

INSPECTION REPORT

BEAUFONT FIRST SCHOOL

Hexham

LEA area: Northumberland

Unique reference number: 122222

Headteacher: Mrs S Carpenter

Reporting inspector: L A Furness
8245

Dates of inspection: 9-10 April 2003

Inspection number: 248332

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | First |
| School category: | Community |
| Age range of pupils: | 4 -9 |
| Gender of pupils: | Mixed |
| School address: | Sandhoe Near Hexham Northumberland |
| Postcode: | NE46 4LY |
| Telephone number: | 01434 602903 |
| Fax number: | 01434 602903 |
| Appropriate authority: | Governing Body |
| Name of chair of governors: | Mr J Wild |
| Date of previous inspection: | 10 March 1998 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | |
|--------------|-------------|----------------------|
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Beaufront School is a small rural first school situated on the south facing slopes of the Tyne Valley, beside the recently developed hamlet of Beaufront Woodhead, which is approximately one mile from Hexham. Its catchment area includes the surrounding villages of Sandhoe, Anick and Oakwood, and the Beaufront and Stagshaw farming estates. Fifty-nine pupils aged from 4 to 9 attend the school, and the percentage of pupils known to be eligible for school meals free of charge is below the national average. The percentage of pupils having special educational needs is below the national average, and none have a statement of special educational need. All pupils are British, with one pupil of Chinese heritage and there are no pupils with English as an additional language. There are 3 classes; the reception class, a class of Years 1 and 2 pupils and a class of Years 3 and 4 pupils. A nationally approved assessment scheme shows that, when they start the reception year, most children have levels of attainment that are above those expected for their age in communication language and literacy, mathematical development and personal, social and emotional development. The current headteacher has been in post for approximately twelve weeks, following her time as acting headteacher since September 2002

HOW GOOD THE SCHOOL IS

This is a good school with a very supportive family atmosphere that is valued by parents. The headteacher provides good leadership and the school is well supported by the governors and the parents. All staff work hard as a team and successfully foster pupils' personal and academic growth, helping them to develop as responsible young learners. The pupils' achievement is good because there is consistently good quality teaching. Pupils greatly enjoy coming to school. They are very interested in their work and try extremely hard to do their best. When taking account of all these factors, the school provides good value for money.

What the school does well

- The pupils attain high standards in English and mathematics because they are consistently taught well.
- Pupils find learning a pleasure, and their interest and enthusiasm helps to deepen their knowledge and understanding of their work.
- The headteacher, well supported by staff, governors, parents and pupils, gives clear and purposeful leadership.
- The partnership between the school and the parents and the local community is very good.

What could be improved

- Procedures for the monitoring and evaluation of teaching and learning.
- Information and communication technology provision throughout the school.
- The analysis of statistical data and the existing systems of tracking pupils' progress and target setting.

All of the above issues are identified within the school improvement plan.

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 previously inspected in March 1998 and, since then, it has made good improvement. The key issues identified have been effectively addressed and the school has also implemented successfully the National Literacy and Numeracy Strategies. High standards have been maintained since 1998 and the quality of teaching has improved, with no unsatisfactory teaching evident.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

| Performance in: | compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 2000 | 2001 | 2002 | 2002 |
| reading | A* | A* | A* | A* |
| writing | A* | A* | A* | A* |
| mathematics | A | A | A | A |

Key

well above average A

above average B

average C

below average D

well below average E

This is an impressive set of results. The pupils' performance in the National Curriculum tests at the end of Year 2 in 2002 was well above the national average in reading, writing and mathematics. In reading and writing, results were in the top five per cent of schools nationally. Results were equally high when comparisons are made with similar schools nationally. On the basis of teacher assessment, pupils' performance in science was also well above average for all and similar schools, again being in the top five per cent of schools nationally. The performance of pupils attaining the higher levels was in the top five percent of similar schools in reading, writing and science and above average in mathematics. Overall pupils achieve well and this is mainly due to the successful implementation of the National Literacy and Numeracy Strategies and the teachers good planning, which successfully addresses the needs of pupils of different abilities within classes. The standards reached by those pupils currently in Year 2 are as high as those attained by last year's Year 2 pupils. Although it is not a statutory obligation for them to do so, the school does set targets for its Year 2 pupils. The majority of pupils who are currently in Year 4 are attaining standards that at least match those expected for their age with a significant number attaining above the level expected in English, mathematics and science. When children start school in the reception class the majority of them show skill levels that are at least appropriate for their age in communication, literacy and language development, mathematical development and personal, social and emotional development. They make good progress during their time in the reception class and, by the time they enter Year 1, the majority exceed the learning goals expected for their age in all of the six areas of learning recommended for children of this age. However, great care must be taken when analysing results of small year groups and small schools. The effect of each pupil's attainment is substantial on the overall proportion of pupils reaching the expected levels.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|-------------------------------------|---|
| Attitudes to the school | Very good. Pupils are proud of their school. They are keen to learn and participate fully in all lessons. If they are unsure of anything they are willing to ask for help from their teachers and they learn a great deal from discussions with each other. |
| Behaviour, in and out of classrooms | Very good. Pupils behave very sensibly in and out of school. They are very polite and well mannered. |

| | |
|--|---|
| Personal development and relationships | Very good. Staff and pupils show mutual respect, a factor that contributes very positively to the caring ethos of the school community. Pupils take on responsibilities willingly and are able to think for themselves. |
| Attendance | Satisfactory. Levels of attendance match the national average and there is no unauthorised absence. |

TEACHING AND LEARNING

| Teaching of pupils in: | Reception | Years 1 – 2 | Years 3 – 4 |
|------------------------|-----------|-------------|-------------|
| Quality of teaching | Good | Good | Good |

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

The quality of teaching is good and there is no unsatisfactory teaching. A secure understanding by teachers in the Foundation Stage (reception) of how young children learn ensures a good start to the children's education. Good classroom routines are quickly established and good learning habits are formed because of the well-structured work prepared for the children. The teaching of English and mathematics is good overall. The teachers' good knowledge of their pupils means that they successfully adapt questions, targeting them toward individuals, to give all pupils the security and confidence to express their feelings and opinions. Very good relationships with the pupils create a warm and productive learning atmosphere where pupils are not afraid to be wrong and are successfully encouraged to help each other. Through effective demonstrations, clear explanations and secure subject knowledge, teachers inject a sense of fun into learning that successfully motivates the pupils to work hard and to use time productively. The teachers successfully help to raise pupils' self-esteem and the pupils are therefore confident learners. Although written marking is satisfactory throughout the school the pupils do not always know clearly what it is they need to do to improve further. Such information would enable them to take an increasing responsibility for their own learning. The teachers plan well and successfully to meet the needs of those pupils with special educational needs. These pupils acquire, step-by-step, the knowledge and understanding they need to achieve well because their teachers are good at assessing their learning and plan work that builds on what they know, understand and can do.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | Good. All statutory requirements of the National Curriculum are met and the curriculum offered is extended well through visits and visitors to the school. Although provision for information and communication technology is satisfactory, the school recognises that it could be further improved. |
| Provision for pupils with special educational needs | Good. Pupils with special educational needs are well supported and make good progress. |
| Provision for pupils' personal, including spiritual, moral, social and cultural | Very good. Pupils clearly know right from wrong. The school is effective in helping them to be kind to one another and to take care of each other. Moral and social issues raised are discussed sensitively and |

| | |
|--|--|
| development | carefully with the pupils. |
| How well the school cares for its pupils | Good. The school is a caring community that provides effective support for its pupils, both academically and personally. There are good procedures in place for child protection and for ensuring the pupils' health and safety. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Good. The new headteacher provides the school with a strong sense of direction and purpose. All staff support the headteacher very well and, together, they form an effective team that is committed to school improvement. |
| How well the governors fulfil their responsibilities | Good. The school has a hardworking body of governors who are actively involved in the life of the school. They have a clear understanding of the school's strengths and work well with staff to promote its further development. |
| The school's evaluation of its performance | Satisfactory. A secure start has been made in school self-evaluation, which the school now recognises needs to be more rigorous and focused, including developing the role of the subject co-ordinator. |
| The strategic use of resources | Good. Spending is closely allied to the school's stated priorities and effective use is made of designated funding. The school spends wisely to improve provision. Careful thought is given to checking on best value for money and how various resources are likely to have an impact on pupils' learning. |

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|---|
| <ul style="list-style-type: none"> • Children like school. • Children are making good progress. • Behaviour in the school is good. • The teaching is good. • The school is approachable. • The school expects children to work hard and to achieve their best. | <ul style="list-style-type: none"> • The range of activities outside of lessons. |

The parents are right to be appreciative of the school, and the inspection agrees with all of the positive views of the parents. However, inspectors only partly agree with the aspect that a significant number of parents would like to see improved. Overall, this small school provides a satisfactory range of extra-curricular activities. A good number of visitors to the school and visits out of school to places of interest effectively enhance the curriculum but extra-curricular sporting provision is, at the present time, limited. However there are clearly evidenced plans in place to extend the range of after-school sporting provision in the very near future, which will effectively address this area of parental concern.

Also the school is hoping to have a new classroom extension, thus freeing up a permanent space for physical education activities. This will enhance provision in this subject, especially during winter months.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The pupils attain high standards in English and mathematics because they are consistently taught well.

1. The school has performed very well in the last three years in the national tests for English and mathematics, with results being consistently well above the national average by the ends of Year 2 and Year 4. The major factor contributing to the high standards is the consistently good quality teaching, including the way teachers use to good effect the National Literacy and Numeracy Strategies, from which pupils gain greater understanding and knowledge in reading, writing and number.
2. In the reception class, the headteacher and the part-time teacher who share the class, have good subject knowledge of how young children need to learn. They ensure that there is an appropriate balance between teacher directed activities and those that children initiate for themselves. Good emphasis is placed on developing children's communication, language and literacy skills, and children are effectively encouraged to articulate their ideas in a variety of ways. Good use of resources, including information and communication technology activities, encourages children to record their ideas independently. Higher attaining children write simple sentences using capital letters and full stops correctly. All children are eager to write and all write their names confidently. Children's numeracy skills are also effectively promoted, with children using numbers to 20 confidently and accurately. The majority of children write numbers correctly and enjoy simple number activities.
3. The teacher in Years 1 and 2 helps pupils to gain greater understanding of the values of numbers, initially to 20. In the lesson observed the learning of the higher attaining Year 2 pupils was extended through exploring the values of numbers to 100. Through a motivating game activity, pupils enjoyed calculating the number 20 in a variety of different ways. This open-ended activity catered well for the range of ability in the class because lower attaining pupils suggested $18+2$, whilst higher attaining pupils suggested $2+2+1+5+10$ or $100-80$. Valuable learning took place during this numeracy session as pupils realised the many different ways of making this number. This teacher has very effectively created an atmosphere where pupils feel it is safe to make a mistake and are willing to make suggestions even if unsure of the answer. This was seen in literacy since pupils were very willing to make suggestions of appropriate and interesting words to describe 'the big bad pig.' The pupils' questioning skills were developed well as the teacher encouraged them to articulate questions that would require more than a simple 'yes' or 'no' answer. All pupils' suggestions were treated favourably and respectfully by the teacher and fellow pupils. The ensuing role play activity between the 'wolf' and the 'pig' injected imagination and fun into the lesson. Very good relationships continue in Years 3 and 4, and pupils are successfully encouraged to help each other. Pupils discuss ideas in literacy and numeracy activities and

willingly listen to each other's suggestions. For example, pupils worked well together in groups writing additional lines to the school song. During the conclusion to the lesson all groups were eager to share their ideas with the rest of the class, secure in the knowledge that their efforts would be received well. The teachers throughout the school successfully raise pupils' self-esteem and the pupils are therefore confident learners.

4. Reading development is a particular strength and is well emphasised from when children first start in reception and throughout their time at school. Everyday, time is allocated to promoting a love of books and developing pupils' skills in reading. In the reception class, effective teaching leads to children developing a keen interest in books, wanting to read aloud and very willing to discuss their ideas about why they like or dislike characters in books. In Years 1 and 2, a half hour every morning is devoted to different reading activities, which include reading to the teacher, parent helpers, playing language games, using the class library or using a CD ROM to find out information. Pupils are all aware when they will read to an adult because a timetable is clearly displayed on the classroom wall. In Years 3 and 4, time is allocated everyday to a variety of reading activities and, in this way, pupils' competence and interest in reading is maintained and developed. Pupils speak enthusiastically about their favourite authors, and mention Roald Dahl and Dick King Smith as authors whose books are interesting, exciting and adventurous. In addition to the good teaching of basic skills throughout the school, classroom displays reinforce important messages about literacy and numeracy. In this way, pupils are continually reminded of important issues that they have already covered in previous lessons.

Pupils find learning a pleasure and their interest and enthusiasm helps to deepen their knowledge and understanding of their work.

5. The pupils' very positive attitudes to learning and very good behaviour make a significant impact on their attainment and progress. All pupils, including those with special educational needs, enjoy learning. Their enthusiasm and interest was seen in several subjects. For example, in a Years 3 and 4 literacy lesson, pupils discussed enthusiastically the features of a 'rap' poem. They read the poem with good expression, knowing that rhythm is very important when reading aloud this type of poetry. They responded to the teacher's questions very well and were willing to share their ideas, explaining confidently the pattern of rhyme and verse. When asked to choose and prepare a poem to perform in front of others they collaborated well and, at the end of the lesson, two pupils confidently performed 'The Boneyard Rap,' knowing that their audience would appreciate and respect their efforts. Throughout the lesson, there was a calm, purposeful atmosphere, with the teacher using praise most effectively to motivate and encourage pupils. In a Years 1 and 2 mathematics lesson, pupils were enthralled with the activity of holding as many cubes as possible in their hands. One pupil, when chosen to carry out the activity, excitedly jumped up and down as she could hardly wait to see how many cubes she could hold.
6. As soon as children start school they are helped to understand what is expected of them. They quickly learn routines, to share ideas and resources and the part they have to play in keeping resources tidy. This was seen during their role-play activities in the classroom theatre area because the teacher very sensitively ensured that the children tidied away their different costumes as they finished using them. The children's personal, social and emotional development was very effectively promoted as children were encouraged to negotiate ideas, and to try and solve their own problems by discussing their ideas sensibly and fairly. Children responded well to this approach and the few disagreements that occurred were dealt with quickly and effectively.
7. Both in the questionnaire and at the parents' meeting, parents report that their children enjoy school and that behaviour is good. These opinions are well founded. When asked, pupils say,

“This is a brilliant school.” In lessons and in and around the school, pupils’ behaviour is very good, and they play very well together on the playground. Older pupils look after younger ones and ensure that all are involved in the different activities. During the search for Easter eggs in the wood, some pupils were very conscious that some of their classmates had not managed to find an egg and they very willingly helped them to search, even offering their own egg if one couldn’t be found. Pupils sit sensibly during lunchtimes, chat at an acceptable level and show good manners. They enjoy these times and are courteous to lunchtime supervisors. Older pupils show very good consideration for the younger ones and set them good examples. As adults move around the school, pupils spontaneously open doors or stand to one side to allow them to pass. The pupils’ politeness and good manners are a credit to them, the school and their parents. The pupils’ very good standard of behaviour is particularly noticeable during whole-school assemblies and adds considerably to the strong sense of community apparent on these occasions. Also, the very good behaviour of pupils makes a positive contribution to their learning because there is so very little time lost to unnecessary distraction or disruption in lessons. When pupils come into class after playtime or lunchtime, they are ready to get on with their work and teachers do not have to sort out difficulties that have occurred during the break.

The headteacher, well supported by staff, governors, parents and pupils, gives clear and purposeful leadership.

8. The headteacher was appointed in January 2003, following her time as acting headteacher for one term. Although in post for only a very short time she is already highly regarded by staff, governors, parents and pupils. All comment upon how effectively she has encouraged everyone to work together towards school improvement, following the unsettled period that the school had recently experienced. One Year 4 pupil remarked that one of the best things about the school ‘is the new headteacher.’ The headteacher’s strong sense of purpose and her commitment to provide high quality education for the pupils are important factors in this school’s ability to continue to improve. She sets the tone for the school, and has been very successful in establishing a positive ethos for learning and a very strong partnership with parents. The vast majority of parents who returned the questionnaire thought that the school was well led and managed. Many parents at the parents’ meeting spoke highly of the new headteacher’s leadership qualities and were appreciative of the work that she has done in such a short time.
9. All full-time members of staff took up their posts during the last two years, and had much to do from September 2002. Initially, a great deal of time was spent organising a useful and workable filing system of available documentation. All resources needed to be reviewed, reorganised and updated where necessary. On taking up her appointment, the acting headteacher very quickly drew up a list of priorities needing attention to help the school to move forward. A useful school improvement plan has been produced with the support of governors, staff and the local education authority adviser. It clearly indicates the tasks to be carried out, the resource and financial implications, the checking and evaluation procedures and the impact that these tasks will have on pupils’ attainment and progress. One issue identified for improvement was the extent of governors’ involvement in the work of the school. The headteacher’s reports to governors are now much more informative and assessment data is shared more rigorously with the governing body. This enables the governing body to be more effective in knowing about school issues.
10. When considering the length of time that the headteacher has been in post, her heavy teaching commitment (four days a week) and the improvements that she has introduced whilst maintaining the confidence of the governors, staff, parents and pupils, it is evident that she is valued highly by the school community. The staff are now working together very successfully as a team. The three members of staff share subject co-ordination roles and all are very keen to ensure that the

school maintains high quality education. The headteacher's good leadership and management skills have enabled her to introduce changes in a positive way and she has made all feel involved and part of the school improvement process.

The partnership between the school and the parents and the local community is very good.

11. In the previous inspection the school's partnership with parents was judged to be one of its major strengths. The response to the parents' questionnaire issued for the inspection was extremely positive with a high percentage of parents (81.4 per cent) wishing to express their support of the school and its work. The meeting held for parents prior to this inspection was also very well attended, with well over half of pupils represented by one or more parents. The responses at this meeting overwhelmingly supported the school's work and all expressed a great deal of satisfaction with the education that their children received.
12. The school provides parents with very good quality written information about school life and their children's progress. The pupils' annual report now meets statutory requirements, which is an improvement since the last inspection. Pupils are given the opportunity to add their own written evaluation, something that parents greatly value. Regular consultation meetings are held between parents and teachers. All teachers are clearly available to discuss any issues or concerns with parents, both at the start and end of the school day. An open-door policy is very evident in this small school, where all visitors are made to feel very welcome. The school brochure is a useful, informative document. The school newspaper, 'The Twice a Year Times' produced by Years 3 and 4 pupils, provides interesting information about events that have happened in school and games and activities that readers might like to complete. This newspaper is delivered by pupils and parents to every house in the village.
13. Parents are very involved in school life. The very active parent-teacher association (PTA) plays a very important part in school life and is instrumental in raising large amounts of money to support the good staffing ratio and the buying of additional resources for the school. All parents are encouraged to be involved in the PTA, and the school brochure informs all parents that they are automatically members and will be very welcome at any of the meetings. Events run by the PTA, for example a barbecue and disco, Christmas and summer fairs, cake stalls and quiz nights, raise large amounts of money which are used very well to improve school facilities.
14. The local community is very involved in school life. The harvest festival and carol service activities are extended to all who live in the local community. Harvest festival shoeboxes are delivered to the elderly and sick people within the community. These are very well received, as shown by the number of cards and letters of appreciation received by the school following the distribution of the gifts. Local people also come into school to share their skills. For example, local artists help pupils in Years 1 and 2 to carry out weaving activities whilst one of the governors has worked in school supporting the introduction of sketch books into Years 3 and 4. Parents, relatives and friends of the school are seen regularly in school helping with many activities, such as listening to readers or organising the annual Easter egg hunt which all pupils in the school thoroughly enjoy.

WHAT COULD BE IMPROVED

Procedures for the monitoring and evaluation of teaching and learning.

15. A secure start has been made in developing procedures for the monitoring and evaluation of teaching and learning but there is still much to be done. Quite urgently a system of performance management needs to be established because, although a policy is in place, existing practice does

not reflect this policy and the headteacher is aware that this is an immediate priority. However, until she was appointed officially by the governors the headteacher was not in a position to establish a performance management system that would effectively link into the monitoring and evaluation of teaching and learning.

16. Subject co-ordinator responsibilities were identified only recently because the existing staff were appointed only a short time ago. As yet, the subject co-ordinators have had very limited opportunity, or time, to develop a secure understanding of the strengths and areas for development in their subjects. The literacy co-ordinator, who is also the headteacher, has had more opportunity than the other staff as literacy has been a recent focus for monitoring. The numeracy co-ordinator, for example, has begun to address issues relating to mathematics, including the use of information and communication technology in the subject. However, this work needs to be developed further following monitoring plans for the subject.
17. A timetable for monitoring has been introduced and, for example, the governor responsible for art and design has visited the school and has observed teaching and learning in this subject before presenting a report to the full governing body. However, overall monitoring and evaluation needs to be more focused and rigorous. For example, pupils' written work has been monitored by the headteacher but detailed scrutiny of written marking indicates that the quality of marking is inconsistent and there are instances of pupils' work not being marked appropriately. Written comments do not always inform pupils of how well they have achieved the learning of the lesson or of what they need to do to improve the quality of their work. The quality of marking in literacy is much more effective than in numeracy. As the headteacher teaches for four days a week she has limited time to formally observe teachers teaching. However, this is clearly necessary to ensure that she has a secure understanding of what the strengths and areas for development in teaching and learning are. A timetable for formal lesson observations, which looks clearly at the impact of teaching upon all pupils' learning, has yet to be implemented.

Information and communication technology provision throughout the school.

18. The school's recognition that provision for information and communication technology (ICT) needed improvement resulted in the production of a comprehensive and detailed action plan. The school has enlisted the support of the local education authority (LEA), and an ICT specialist from the LEA has helped the school to audit staff training needs, audit existing hardware and to support the production and implementation of a programme of work which ensures that learning is continuous throughout the school. The majority of pupils have access to computers at home and they are now using them effectively to support their learning at home and at school.
19. The ICT development plan effectively addresses seven key areas which include improving hardware and software resources, staff development and identifying how ICT can be integrated into other curriculum areas. Improving pupils' attainment in ICT is clearly identified on the plan and this will be done through the implementation of the local education authority assessment scheme, which will ensure pupils learn computer skills in a progressive way. The plan also identifies how ICT should be used to support management and administration, addressing inclusion issues, for example, by supporting pupils with special educational needs and by developing home-school links, including the development of a school website. The development of a school website is a useful way of involving the whole community in the use of ICT and in informing parents of the benefits of its use. Effective use of the Internet is another key priority, with the school wanting to build in the use of this resource into the curriculum as appropriate. The school also wishes to explore how the school's ICT facilities can be made available for use out of school hours by pupils and other members of the community. There are plans to start an after school club and to make

the facilities available known to the PTA and other community organizations. The successful implementation of this three-year plan will ensure that ICT provision is greatly improved.

The analysis of data and the existing systems of tracking pupils' progress and target setting.

20. In the summer of 2002, the school appropriately introduced the use of an ICT program to assist in the tracking of pupils' progress in reading, writing and mathematics. Obviously, this is in an early stage of development and needs to be continued so that the school is in a position to identify more precisely the levels of pupils' achievements so that it has the evidence to support that pupils' achievements are as good as they should be. Currently, the school is unable to do this. For example, in mathematics the progress of more able pupils appears to be a concern on the basis of results in the 2002 National Curriculum tests for Year 2 pupils. The percentage of pupils attaining Level 3 although above average for similar schools was not as good as the percentage of pupils attaining the higher levels in reading, writing and science. The school does not have an answer about why this is so and is unable to supply secure evidence that these pupils made good progress, considering that attainment in mathematical development on entry to the school is above that expected for the majority of children. The local education authority's recent monitoring report also recommends the need for the school to track the progress of the more able pupils to see if they make sufficient progress from the Foundation Stage to the end of Year 2, and then the end of Year 4. The local education authority also recommends that the school sets numerical targets for Year 2 and Year 4 pupils in order to track pupils' progress more efficiently. This action has now been taken. Presently learning targets are set for writing but there are none set for reading or mathematics. Pupils' progress from reception to Year 4 needs to be carefully tracked and appropriate learning targets set for each pupil in reading, writing and mathematics to ensure that pupils' learning is continuous throughout the school.
21. Statistical data is not used as effectively as it could be to support teaching and learning. Although the literacy co-ordinator in conjunction with all staff have evaluated reading and writing test scripts throughout the school, the numeracy and science co-ordinators have not had the opportunity to carry out this activity for mathematics and science. Therefore, valuable information about the strengths and weaknesses of the mathematics and science curriculum has not been used to inform future teaching and learning activities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

22. In order to maintain high standards and continue to improve provision the governors, headteacher and staff should:
 1. **develop procedures for the monitoring and evaluation of teaching and learning by:**
 - implementing a performance management system;
 - putting into effect the recently drawn up timetable for such work;
 - developing a set of criteria against which the effectiveness of teaching can be judged;
 - ensuring that the processes of monitoring and evaluation are both rigorous and focused.

(paragraphs: 15, 16 & 17)
 2. **improve information and communication technology (ICT) provision throughout the school by:**
 - the school implementing all facets of its ICT action plan.

(paragraphs: 18 & 19)

3. continue to develop the analysis of statistical data and the existing systems of tracking pupils' progress and target setting.

- extending the school's tracking and target setting system by implementing the local education authorities recommendations for improvement;
- analysing thoroughly statistical data including the outcomes of tests to identify strengths and areas for development in English, mathematics and science.

(paragraphs: 20 & 21)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 6 |
| Number of discussions with staff, governors, other adults and pupils | 13 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 0 | 1 | 5 | 0 | 0 | 0 | 0 |
| Percentage | 0 | 16.6 | 83.4 | 0 | 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 twenty percentage points.

Information about the school's pupils

| Pupils on the school's roll | Nursery | YR – Y4 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | n/a | 59 |
| Number of full-time pupils known to be eligible for free school meals | n/a | 2 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y4 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | n/a | 0 |
| Number of pupils on the school's special educational needs register | n/a | 5 |

| 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 | 6 |
| Pupils who left the school other than at the usual time of leaving | 5 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 5.3 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.0 |
| National comparative data | 0.5 |

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 2002 | 7 | 10 | 17 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|-----------|----------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | | | |
| | Girls | | | |
| | Total | 17 | 17 | 17 |
| Percentage of pupils at NC level 2 or above | School | 100 (100) | 100 (92) | 100 (100) |
| | National | 84 (84) | 86 (86) | 90 (91) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|-----------|-------------|-----------|
| Numbers of pupils at NC level 2 and above | Boys | | | |
| | Girls | | | |
| | Total | 17 | 17 | 17 |
| Percentage of pupils at NC level 2 or above | School | 100 (100) | 100 (100) | 100 (100) |
| | National | 85 (85) | 89 (89) | 89 (89) |

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

Some data is not included because there are less than ten pupils in each category.

Ethnic background of pupils***Exclusions in the last school year***

| Categories used in the Annual School Census | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|----------------------|-----------------------------------|--------------------------------|
| White – British | 58 | 0 | 0 |
| 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 | 1 | 0 | 0 |
| Any other ethnic group | | | |
| No ethnic group recorded | | | |

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y4

| | |
|--|------|
| Total number of qualified teachers (FTE) | 3.2 |
| Number of pupils per qualified teacher | 18.4 |
| Average class size | 19.7 |

Education support staff: YR – Y4

| | |
|---|---|
| Total number of education support staff | 1 |
| Total aggregate hours worked per week | 7 |

Qualified teachers and support staff: nursery

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

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.

Financial information

| | |
|----------------|-----------|
| Financial year | 2001-2002 |
|----------------|-----------|

| | |
|--|--------|
| | £ |
| Total income | 159919 |
| Total expenditure | 152886 |
| Expenditure per pupil | 2710 |
| Balance brought forward from previous year | 4478 |
| Balance carried forward to next year | 2370 |

Results of the survey of parents and carers

Questionnaire return rate: 81.4%

| | |
|-----------------------------------|----|
| Number of questionnaires sent out | 59 |
| Number of questionnaires returned | 48 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 69 | 31 | 0 | 0 | 0 |
| My child is making good progress in school. | 60 | 40 | 0 | 0 | 0 |
| Behaviour in the school is good. | 81 | 17 | 0 | 0 | 2 |
| My child gets the right amount of work to do at home. | 50 | 42 | 8 | 0 | 0 |
| The teaching is good. | 79 | 19 | 0 | 0 | 2 |
| I am kept well informed about how my child is getting on. | 67 | 21 | 8 | 2 | 2 |
| I would feel comfortable about approaching the school with questions or a problem. | 85 | 13 | 0 | 2 | 0 |
| The school expects my child to work hard and achieve his or her best. | 79 | 19 | 0 | 0 | 2 |
| The school works closely with parents. | 77 | 17 | 2 | 2 | 2 |
| The school is well led and managed. | 79 | 17 | 2 | 0 | 2 |
| The school is helping my child become mature and responsible. | 69 | 29 | 0 | 0 | 2 |
| The school provides an interesting range of activities outside lessons. | 52 | 33 | 13 | 2 | 0 |