

INSPECTION REPORT

**THORNTON-CLEVELEYS BAINES ENDOWED PRIMARY
SCHOOL**

Thornton-Cleveleys, Lancashire

LEA area: Lancashire

Unique reference number: 119391

Headteacher: Mr E P Dempsey

Reporting inspector: Paula Allison
21420

Dates of inspection: 19th – 20th May 2003

Inspection number: 248012

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Station Road Thornton-Cleveleys Lancashire
Postcode:	FY5 5HY
Telephone number:	01253 823420
Fax number:	01253 859971
Appropriate authority:	Governing body
Name of chair of governors:	Cllr Tony Condron
Date of previous inspection:	26 th January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
21420	Paula Allison	Registered inspector
11437	Anthony Anderson	Lay inspector
2759	Derek Sleighthome	Team inspector

The inspection contractor was:

Lincolnshire Inspection Team

37 Park Drive
Grimsby
NE Lincs
DN32 0EG

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	16
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	17
PART C: SCHOOL DATA AND INDICATORS	18

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is an average-sized school with 246 boys and girls between the ages of four and eleven. The school is popular with parents and is always oversubscribed. It is voluntary controlled, receiving considerable financial support from the Baines' Trust. The school is located in Thornton, near Blackpool, and takes its pupils mainly from the local area. It is a residential area, with most homes owner-occupied, and some rented accommodation. Virtually all pupils are of white British ethnic origin. The school takes in the full ability range and, although attainment on entry overall is average, many children enter with well-developed skills and receive a lot of support from home. Six per cent of pupils are eligible for free school meals, which is below the national average. There are 25 pupils on the register for special educational needs, which is also below average. Some of the statemented pupils have physical difficulties and receive support for them to access the school curriculum.

Currently the school is undergoing major construction work to provide extra space and facilities, including a dining hall and kitchen. The current headteacher is retiring at the end of the inspection week and a new headteacher has been appointed.

HOW GOOD THE SCHOOL IS

This is a very good school, achieving very high standards, providing a good quality of education and an excellent standard of care for its pupils. The leadership provided by the headteacher is outstanding, particularly in the way in which he promotes the positive ethos of the school and the care for individuals. The quality of teaching is good and pupils achieve very well. Their attitudes and personal development are excellent. Parents are very supportive of the school. The school provides very good value for money.

What the school does well

- By the time pupils leave the school, standards in English, mathematics and science are well above the national average and those achieved by similar schools.
- The quality of teaching is good. Teachers have high expectations of pupils and the methods they use ensure that learning is effective.
- The school is very well led and managed. The leadership of the headteacher is outstanding, particularly in the way in which he promotes the positive ethos of the school and the care for individuals.
- The school provides an excellent standard of care for pupils and there is very good provision for pupils' personal development. Pupils' attitudes are excellent; they are keen to learn, work very hard and care for others.
- The provision for instrumental music is a particularly good feature of what the school offers.

What could be improved

- Pupils do not have sufficient access to information and communication technology on a regular basis. They do not have the opportunity to develop the skills they need to use it effectively to support their learning across the curriculum.

This area for improvement has already been identified by the school and 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 and has made very good improvement since that time. The one issue was addressed effectively. There is now a good quality of teaching in Year 2. Standards in English, mathematics and science have risen and high standards in areas such as attitudes, care and the curriculum have been either maintained or improved.

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	A*	D	A	A
mathematics	A*	B	A	A
science	A*	A	A	A*

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

The results show that by the time pupils leave the school, standards in English, mathematics and science are well above the national average and well above those achieved by similar schools. In 2000 very high standards put the school into the top five per cent of schools in the country. Standards in mathematics and science are always high. Standards in writing are sometimes weaker, which can affect the overall standard in English. The school has identified improvement of standards in writing as a whole school issue and has successfully taken action to address it.

The standards achieved by seven year olds are usually well above average, although standards in writing are lower than those in reading and mathematics. There was a dip in standards in mathematics last year, but this has been rectified and standards seen during the inspection reflect the anticipated improvement in this area

Standards have risen since the last inspection and continue to improve year on year. The school usually reaches its targets. Work seen during the inspection reflects these high standards. Reading and speaking and listening are particular strengths throughout the school, which helps pupils to achieve in other subjects.

All pupils achieve very well. Pupils with special educational needs are soon identified and supported so that they make very good progress. Higher attaining pupils, and those who have been identified as gifted or talented, are effectively challenged by the work they are given to do and they achieve very well. This is reflected in the high number of pupils who achieve at above the expected levels in most subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils enjoy school, are keen to learn and work very hard. They give of their best at all times.
Behaviour, in and out of classrooms	Very good. Pupils behave responsibly in class and around the school. They are polite and courteous to each other and to adults.
Personal development and relationships	Excellent. Pupils learn to care for and respect others. They willingly take on responsibilities in the running of the school. Relationships throughout the school are positive.
Attendance	Very good.

The excellent attitudes of pupils help them to achieve well.

TEACHING AND LEARNING

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

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

The quality of teaching in the school is good. There are particular strengths in the teaching in the reception class and in Years 5 and 6, where the teaching is consistently very good or excellent. The good quality of teaching ensures that all pupils' needs are met, they learn effectively and make progress. Strengths in the teaching and learning are:

- teachers' secure knowledge and understanding of the subjects they teach, which enable pupils to develop their understanding;
- the effective teaching of basic skills, such as in reading and number, which results in pupils successfully gaining skills;
- high expectations of what pupils can achieve, which encourage pupils to try hard and achieve well;
- the effectiveness of teaching methods, such as questioning skills, which ensure that all pupils are involved in lessons.

Support staff make a valuable contribution to pupils' learning. Their work is well planned to provide continuity of learning, and this is one of the ways in which teaching meets the needs of all pupils.

In the few lessons where teaching is less than good, it is usually because the teacher is uncertain about what pupils are expected to learn, or expectations are not high enough.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. There is a wide range of learning opportunities and all pupils are included. Provision for instrumental music is a particular feature of what the school offers. There is a weakness in pupils' access to information and communication technology.
Provision for pupils with special educational needs	Very good. Pupils with special educational needs are soon identified and are effectively supported. The school works particularly well with pupils having physical difficulties.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. There is excellent provision for pupils' personal development through the ethos of the school and the example set by all adults in teamwork and positive relationships.
How well the school cares for its pupils	Outstanding. This is a major strength of the school recognised by parents and based on care for the individual. Health and safety and the general welfare of pupils are taken seriously. Pupils' progress is tracked through the school and any problems are identified and supported.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher provides outstanding leadership, particularly in the way in which he promotes the ethos of the school. The newly formed senior management team is hard working and effective. The leadership of the school provides clear educational direction, focusing on the achievement of all pupils.
How well the governors fulfil their responsibilities	Good. Governors are loyal and supportive. They know the school well and are effective in fulfilling their statutory duties. They provide a range of expertise and interests and work well in a committee structure, providing support for the school.
The school's evaluation of its performance	Very good. There are effective systems in place for monitoring performance and taking effective action. Self-evaluation is a strong feature of the way in which the school works.
The strategic use of resources	Very good. The school uses its resources well. It is particularly good at the deployment of support staff to promote pupils' achievement.

Strengths in the leadership provide a secure foundation for the development of the school and the very good standards achieved. The school applies the principles of getting best value for its pupils very well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The school is well led and managed; the headteacher is strongly committed to the school and its children. The school has high expectations of children and helps them to make good progress. The teaching is good. Children are well cared for in school and they are happy there. The school helps children to be mature and responsible. 	<p><i>These are the views of a few parents:</i></p> <ul style="list-style-type: none"> Parents could be given more information about the progress their children are making. The amount of homework given to pupils is not always suitable for their age or consistent between classes.

The inspection team strongly agree with parents' positive views of the school. The school provides a very high quality of education for its pupils and helps them to achieve very well.

- * The information provided for parents is in line with that provided by other schools and is of good quality. If parents need more information they are always welcome to talk to teachers.
- * The amount of homework provided is in line with what is expected and is outlined in the school brochure.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the time pupils leave the school, standards in English, mathematics and science are well above the national average and those achieved in similar schools.

- 1 Assessments made in the first year of school show that children enter the school with a wide range of attainment levels. Most are well supported at home and many have well developed skills. However, a number have weaker skills and some are soon identified as having special educational needs. So, overall attainment on entry is in line with what is expected for children of this age. As the standards achieved by pupils as they leave the school are well above the national average, this indicates that pupils are achieving very highly. Parents themselves are very happy with the standards that the school achieves, and with the progress that their own children make.
- 2 Standards achieved by seven year olds in English, mathematics and science are usually well above the national average and also well above those achieved by similar schools. There was a dip in standards last year and standards in writing do tend to be weaker, but these are areas that the school is successfully tackling. Standards achieved by eleven year olds in English, mathematics and science are consistently well above what is achieved in other schools, including those in similar circumstances. Standards have been rising each year and have improved from what they were at the time of the last inspection. The school sets itself challenging targets and usually reaches them.
- 3 All pupils achieve well. Pupils with special educational needs are soon identified and effectively supported so they make very good progress. Higher attaining pupils and those whom the school has identified as being gifted or talented are well challenged and the high percentage of pupils achieving above what is expected shows that they are achieving well. Boys' achievement is virtually the same as girls, even in English where the current national trend is for them to achieve less well.
- 4 Pupils achieve particularly well in speaking and listening and reading and this has a positive impact on their learning in other subjects. Throughout the school pupils are given the opportunity to develop their spoken language skills. For example in the reception class they take part in role play and in the older classes they are encouraged to discuss issues and to listen to others. This helps them later as they can take part in class discussions, for example in religious education and history.
- 5 Reading is well taught in the school and from an early age pupils develop the skills they need. In the reception class most children can recognise sounds in words and link them with letters. By Year 1 they are confidently using this knowledge to help them read words. Pupils who have difficulty at this stage are identified and are given the support they need. In this way all pupils develop the skills they need in order for them to read a range of texts. At the same time pupils are encouraged to respond to text. For example in the reception class children *read We're going on a Bear Hunt* with good expression, and in Year 4 pupils responded to the text in advertisements. The range of books available and the support pupils are given from home have ensured that boys enjoy reading as much as girls do. Reading skills are well used in other subjects, for example Year 5 pupils researched information about historical artefacts.

- 6 Writing has tended to be weaker, especially in Years 1 and 2, but the school has worked hard to address this. For example, Year 2 pupils are given many strategies to help them write independently, such as word walls and writing frames. Throughout the school pupils have writing targets and these help them to have a knowledge of their own learning and encourage them to achieve more. By Year 6 pupils write confidently in a range of formats, for example journals, letters, notes and narratives. They write imaginatively and use words creatively. The breadth of their reading has a positive impact on the quality of their writing.
- 7 Pupils achieve very well in mathematics. They gain secure number skills and learn to use these in solving problems. Already by Year 1 most pupils can choose the correct operation in order to solve a problem. Year 2 pupils can tell the time, many work confidently with digital time and work out periods of time in a range of contexts. Year 5 pupils understand percentages and the link with fractions and can calculate percentages with and without a calculator. Year 6 pupils understand and work with decimals and negative numbers. They use frequency and tally charts and can make a conversion graph, for example to convert temperatures from Fahrenheit to Celsius.
- 8 Pupils also achieve very well in science. Careful planning ensures that pupils gain a wide range of knowledge and understanding across all aspects of the subject. There is also a good emphasis on pupils working practically and gaining secure investigative skills. Year 4 pupils understand friction as a force and can explain how different surfaces affect the movement of vehicles. They also know how to carry out a test and use measurements appropriate to a given task. Year 5 pupils know about life processes and living things. They know the scientific terms for parts of a flowering plant, for example 'stamen', 'sepal' and can identify these organs, as they dissect a plant and label the pieces. They can explain the role of these parts in the life cycle of a flowering plant. The high level at which pupils work in science, particularly in Key Stage 2 explains the very high standards that are achieved.

The quality of teaching is good. Teachers have high expectations of pupils and the methods they use ensure that learning is effective.

- 9 The quality of teaching is good. During the inspection all teaching was satisfactory, and most of it was at least good. Over a third of teaching was very good and a few lessons were excellent. There are currently particular strengths in the teaching in the foundation stage and in Years 5 and 6, where the teaching is consistently very good or excellent. The good quality of teaching is an improvement from the time of the last inspection and is recognised and appreciated by parents. As a result of the good quality of teaching, pupils learn effectively. They are motivated and work hard. They successfully gain skills, knowledge and understanding and develop the confidence to try new things.
- 10 The school makes a considerable investment in providing support staff and values them highly. They are well trained, often very well qualified and they work effectively with small groups, supporting the work in the classes. Some of this is focused on basic skills learning with identified pupils and is very well planned and delivered and has a positive impact on the achievement of these pupils. For example, a teaching assistant working with a group of Year 3 pupils on word building had established a positive ethos and encouraged the pupils as they gained confidence. She had a thorough knowledge of what she was teaching and had planned very carefully in order to appropriately challenge the pupils with whom she was working. During the

session the pupils made positive gains in their learning. In the reception class, support staff are very well deployed to work alongside children and support their learning. For example in one lesson an adult worked with a group creating collage teddies. She supported their skills of cutting and sticking and also effectively used the situation to help develop language skills, by talking about the materials and colours they were using

- 11 Teachers throughout the school are effective in teaching basic skills and this lies at the heart of the high standards achieved. From an early age children are carefully taught skills of literacy and numeracy and these skills are built on just as carefully from class to class. For example, in the reception class the teacher used a practical activity to give children the opportunity to show how they could identify sounds in words and link them with letters. She expertly targeted children according to their current level of knowledge so that all children were able to achieve. The next day a member of the support staff was working with the children who did not yet know these sounds, in order to give them some extra help. As a result of this careful and skilful teaching, pupils gain the skills they need and are soon using them in their reading. In a similar way, teachers help pupils to develop confident number skills, for example in Year 2 the teacher used a game to encourage pupils to think quickly of the multiples of given numbers.
- 12 Teachers have a good knowledge and understanding of the subjects they teach. This shows in the quality of the planning and the depth of their questioning of pupils and the technical language they use. In a Year 5 numeracy lesson the teacher had such a secure grasp of the mathematics she was teaching that she managed to target questions and tasks to the wide range of attainment levels in the class. At one point one group was being supported in finding simple percentages whilst others were linking their knowledge of fractions with percentages and the higher attainers were being challenged by working out different ways of working out a complex percentage problem. All pupils were working hard and developing secure skills at a level appropriate to where they were in their learning
- 13 Teachers have high expectations of the pupils they teach. They know their pupils well and continuously challenge them to improve. This is particularly apparent in the two oldest classes, where the teachers are skilled at encouraging pupils and questioning them at a very high level. Pupils in these classes are highly motivated and work very hard to achieve what the teachers expect of them. In a Year 6 English lesson the teacher was helping pupils to recognise features used by writers to create suspense. From the start she established the high levels at which she was expecting pupils to work and this motivated them to try very hard. Searching questions about a text made pupils think and develop their understanding. The high expectations the teacher had of behaviour and attention and the positive relationships, created a working environment in which all pupils could concentrate and a real and productive dialogue could be established.
- 14 The methods teachers use are effective and ensure that pupils learn. This is obvious for example, in the way in which they purposely promote speaking and listening skills and in the questioning methods used to involve all pupils. Lessons are lively and keep a good pace, which motivates pupils and keeps them interested. Relationships are positive and pupils feel confident. Humour is often used to keep pupils interested. Resources are used well. In a Year 3 mathematics lesson the teacher made good use of an overhead projector to demonstrate grids and coordinates. This ensured that all pupils were involved. He developed this further by using a practical approach to direction, keeping pupils interested and moving

their learning on effectively. At the same time a support teacher was working with a group of pupils on a linked activity. This splitting of a large class was working very effectively and ensuring that all pupils worked at a level appropriate to their learning and were sufficiently challenged.

- 15 Most teachers plan very carefully and ensure that they have clear learning objectives. When these are shared with pupils it helps them to gain knowledge of their own learning. For example, planning in the reception class is meticulous. There is a good balance between adult-focused skill learning and the opportunity for children to work independently on self-chosen tasks. A very wide range of activities is planned for and provided and this promotes children's learning.
- 16 In the few lessons where teaching was not as good as in others, weaknesses were usually in the quality of the planning. If planning is not clear and teachers are not certain what it is they want pupils to learn, then the teaching, and hence the learning, is not sufficiently focused, expectations are not as high and tasks are not as clearly linked to the learning.

The school is very led and managed. The leadership of the headteacher is outstanding, particularly in the way in which he promotes the positive ethos of the school and the care for individuals.

- 17 The headteacher has established a positive ethos in the school, based on care for the individual and achievement for all. This is recognised and appreciated by all parents. Over the years he has gained the respect and confidence of governors, parents and pupils. He uses assemblies and daily contact with people to actively promote the values he feels are important. This creates a positive learning environment in which all pupils are valued and their achievements recognised. For example, in assembly pupils receive achievement awards for such diverse things as 'for being a good citizen' and 'improving a spelling score'. This has a positive impact on the motivation of pupils, on their attitudes and ultimately on their achievement.
- 18 Although there have been some major changes in recent years, there is now a strong senior management team, all of whom provide good examples in the quality their teaching and the professional way in which they approach their roles. With the headteacher, they provide clear educational direction for the work of the school. They have a secure understanding of the strengths of the school and what areas need developing. Because of recent changes in staffing, there have been some changes in responsibilities, but overall the role of coordinator is well established and has a positive impact on the quality of the curriculum. There are clear procedures for the monitoring of teaching and learning and the work that pupils do.
- 19 Governors are very supportive of the school. They currently provide a wide range of skills, interests and expertise, all of which is used in an effective committee structure. Individual governors work hard on particular aspects of the school, for example planning for the new building, reviewing policies, finance, health and safety. Collectively they know the school well and are aware of the strengths of what they are providing and the current priorities. Although there are currently limited formal systems for gathering information, their role in monitoring the work of the school is developing, particularly as new governors are recruited and bring in different skills.
- 20 School self-evaluation is very strong, as the thorough preparation for the inspection illustrated. School development planning in the short term is thus secure. The

school knows what it has to do and plans well for action to be taken. For example, the weakness in writing was clearly identified through analysis of performance data and scrutiny of pupils' work. The whole school focus on this ensured that different strategies were used and the result is already showing itself in improved standards. Currently, although the school is involved in some major projects and investment, such as the new building, additional adult support and provision for information and communication technology, the school development plan itself only covers one year and does not show what the longer term strategic plan for the school is. In the circumstances of the headteacher's imminent retirement, this is perhaps understandable, but it is a weakness that governors need to address as soon as possible.

- 21 Financial planning is very good. The finance committee keeps a close watch on the budget and plans spending effectively. Currently the school is holding a fairly substantial balance from year to year, but most of this is put aside to pay for the new building and for securing the investment in adult support in the school. The school receives considerable help financially from the Baines' Foundation, which has enabled the school to provide such things as music tuition and to go ahead with the new building development.

The school provides an excellent standard of care for pupils and there is very good provision for pupils' personal development. Pupils' attitudes excellent; they are keen to learn, work hard and care for others.

- 22 The positive ethos established by the headteacher and promoted by all adults is based on care for all. It is apparent in all aspects of the work of the school and is the basis of the quality of the learning environment in which pupils thrive. Parents recognise and appreciate the caring approach; indeed, some parents chose the school for this very reason. Health and safety and the general welfare of pupils are taken seriously by governors, staff and by the pupils themselves. Everyone is treated as an individual and their achievements are recognised. The very good attendance and the positive relationships in classrooms are evidence of how pupils feel happy and confident in the school environment.
- 23 Pupils' attitudes are excellent. They enjoy being in school. The high attendance rate, which is well above that achieved in other schools, is a good indication of this. They want to learn and work very hard. They attend well in class, listening to their teachers and other adults and to each other. They respond well, always being ready to answer questions and take part in class discussions. They work cooperatively, for example in the Year 5 science lesson pupils worked in pairs and were able to support each other as they dissected the plants and put names to the parts. Pupils behave responsibly in and around the school. They are friendly, polite and courteous.
- 24 Provision for pupils' personal development is very good. Assemblies are social occasions in which the school values are promoted, for example in one assembly pupils listened to a story told by the headteacher and then they suggested what might be learned from it. The thoughtful responses, such as 'never give up on yourself', 'keep on trying', showed that they were used to thinking in this way and were involved in what was going on. The time pupils are given for quiet reflection contributes well to their spiritual development. In religious education lessons pupils learn about different faiths and what is important to other people. For example in a Year 1 lesson pupils were learning about the Jewish faith by looking at artefacts used during worship and at festival times. The teacher made a point of explaining

how these had to be handled with great care as they were very special to people. Pupils responded well to this and later were able to talk about what was important to themselves.

- 25 Pupils are given the opportunity to take on responsibilities in the running of the school and they take these on willingly. For example, older pupils use break times to help in classrooms, tidying up after activities and getting materials ready. The school council is well established in the school and plays an important part in school life. Representatives from each class are involved and take their role seriously, for example by taking notes and reporting back to their class on decisions taken. Issues important to pupils are discussed and after consultation with others, decisions are taken. For example, it was the council that decided to back the younger children's request for more playthings in their playground and this eventually resulted in a 'train' being built, soon to be followed by a 'bus'.
- 26 The older pupils are very proud of the 'Problems Aloud Club' and the 'Buddy System', which they run independently and effectively. In the former, some pupils are always available to talk over problems other pupils may have. The latter helps to provide activities for those who would otherwise find themselves playing alone. These are both fulfilling a need in the school and also contributing very valuably to the personal development of those concerned.

The provision for instrumental music is a particularly good feature of what the school offers.

- 27 The school provides a wide range of learning opportunities for all pupils, for example in art and in physical education. The provision for instrumental music in particular is a very strong feature of what is offered. Many pupils have the opportunity to play a range of instruments and they achieve well. The school provides for some of this and parents usually contribute towards their own children's tuition. Much of the funding though comes from the Baines' Trust and it is a good example of how the Trust benefits the school and its pupils.
- 28 The orchestra is a special feature of the school and it is due to the valuable contribution of members of the teaching and support staff that it achieves what it does. The level of performance as it was heard during the inspection is excellent. The way in which the pupils work together is another example of how the school promotes cooperation. The recent development of the percussion section and the good example made by the caretaker in this has opened up the activity even further. More pupils also have the opportunity to learn to play the recorder and they too achieve a high level of performance, this again being due to the contribution made by members of staff.

WHAT COULD BE IMPROVED

Pupils do not have sufficient access to information and communication technology on a regular basis. They do not have the opportunity to develop the skills they need to use it effectively to support their learning across the curriculum.

- 29 The school is in the middle of developing its provision for information and communication technology (ICT) and the development plan shows that there are clear aims for this. However, a change in the key coordinator role, some developments that need the new building to be completed and decisions about a computer suite that have still to be made, mean that things are largely on hold for the moment. The school knows what it wants to achieve, but has not got a clear idea about how to get there. This is having an impact on the access pupils have to ICT and ultimately on their achievement in the subject.
- 30 Most teachers are confident with ICT and they use it very well in their own teaching, where they can. For example, they do their planning on a computer, they create good quality worksheets, annotate displays, and access performance data. In a Year 5 science lesson, the teacher effectively used a digital microscope and in several lessons teachers had found software, which could be used to consolidate the work going on in the classroom. However, what they can do is currently constrained by the limited access to computers and other technology, and to appropriate software.
- 31 Currently, there are at least two computers in most classrooms, but some of these are quite old and cannot always run the software that teachers want to use. There is a bank of computers in the library, but they are underused, mainly because the library has to be used for teaching purposes, because space within the school is so limited. As a result of this, pupils do not have enough access to computers on a regular basis. This means that they do not have the opportunity to develop confidence in the skills they need in order to use the technology across the curriculum. For example, if pupils do not regularly use computers for research purposes, they cannot quickly find out information when they need it.
- 32 In these circumstances it is difficult for teachers to ensure that their pupils are gaining confident computer skills. In a Year 3 lesson, the teacher competently demonstrated how to send an attachment with an Email message. He effectively used a digital projector, albeit with a makeshift whiteboard, and pupils were interested and keen to have a go themselves. Because of a lack of access to computers, only two pupils were actually able to try out what they had learned and even they were hindered by weak word processing skills. So the learning that should have followed the good teaching did not take place.
- 33 The school is well aware of the problem and the need to do something about it. There is a good level of expertise and interest on the governing body, a new coordinator has been appointed and the headteacher has produced a relevant development plan. However, there are decisions to be made and some money left to be spent and this needs to be done with as little delay as possible so that pupils can improve their skills and start using ICT on a regular basis to support their learning across the curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

There is only one significant area for development and this has already been identified by the school. However, in order to enhance the quality of education and further promote pupils' learning, governors and staff should:

- (1) Ensure that pupils have more access to information and communication technology on a regular basis, so that they can develop the skills they need, by:
 - increasing the number of computers and other ICT equipment that is available to pupils to use on a regular basis;
 - ensure that all teachers are supported in their planning for teaching ICT skills and for using ICT to support teaching and learning across the curriculum.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	7	5	4	0	0	0
Percentage	10	33	38	19	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 almost five percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	246
Number of full-time pupils known to be eligible for free school meals	0	15

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	25

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	2.6

Unauthorised absence

	%
School data	0.1

National comparative data	5.4
---------------------------	-----

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	12	23	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	21	20	20
	Total	33	32	32
Percentage of pupils at NC level 2 or above	School	94 (91)	91 (91)	91 (91)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	20	20	20
	Total	32	32	32
Percentage of pupils at NC level 2 or above	School	91 (91)	91 (91)	91 (97)
	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	19	17	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	17	18
	Girls	16	17	17
	Total	32	34	35
Percentage of pupils at NC level 4 or above	School	89 (77)	94 (80)	97 (91)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	16	19
	Girls	17	17	17
	Total	30	33	36
Percentage of pupils at NC level 4 or above	School	83 (80)	92 (86)	100 (89)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	209
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	24
Average class size	31

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	179

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	2001/02
	£
Total income	537,867
Total expenditure	535,048
Expenditure per pupil	2,202
Balance brought forward from previous year	50,305
Balance carried forward to next year	53,124

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	200
Number of questionnaires returned	60

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	82	17	2	0	0
My child is making good progress in school.	80	17	0	0	3
Behaviour in the school is good.	65	27	5	0	3
My child gets the right amount of work to do at home.	50	43	7	0	0
The teaching is good.	83	13	2	0	2
I am kept well informed about how my child is getting on.	58	37	3	2	0
I would feel comfortable about approaching the school with questions or a problem.	87	7	7	0	0
The school expects my child to work hard and achieve his or her best.	88	8	0	0	3
The school works closely with parents.	62	33	2	2	2
The school is well led and managed.	88	12	0	0	0
The school is helping my child become mature and responsible.	70	28	0	0	2
The school provides an interesting range of activities outside lessons.	50	35	2	0	13