Year 6, in all aspects of English, including writing. However, the staff are aware that the writing results in the national tests for pupils at the end of Year 2 in 2002 were well below average when compared to all schools, although better when compared to similar schools. It must also be pointed out that the high proportion of pupils with special educational needs influenced the overall results. However, the school has identified this as an area for

further development on its school management plan and begun to put in place measures to strengthen the provision for the teaching of writing.

26 An examination of pupils' work indicates that in the previous year there was, on occasions, a limited range of opportunities to develop writing in literacy lessons and only a little focus on developing writing skills in other subjects. Evidence obtained during the inspection indicates that standards in writing in this year's Year 2 are improving through the further developing of writing strategies. For example, there is more opportunity for pupils to share writing and discuss the merits of each other's work. Also, the pupils are getting more opportunities to develop writing skills in other subjects like science and history. Computers are also being used to interest and motivate pupils to set out their writing on the screen. The school should continue to develop these areas and also improve the quality of marking further by linking comments more closely to pupils' targets. This will help pupils to be more fully aware of what they need to do to improve. With regard to handwriting skills, not enough emphasis is placed on letter formation and pupils are not encouraged to attempt joined writing early enough.

Standards in music in Years 3 to 6 could be higher.

27 The school has celebrated many successes in music. For example, singing has improved since the last inspection and there is a good school choir with over 30 pupils. A number of pupils successfully play brass and percussion instruments with the help of a peripatetic teacher. Twelve pupils play regularly in the recorder group. However, the school is anxious to improve the music provision further and has organised a number of visitors to come into school who have great skills. For example, a visiting musician provided a workshop for Year 2 pupils, working on rhythms on Dembe drums. A local comprehensive school entertained pupils in Years 3 to 6 with a concert involving singing, dancing and the playing of brass. Also, a folk-jazz-blues duo entertained the whole school. Only two lessons were seen in music but these and a discussion with the head teacher and music co-ordinator indicate that attainment in music in Years 3 to 6 is slightly below the expectations for pupils' ages. This is mainly because of a lack of staff confidence in teaching and learning in music. This area has been recognised by the school as being weaker and has been identified as an area for further development on the school management plan.

28 The subject leader is working hard to correct this weakness. She has introduced a good new scheme of work and is organising termly meetings with the staff to assess its successes. She has successfully identified what needs to be done. She is aware that the new scheme will need careful analysis and that staff are in need of in-service training to develop their knowledge and understanding further. Although the leader has led some staff meetings, she is aware that lesson observation of music teaching has not taken place and no demonstration lessons have been given. New assessment procedures have been introduced but these are very recent and there has not been time to analyse their impact. These areas are in need of consolidation, especially within Years 3 to 6 in order to strengthen music teaching and raise standards further.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29 To maintain the quality of education and promote further development, the governing body, head teacher and staff should address the following issues:-

To build on the good progress already made in the development of writing skills for pupils at the end of Year 2 by:-

- continuing to provide a wider range of writing opportunities and examples of good writing models,
- continuing to extend further the strategies used to improve writing such as sharing writing and discussing its merits with others and using a wider range of writing frames and guidelines,
- linking teachers' marking more closely to pupils' own targets,
- placing a stronger emphasis on letter formation and investigate the benefits of introducing joined writing at an earlier age.

(These are outlined in paragraphs 4, 25, 26)

To raise attainment in music for pupils in Years 3 to 6 by:-

- evaluating the recently introduced scheme of work,
- providing in-service training to develop teachers' confidence further,
- evaluating the quality of music lessons,
- analysing the impact of the new assessment procedures.

(These are outlined in paragraphs 6, 27, 28)

NB. The above issues have already been identified on the school management plan as areas for further development.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	6	10	3	0	0	0
Percentage	14	27	45	14	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	29	232
Number of full-time pupils known to be eligible for free school meals	0	62

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	53

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	20
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	8
National comparative data	5.4

Unauthorised absence

	%
School data	0.47
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	14	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	11	12
	Girls	16	18	18
	Total	29	29	30
Percentage of pupils at NC level 2 or above	School	88% (86%)	88% (86%)	91% (95%)
	National	84% (84%)	86% (86%)	90% (91%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	13	13
	Girls	15	16	15
	Total	27	29	28
Percentage of pupils at NC level 2 or above	School	82% (86%)	88% (95%)	85% (90%)
	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	16	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	15	16
	Girls	21	19	25
	Total	33	34	41
Percentage of pupils at NC level 4 or above	School	77% (74%)	79% (81%)	95% (97%)
	National	75% (75%)	73% (71%)	86% (87%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	14	14
	Girls	19	20	22
	Total	29	34	36
Percentage of pupils at NC level 4 or above	School	69% (74%)	81% (84%)	86% (81%)
	National	73% (72%)	74% (74%)	82% (82%)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
228	6	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
3	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)	11
Number of pupils per qualified teacher	22
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	65

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39
Total number of education support staff	2

Financial information

Financial year	2001 - 2002
	£
Total income	653,029
Total expenditure	664,437
Expenditure per pupil	2,315
Balance brought forward from previous year	89,614
Balance carried forward to next year	78,206

Total aggregate hours worked per week	74
Number of pupils per FTE adult	13

FTE means full-time equivalent.

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	280
Number of questionnaires returned	132

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	39	5	2	0
My child is making good progress in school.	55	40	2	1	2
Behaviour in the school is good.	56	37	5	1	2
My child gets the right amount of work to do at home.	52	39	6	2	1
The teaching is good.	64	33	1	0	2
I am kept well informed about how my child is getting on.	54	37	8	0	1
I would feel comfortable about approaching the school with questions or a problem.	67	29	3	1	0
The school expects my child to work hard and achieve his or her best.	74	24	0	0	2
The school works closely with parents.	43	43	11	0	3
The school is well led and managed.	54	36	5	0	5
The school is helping my child become mature and responsible.	58	36	3	0	4
The school provides an interesting range of activities outside lessons.	54	30	11	1	5