

INSPECTION REPORT

**BEAUMONT COMMUNITY PRIMARY
SCHOOL**

Bolton

LEA area: Bolton

School number:105173

Headteacher: Mrs Carol German

Reporting inspector: Mrs J Ann Sharpe
18101

Dates of inspection: 3 – 5 April 2000

Inspection number: 181939

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: 4 to 11

Gender of pupils: Mixed

School address: Wendover Drive
Ladybridge
Bolton
Lancashire

Postcode: BL3 4RX

Telephone number: 01204 - 652149

Appropriate authority: The governing body

Name of chair of governors: Pamela Bogucki

Date of previous inspection: 1 July 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Beaumont Community Primary is about the same size as most primary schools. It has 230 girls and boys in single-age classes from reception to Year 6. The proportion of pupils entitled to free school meals is below average and the proportion of pupils who speak English as an additional language is above average. Four pupils have statements of special educational need and 31 pupils are on the special needs register. The school has a mixed social and ethnic intake of pupils who come from mainly privately owned homes within the locality and further afield. The attainment of four year olds when they start school is variable but broadly average overall. The attainment on entry to school of this year's intake was higher in language and social skills than in mathematical skills.

HOW GOOD THE SCHOOL IS

The school is effective in providing a good quality of education for its pupils. It is improving all the time due to strong leadership and management. As a result of good teaching, pupils achieve high standards in English, mathematics and information technology and do well in science and religious education. Pupils attend regularly, behave very well and are motivated to learn. The school gives good value for money.

What the school does well

- Pupils attain high standards, especially in the basic skills of literacy, numeracy and information technology.
- The governors, headteacher and staff work well as a team to manage the school successfully.
- Good teaching overall enables pupils to learn as much as they can.
- Pupils come to school eagerly, behave very well and have mature attitudes to schoolwork.
- Pupils' spiritual, moral, social and cultural development contributes very well to their education.
- The school takes very good care of its pupils.
- Parents think highly of the school, and governors and staff encourage them to support their children's education.

What could be improved

- Some teachers organise their teaching and manage pupils' behaviour better than others.
- Not all assessment and performance information is used to fullest advantage by governors and staff to find out how well the school is doing and to plan what needs to be done next.
- Arrangements for collective worship do not meet requirements.
- There are still a few deficiencies in the school building and the resources for learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last inspection in July 1996 and is well placed to continue to improve. Standards in National Curriculum tests for eleven year olds in English, mathematics and science have risen a little beyond the national trend. Governors and staff have addressed the key issues from the last report with determination. They have made classrooms more sound proof and rectified some of the design faults in the building. At the same time, they have responded positively to national educational developments, and teachers have adopted successfully the strategies for teaching literacy and numeracy. Consequently, teaching has improved from sound overall to good overall. Teachers now put a lot of emphasis on questioning pupils in order to challenge their thinking and to encourage

them to use new words correctly. They provide many opportunities for pupils to use their initiative by selecting and using resources. The curriculum for children in the reception class gives increased attention to the need for them to learn through well-planned play. A lot of effort has been invested in improving both resources and teaching in information technology, consequently, standards have risen. There are now more books but stocks are still only just adequate.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			Similar schools
	1997	1998	1999	1999
English	A	A	A*	A*
Mathematics	A	A*	A	A
Science	A	A	A*	A*

Key	
In the top five per cent of schools	A*
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

The table shows that since 1997 standards have risen in English and science, and they have been consistently high or very high in all subjects when compared with schools nationally. In 1999, standards were very high overall when compared with schools of similar intakes. The present Year 6 class has more pupils than usual with special educational needs, and the inspection shows that standards are above average in English, mathematics and science. An exception arises in handwriting because too few pupils write in a fluent joined style. Governors have set realistic targets for the 2000 tests in English and mathematics. Test results for seven year olds have fluctuated since 1997, and they have not been as high as results for 11 year olds. The results of the teachers' assessments in 1999 were not all sufficiently high - the proportion of pupils attaining the expected level 2 or above in using and applying mathematics was well below average, and considerably fewer pupils attained level 2 in speaking and listening than did so in reading and writing. Nevertheless, evidence from the inspection shows that standards are above average overall in both English and mathematics. Standards in information technology and religious education are good by the time pupils leave the school. Children in the reception class attain higher standards than expected for their age.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school and to work. They are keen and eager to learn so they usually listen well to teachers and other adults and work hard.
Behaviour, in and out of classrooms	Pupils' behaviour is usually very good. They are polite to one another and to adults and treat school property with care and respect.
Personal development and relationships	Pupils work and play together happily showing care and concern for others. Older pupils care for younger ones and respond with enthusiasm and maturity to the many opportunities they have to take responsibilities and to join in the

	full life of the school.
Attendance	Attendance is good and there is very little unauthorised absence.

Pupils' very good attitudes and behaviour enable teachers to concentrate their efforts on teaching. Pupils enjoy taking part in activities that further their personal development, such as the peace group, and the very successful school council.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen overall	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.

In eight out of ten lessons seen teaching was good or very good, and all other lessons were satisfactory. In Key Stage 2, almost all the teaching was at least good, and in upper Key Stage 2 it was often very good. Teachers' strong expertise ensures that most of the teaching in English and mathematics is good. The national strategies for teaching literacy and numeracy are followed well and this has a good effect on the quality of teaching and pupils' achievement. Teachers ask their pupils questions that challenge their thinking and help them to learn to use the important words associated with each subject. In mathematics, they encourage pupils to enjoy learning to calculate quickly and accurately and to tackle difficult problems. Teachers plan interesting lessons that help pupils to learn to work practically and co-operatively with others. They usually have high expectations of their pupils so that they become interested and enthusiastic learners who work hard and are keen to please their teachers. Most teachers organise their teaching and manage pupils' behaviour well, but this is not seen consistently. Pupils' behaviour, commitment to work and progress in lessons is not as good where teachers' control is insecure or where their organisation is not tight enough.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	All pupils have equal access to a good quality curriculum. It is broad and interesting and gives proper priority to English and mathematics. Lessons across the curriculum enable pupils to learn and practise academic, social, physical and creative skills.
Provision for pupils with special educational needs	Teachers quickly spot pupils' difficulties and the school makes sure that the right kind of help is available.
Provision for pupils with English as an additional language	Pupils are taught alongside other pupils and often do equally well. Those pupils at the early stages of learning to speak English benefit from additional expert help.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for spiritual development is good and it is very good for moral, social and cultural development. The school attaches importance to these aspects of the curriculum, and teachers take every opportunity to widen pupils' experience and understanding of the world around them.
How well the school cares for	Staff look after pupils very well especially through the excellent child

its pupils	protection procedures. Teachers watch pupils' academic and personal progress carefully so that they help them to achieve as well as they can.
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The curriculum is enriched considerably by many opportunities in lessons and as part of the life of the school for pupils to learn to take their place as responsible adults in our mixed society. Staff care about pupils and ensure that their personal, social and academic needs come first. Arrangements for child protection are very well co-ordinated. The school provides a wide range of extra-curricular activities, including sport, and many pupils take part.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Everyone has confidence in the headteacher who gives a strong lead to the work of the school and is involved fully in its day-to-day life, including teaching. This encourages governors, teachers and support staff to work hard together as a team for the good of the pupils.
How well the governors fulfil their responsibilities	Governors fulfil most of their statutory responsibilities ably. They are actively involved in all aspects of the school's management and tackle problems with vigour.
The school's evaluation of its performance	The school does a great deal to find out how well it is performing. Governors, the headteacher and staff with management responsibilities each play an important part. Information from monitoring is often acted upon to improve teaching and to raise standards.
The strategic use of resources	The school's resources are used well to help pupils to reach high standards. Support staff usually contribute well to the success of lessons. The school takes very good advantage of opportunities to secure additional funds and extra resources from outside sources.

Collective worship does not meet requirements because teachers withdraw some pupils from daily assemblies. Procedures for applying the principles of best value to the school's management are partly in place. Governors and staff do not always take fullest advantage of national test results, teachers' assessments and baseline assessments in order to find out how well the school is doing and to plan where further improvements are still needed. In the reception class, the assessment information that is gathered when children start school is not used fully by staff when planning and organising lessons. A few deficiencies in the design of the building are still to be put right - for example there is no internal access for the disabled to some classrooms. The supply of books is only just adequate, and there are no chairs in the new information technology suite.

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 enjoy school and come very happily. • Teaching is good and children are expected to work hard to make good progress. • Parents feel welcome at school and can approach staff at any time. • The school is led and managed well. • The school helps children to become mature. 	<ul style="list-style-type: none"> • Very few parents have concerns, and there are no significant issues.

- | | |
|--|--|
| <ul style="list-style-type: none">• Teachers are very committed and join in the full life of the school.• A lot of activities interest children, including a wide range of extra-curricular sport and musical activities. | |
|--|--|

Only a small number of parents attended the inspection meeting, but almost half the parents returned the questionnaire. The inspection confirms parents' positive views of the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils attain high standards, especially in the basic skills of literacy, numeracy and information technology.

1 Pupils' attainment in English is above average due to the school's strong commitment to putting the national strategy for teaching literacy into practice. A particular strength of the work of all teachers is their thoughtful and challenging questioning that encourages pupils to respond eagerly, often using the new words they learn. The strong emphasis on listening and talking starts in the reception class, and pupils throughout the school become increasingly attentive listeners and clear, confident and articulate speakers. Pupils who speak English as an additional language benefit from extra support if this is needed, but many are already fluent in English. Children in the reception class quickly learn that print has meaning in reading and writing, and pupils throughout the school read and write as part of their work in most subjects. Teachers put a lot of emphasis on teaching pupils to understand what they are reading and to use words effectively to describe their thoughts and feelings in both speech and writing. Consequently, by Year 6, many pupils answer in-depth questions about the texts they study, give good examples to support their views and explain these in a very mature way. Although they write in different styles, such as diaries, charts and biographies, the standard of their handwriting is not as good as their spelling, punctuation and grammar. This is because too few pupils write in a neat joined style. Pupils practise handwriting but many are capable of doing better than teachers expect of them.

2 Pupils' attainment in mathematics is above average overall. By the end of Key Stage 2, they do particularly well at calculating quickly and accurately in order to solve problems. Although teachers have not been using the national strategy for numeracy as long as the strategy for literacy, they already have a good understanding of how to get the best from their pupils by challenging them to think, solve problems and explain their answers. As a result, most pupils are keen and eager learners who thrive on new mental challenges. Teachers are enthusiastic themselves, and this encourages pupils even further. They give a strong focus to helping pupils to understand the language of mathematics, as in the reception class where children learn the meaning of 'higher and lower' and 'odd and even'. As they move from class to class, pupils extend their knowledge and understanding of mathematics and learn how to look for patterns in the wide variety of work they cover. Teachers check that pupils understand, as in Year 5, when the teacher is quick to notice that not all pupils measure correctly and rectifies this. By Year 6, most pupils can apply their good knowledge and understanding of the four rules of number to problems involving money, decimals, fractions and percentages, sometimes converting one to another. They can explain their answers clearly using mathematical language precisely.

3 Pupils' attainment is above average in information technology due to well-planned provision. A suite of eight up-to-date machines has been networked and connected to the internet. Some classrooms also contain other machines. Teachers plan well-structured lessons to help pupils to learn information technology skills, and they also provide good opportunities for pupils to practise and develop these skills further in other subjects. Consequently, pupils become very confident and effective users of new technology in a wide variety of contexts. Pupils in Year 6, for example, research information from the internet for a historical time-line. They use a spread sheet to collect results from a science investigation and present these as graphs. Training for teachers and lesson planning is supported well by a comprehensive programme of work for pupils of all ages and by the expertise of the co-ordinator.

The governors, headteacher and staff work well as a team to manage the school successfully.

4 The headteacher encourages everyone to work hard together as a team for the good of the pupils. She is well known and approachable to governors, staff, parents and pupils. Governors have great confidence in the headteacher's ability to manage the school, but they each play an important and very supportive part with this. They work as groups or individuals, bringing their own particular interests and skills to their work. Governors are keenly interested in the school and its pupils and work hard to make sure that any problems are tackled and resolved. Some governors are regular visitors and helpers in the school, and those who work at the school are able to gain a good insight into how well initiatives, such as the national strategy for teaching literacy, are progressing. The headteacher keeps governors informed about important matters, such as teaching and test results. She monitors the work of teachers regularly and discusses any strengths and weaknesses with both teachers and governors. Governors check the school's progress with putting the school development plan into action and understand the need to keep a close eye on national and local developments in order to manage the budget efficiently. The headteacher gives a strong lead with helping governors and staff to respond positively to educational developments and changes, and keeps very well informed and professionally up-to-date herself. She delegates responsibilities to teachers, who in turn use their own expertise to support colleagues with improving provision for the pupils. Consequently, the school is moving forward all the time, teaching is improving and high standards are maintained.

Good teaching overall enables pupils to learn as much as they can.

5 Good teaching overall results in well-motivated, interested and enthusiastic pupils with a thirst for learning and who are receptive to new ideas. Teachers encourage pupils to become active in their own education and pupils learn to their full capacity in most lessons. Children in the reception class make a successful start to their education due to the teacher's growing knowledge of how younger children learn most successfully. All teachers give priority to teaching English and mathematics and show a good level of expertise when teaching the basic skills of literacy and numeracy. This enables them to expect highly of their pupils and to challenge them continually to achieve more. Teachers are skilled at asking questions and making sure that pupils understand and use words that are specific to each subject. In literacy lessons in Year 6, for example, pupils learn to use advanced vocabulary such as 'quotation' and grammatical terms such as 'first person singular'. Teachers ask questions that make pupils think carefully and extend their answers beyond simple statements. In a numeracy lesson in Year 5, the teacher asks pupils to explain how they work out their answers when calculating the area of simple and compound shapes. Similarly, in Year 2, the teacher asks pupils to describe how they intend to join materials together when making things. All teachers plan plenty of opportunities for pupils to work practically and co-operate with one another. In a Year 4 geography lesson, pupils 'brainstorm' their ideas in groups in order to compile lists of methods of travelling. Teachers are eager to bring learning to 'life' by providing many such first hand tasks, as in a history lesson in Year 1, when pupils look at and compare old and new musical instruments in order to understand that changes happen over time.

6 Teaching is often very good in upper Key Stage 2 and pupils make a significant leap forward in their education in these classes. The school often groups pupils effectively according to their prior attainment, and in English, mathematics and information technology in Key Stage 2, teaching is consistently good or very good. This is because teachers' expectations of pupils' work and behaviour are very high and because basic skills are taught very well. In Year 6, the quality of the marking of pupils' work is exceptionally good, and this makes a significant contribution to how well pupils achieve by the end of Key Stage 2 and to their attitudes towards study. Teachers are respected by parents who praise their high level of commitment to the full life of the school.

Pupils come to school eagerly, behave very well and have mature attitudes to schoolwork.

7 Pupils attend regularly and their rate of attendance is above average. They come to school very happily and eagerly and are keen and confident to become involved in the many and varied activities that take place both in and out of school time. Their behaviour in lessons and around the school is usually very good. This is because the school sets high standards and encourages a climate for learning that is built on positive relationships between adults and pupils and between the pupils themselves. The involvement and support of parents in their children's education help them to understand that their education is important. Pupils respond with enthusiasm to opportunities to accept additional responsibilities, such as representing their class in the school council, watching over younger pupils at lunchtime and acting as cloakroom monitors. Older pupils are proud to represent their school in local and national sporting events. All pupils treat one another and school equipment with respect and can be trusted to work by themselves when teachers expect this. Pupils' very good attitudes make a considerable contribution towards the high academic standards they attain.

Pupils' spiritual, moral, social and cultural development contributes very well to their education.

8 The curriculum extends beyond the National Curriculum subjects and is very well enhanced by provision for pupils' personal development. Pupils have many opportunities to think about the deeper meanings of their lives in assemblies, circle times and religious education lessons, as well as in work in subjects such as art and English. Pupils learn about how people of different faiths worship and how their lives are influenced by religious beliefs. The school promotes a strong moral code by making sure that all pupils are respected and valued equally, and by the attention given to dealing quickly with any minor issues that arise. The peace group provides a forum for settling disputes amicably and helping pupils to understand the consequences of their own actions. The curriculum includes a strong cultural dimension in subjects such as English, religious education, art, geography and history. Teachers put a lot of emphasis in English on helping pupils to learn to express their ideas creatively through talking and writing. The school has a multi-cultural intake, and every opportunity is taken to celebrate and learn from cultural differences. Pupils' social development has high priority both in lessons and as part of the varied and extensive life of the school. The school council is proving to be a very successful way of helping pupils to learn to take their place in society as responsible, caring and thoughtful citizens. It gives pupils confidence to express their ideas and to learn how they can influence people's lives for the better. This very good provision for spiritual, moral, social and cultural development ensures that pupils have a broad education and are prepared very well for their secondary education and adult lives.

The school takes very good care of its pupils.

9 The school takes its responsibility for ensuring the care and protection of pupils very seriously, and arrangements are excellent. A written policy sets out clear and concise procedures and adults are trained in how to put the policy into consistent practice. The co-ordinator is also a trained counsellor and the school encourages pupils to approach adults with problems and to talk about how they feel. Teachers help pupils to feel secure and confident to express their feelings through activities such as class circle times. Also, adults are continually vigilant to spot patterns of poor attendance or any signs of abuse. Teachers keep in close contact with the co-ordinator who provides strong and informed guidance to make sure that pupils are safe and happy. Teachers also keep a watchful eye on pupils' academic progress. They compile detailed records for the pupils in each class that help them to know

which pupils need further help if they are to achieve to their full capacity. This includes making sure that higher attaining pupils are stretched and that any specific needs, such as the needs of pupils who speak little English, are met. The school's very good provision ensures that pupils benefit as fully as possible from their education.

Parents think highly of the school, and governors and staff encourage them to support their children's education.

10 The school is popular in the community and parents are pleased that their children have a place. Those parents who have older children who have now left the school are keen for their younger children to benefit from the same opportunities. Several parents at the inspection meeting said that their older children were successful in their secondary education due to the good start they had at Beaumont Primary. Very few parents attended the meeting, but almost all comments about the school were positive. Parents particularly approve of the school's approach to pupils' personal and social development. They welcome the fact that the school encourages their children to get involved in a wide range of activities, including extra-curricular activities. They believe that activities, such as the peace group, circle times, the school council, charitable fund raising and finding out about people from different ethnic groups, help their children to grow into mature and responsible young people. Parents are pleased that the school has an open door policy and that teachers keep in touch with them about problems. Teachers listen to parents' concerns and parents are pleased about the speed at which these are acted upon. All parents at the meeting were very pleased that the school has improved arrangements for talking to teachers in confidence at parents' evenings. The school values the help and support that parents give and continually seeks to involve them even more fully in their children's education. Parents raise a lot of money to improve the school's resources. The good relationship between the school and parents helps pupils to respect teachers and to want to please them.

WHAT COULD BE IMPROVED

Some teachers organise their teaching and manage pupils' behaviour better than others.

11 In many lessons, teachers are well organised and communicate high expectations about work and behaviour very clearly to their pupils. This enables teachers to use all their time to best advantage in helping pupils to learn as much as they can. In lessons in English, mathematics and information technology, for pupils in Year 6, teachers know exactly what they want pupils to learn and how they intend to make certain that they do so in the time available. They establish a strong work ethic and pupils respond by behaving very well and applying themselves with commitment to their tasks. There are no lessons where pupils become unruly, but not all teaching is equally effective. In Year 1, a teacher sometimes finds it difficult to keep pupils' attention and regularly has to remind them not to talk when she is explaining things or when other pupils are answering questions. In another Year 1 class, pupils do not learn very much in their group activity about money. This is because they do not concentrate on their work and too many need the teacher's help at the same time. The end of the lesson is rushed and there is too little opportunity for pupils to reflect on what they have learned and for the teacher to check how much they have understood. In a science lesson for pupils in Years 5 and 6, the teacher's explanation at the start of the lesson is not clear enough and some pupils are confused and frustrated. They become noisy and the teacher's voice has to be raised too often. Consequently, pupils do not learn as much as they could, given their willingness to experiment very sensibly. The contrast between these lessons and the best lessons is too sharp, and this results in an uneven quality of teaching overall. Requirements for the formal appraisal of the work of teachers have lapsed, but the headteacher monitors teaching on a regular basis. Plans are in hand to put the new procedures for managing teachers' performance into place.

Not all assessment and performance information is used to fullest advantage by governors and staff to find out how well the school is doing and to plan what needs to be done next.

12 When children start school, staff devote a lot of time and attention to assessing their attainment in language and literacy, mathematical development and personal and social development, in accordance with the local authority baseline assessment scheme. In this way, they collect a lot of valuable information about what children can already do and what else they need to learn. This baseline assessment scheme also provides a useful source of evidence for the school to find out how successful it is with helping successive year groups of pupils to make progress in the National Curriculum. The school does not yet take fullest advantage of this information for either purpose. In the reception class, staff do not refer sufficiently to evidence of children's prior attainments when planning and organising lessons. This means that teaching and learning time is not always used as efficiently as it might be to stretch brighter children and to help those who find the work too hard. Governors study the National Curriculum test and teacher assessment results with the headteacher. They are, rightly, very pleased when the school performs well. They do not take fullest advantage, however, of this opportunity to question why pupils do better in some areas of their work than in others and to agree with the headteacher what further action needs to be taken through the school development plan. An example is the poor teacher assessment results in using and applying mathematics in Key Stage 1 last year.

Arrangements for collective worship do not meet requirements.

13 The school organises daily acts of worship as required, but teachers withdraw some pupils to take part in other activities, such as reading, without a legitimate reason and parental consent.

There are still have a few deficiencies in the school building and the resources for learning.

14 The design faults in the building are being put right by governors with determination, and they have made good progress since the last inspection. They are aware that further improvements are possible and are seeking ways to minimise the disruption to lessons caused by any remaining faults. There is no internal access for the disabled to some classrooms, and the steps leading down into two classrooms make this facility very difficult to provide. Although the school has sufficient resources overall, the fiction and non-fiction book stock is only just adequate in terms of both the quality and quantity. The new computer suite is proving to be a very worthwhile addition to the school's resources for teaching information technology. There are no chairs in the suite, however, and pupils do not learn how to position themselves correctly for working with machines and using keyboards. It is surprising that chairs were not included in the original plans for this important initiative, given that the budget is healthy.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should now:

- (1) Ensure that monitoring of the quality of teaching identifies clearly where further improvements are needed, and plan appropriate programmes of support.
- (2) Continue to extend the school's use of assessment and performance information in order to:-
 - a) plan and organise work for children in the reception class that takes full account of baseline assessments;
 - b) help governors to judge how effective the school is and to inform the school development plan.
- (3) Ensure that arrangements for collective worship meet requirements.
- (4) Continue with existing plans to address design faults in the building, and explore the possibility of gaining access for the disabled. Continue to improve the fiction and non-fiction book stock and provide chairs for pupils working in the computer suite.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	11.0%	70.0%	19.0%	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

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)	N/A	230
Number of full-time pupils eligible for free school meals	N/A	13

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	N/A	4
Number of pupils on the school's special educational needs register	N/A	31

English as an additional language	No of pupils
Number of pupils with English as an additional language	17

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	8

Attendance

Authorised absence

	%
School data	4.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	18	17	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	17	17
	Girls	16	16	16
	Total	33	33	33
Percentage of pupils at NC level 2 or above	School	94 (82)	94 (75)	94 (82)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	17	16
	Girls	16	16	15
	Total	33	33	31
Percentage of pupils at NC level 2 or above	School	94 (75)	94 (81)	89 (100)
	National	82 (80)	86 (85)	87 (84)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	15	16	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	15
	Girls	16	15	16
	Total	31	29	31
Percentage of pupils at NC level 4 or above	School	100 (90)	94 (87)	100 (90)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	15
	Girls	16	15	16
	Total	31	29	31
Percentage of pupils at NC level 4 or above	School	100 (93)	94 (83)	100 (90)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	10
Indian	18
Pakistani	12
Bangladeshi	0
Chinese	2
White	153
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

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.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10.5
Number of pupils per qualified teacher	22
Average class size	32.9

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	144

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
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FTE means full-time equivalent.

Financial information

Financial year	1999
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	£
Total income	357,690
Total expenditure	345,343
Expenditure per pupil	1,489
Balance brought forward from previous year	4,259
Balance carried forward to next year	16,606

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	230
Number of questionnaires returned	104

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	28	2	0	0
My child is making good progress in school.	53	45	1	0	1
Behaviour in the school is good.	44	51	0	1	4
My child gets the right amount of work to do at home.	35	56	10	0	0
The teaching is good.	69	31	0	0	0
I am kept well informed about how my child is getting on.	43	43	13	0	0
I would feel comfortable about approaching the school with questions or a problem.	72	26	1	1	0
The school expects my child to work hard and achieve his or her best.	69	27	3	0	1
The school works closely with parents.	40	48	11	0	1
The school is well led and managed.	74	18	5	0	3
The school is helping my child become mature and responsible.	63	35	1	0	2
The school provides an interesting range of activities outside lessons.	37	43	6	2	12

Summary of parents' and carers' responses

Three parents added brief additional comments. There were no significant issues.