

INSPECTION REPORT

BYLEY PRIMARY SCHOOL

Middlewich

LEA area: Cheshire

Unique reference number: 111055

Headteacher: Mrs J Dunseath

Reporting inspector: Mrs P. A. Simpson
Rgl's OIN 1515

Dates of inspection: 15th – 16th February 2000

Inspection number: 187316

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 - 11

Gender of pupils: Mixed

School address: Moss Lane
Byley
Nr Middlewich
Cheshire

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Appropriate authority: Governing Body

Name of chair of governors: Mrs M P Bennion

Date of previous inspection: 12.12.95

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Number of full-time pupils	59 (much smaller than other schools)
Pupils with English as an additional language	0 percent
Pupils entitled to free school meals	10.1 percent (below average)
Pupils on register of special education needs	15.2 percent (broadly average)
Average class size	15.7

Byley Primary School is a small rural infant and junior school educating pupils in the 4-11 age range. There are 59 pupils on roll (31 girls, 28 boys). The school roll is rising. A new classroom is being built in the spring term 2000. At the time of the inspection six children were under five. All of the pupils are from white ethnic backgrounds. There are nine pupils on the register of special educational needs, who receive additional learning support to meet their individual needs. The assessment of pupils on entry to the school shows a broad range, with most children attaining as would be expected in their basic literacy and numeracy skills. In reading and number work attainment is above the Cheshire local education authority average. The headteacher has only been at the school a few weeks.

HOW GOOD THE SCHOOL IS

This is a successful school which has many effective features. There are some areas to be developed, most of which have been recognised in the recent school development plan. By the time they leave this school nearly all pupils attain or exceed the National Curriculum levels in English, mathematics and science. Pupils with special educational needs achieve well in relation to the targets set in their individual educational programmes. The overall quality of teaching is good. The headteacher, governors, staff and parents are successful in maintaining the 'family' type atmosphere of which they are justifiably proud. The school has an above average income due to its small school status. The value for money provided is good.

What the school does well

- The new headteacher, with the support of the governing body and staff who work well together as a team, is setting clear priorities for development and improvement.
- There is a strong commitment to the promotion of high standards.
- Overall, teaching is good, with over a third of lessons observed being very good.
- The support for pupils with special educational needs is very effective.
- Moral development is a strength of the school.
- Links with the local community are well established and these make a positive contribution to pupils' personal and social development.

What could be improved

- Strategies for longer term school development planning, curriculum co-ordination, planning and monitoring to evaluate the school's performance.
- The policy, resourcing and teaching of information technology.
- Arrangements for the appraisal of teachers.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection in December 1995 found Byley to be a good school. The developments made since then have enabled the school to maintain the high standards achieved by the pupils and further develop the work of the school. Most of the action points from the last inspection have been tackled appropriately, but there are still some shortages in the provision of outdoor play equipment for the under fives, and the governing body are not as yet sufficiently involved in school development planning nor monitoring and evaluating the effectiveness of the school's use of resources. Since the last inspection the school roll has continued to rise, and the number of teaching staff has increased. The school is well placed to improve further led by the recently appointed headteacher and committed staff and governors.

STANDARDS

Five year olds achieve at least what is normally expected for their age and some children achieve higher standards, including in their numeracy work. The children demonstrate a good knowledge and understanding of their environment, their families and past and present events in their own lives. At the age of seven, most pupils achieve or exceed the expected levels in reading, writing and mathematics. Small year group sizes mean that there are some year-to-year variations. On the basis of inspection evidence pupils of Key Stage 1, write well, they read on their own and with others, communicate fluently and listen attentively to the teacher and each other. In numeracy lessons they add and subtract accurately, work well with number mentally and show a good understanding of shape, space and measures.

A table of the standards achieved by 11 year olds based on average point scores in National Curriculum tests is omitted, as the 1997, 1998 and 1999 school year groups were each less than ten pupils and therefore the data is seen as unreliable for comparing the school's results with all schools and similar schools.

By the time they are 11 years old most pupils are successful in attaining the expected level or exceed it in English, mathematics and science. The targets set in English, mathematics and science for eleven year olds in 1999, were fully met. The challenging targets set for 11 year olds in the years 2000 and 2001 take appropriate account of pupils prior attainment and the school is well placed to meet them. Pupils with special educational needs achieve well in relation to their earlier attainment. The work seen during the inspection confirmed these high standards. Older pupils in Key Stage 2, write long essays, conduct detailed book reviews, handwriting is legible and punctuation is usually accurate. Pupils have a good command of numbers and the number system, they handle and present data in a variety of ways. In science, instructions are followed carefully and scientific ideas and vocabulary are well developed. The outdated computers place limitations on what can be achieved in Key Stage 1, but by the time pupils leave school they have a good knowledge about computers and their applications. Throughout the school there is a strong commitment to the promoting of high standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are happy to come to school. They speak positively and enthusiastically about the school and their work.
Behaviour, in and out of Classrooms	Good. Polite, well mannered pupils are clear about how they are expected to behave. At all ages pupils are respectful to adults and each other, and like to look after the accommodation.
Personal development and relationships	Very good. Pupils work and play together very successfully. Relationships are very good throughout.
Attendance	Satisfactory. Not all pupils arrive at school on time. The new headteacher has reinforced the need for all pupils to be present at the start of the literacy hour and this is already having a noticeable impact on punctuality.

Pupils of all ages are courteous and respectful. They readily share their ideas with each other and with adults. They listen attentively most of the time. Verbal skills are good at all ages. Older pupils in Key Stage 2 have a wide vocabulary. Pupils with special educational needs are integrated well. Attendance in 1998/9 was lower than the national average, but it has improved in the current year. There have been no exclusions.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Very good

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

The overall quality of the teaching in the school is good including the teaching of English, mathematics and science. All of the teaching seen was at least satisfactory or better. Thirty three percent was very good, fifty percent good and twenty two percent was satisfactory. The best teaching is challenging, a range of interesting resources are used, and questioning is skilful and focused. Occasionally too much work was planned and some younger pupils did not complete all of the tasks set. The teachers have a secure command of the National Literacy Strategy which is having a positive impact on teaching and learning. The plenary sessions are particularly successful, for example, as seen in a Key Stage 2 lesson. The pupils presented their ideas well by reflecting upon and explaining what they had learned. Support for developing the basic needs of pupils on the special need register is very effective and makes a significant contribution to their learning. The teaching of numeracy is satisfactory, but from reception to Year 3 there is an over reliance on a published scheme of work which required completion of worksheets. This inhibits the overall development of numeracy, in particular for higher attaining pupils in Years 2 and 3. Pupils retain and build on what they have learnt and they readily share their ideas. The high quality of displayed work enriches the learning environment. The effective teaching makes a positive impact on the learning of all pupils. The outdated information technology resources in Key Stage 1 place limitations on the teaching and development and consolidation of pupils' information technology skills. The current curriculum development plan appropriately recognised the need to make improvements in the provision for information and communication technology.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum meets the statutory requirements, but planning for the under fives does not take account of the Early Learning Goals.
Provision for pupils with special educational needs	Very effective. Individual educational programmes ensure that individual needs are met. All pupils are well integrated.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Good overall. Moral development is a strength of the school's work. Pupils work together well, they act on their own initiative and are pleased to share their views.
How well the school cares for its pupils	The overall procedures for ensuring pupils' welfare and personal development are good. The monitoring of attendance is not as rigorous as it could be.

The range of learning opportunities is good in Key Stage 1 and 2. The curriculum for the under fives is not formally based on the early years learning goals. The provision for pupils with special educational needs is a strength of the school's work. Established links with the local community contribute significantly to pupils' learning. The promotion of the ethnic and cultural diversity of society is still an area that needs to be developed. There are minor errors in the ways registers are completed. The unsatisfactory arrangement in relation to car parking facilities (also reported in the last inspection) is fundamental to the welfare of the children. The governing body continue to seek to redress this problem. The range of sporting extra-curricular opportunities are limited by the lack of a school hall.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The new headteacher has led by example, in a positive way, building on what is a committed staff team. A short school development plan has now been finalised with realistic tasks set for the immediate future.
How well the governors fulfil their responsibilities	Although the governing body has extended the number of committees since the last inspection they are still not sufficiently active in school development planning. Appraisal and performance management of the headteacher and other staff are not in place.
The school's evaluation of its performance	Monitoring and evaluation of teaching and the curriculum are underdeveloped. Planning now appropriately recognises the need for more rigorous monitoring and evaluation of the school's work at management levels.
The strategic use of resources	Strategic planning is not sufficiently robust. The governing body is aware of the need to apply all the principles of best value in regard to the school's use of resources. Consultation procedures are not sufficiently wide.

The positive leadership of the headteacher has enabled a more focussed approach to school development planning, but longer term priorities are not formally determined nor documented. The principles of best value are applied satisfactorily, but they are not sufficiently shared with parents. The governing body are, however, to be involved in a continuous self-evaluation programme from spring 2000 based upon the OFSTED guidance for school self-evaluation. Teachers, including the headteacher, do not all have job descriptions. At the time of the inspection no teacher has been appraised during their time at this school. Appraisal and performance management including setting targets for staff are scheduled to begin from September 2000 as is required.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Good teaching. • Children like school. • The good progress children make. • They are comfortable in approaching the school. • The promotion of moral development. • The family ethos of the school. 	<ul style="list-style-type: none"> • The facilities for information technology. • The amount of homework. Homework is not sufficiently extended in its amount as pupils get older. • A more interesting range of activities outside of lessons. • The arrangements for the notification of absence. • Car parking facilities.

The inspection team agrees with the views expressed by parents. Parents have a high regard for this school. The homework policy features in the prospectus, but it is not consistent with government guidelines on graduating the amount of homework as pupils get older. The school is to update its homework policy, in consultation with parents. The staff and governors of the school are committed to addressing all of the areas that parents would like to see improved. Indoor extra-curricular sporting activities are restricted as the school does not have a hall. The last inspection reported on the unsatisfactory car parking arrangements. The governing body are active in their pursuit of this ongoing problem.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The new headteacher, with the support of the governing body and staff who work well together as a team, is setting clear priorities for development and further improvement.

1. The headteacher inherited a draft school development plan 1999/2000 which gave a retrospective view of the school's progress over the previous year. The draft plan was inadequate for the current needs of the school, because clear priorities for development were not evident nor measures given for monitoring and evaluation of the outcomes of the plan. Resourcing and the financial implications of the earlier yearly plans were imprecise. A final short version of the school development plan is now in place for the rest of this academic year. Its structure is more accessible to the readers of it. Priorities, personnel, timescales, and criteria to measure how far the actions have been met are listed. Some precise costings are given. The staff are fully aware of, and committed to, what needs to be done.
2. Most of the staff have been appointed to the school since the last inspection. They have worked collectively to promote and sustain high standards and improve the school further. The school roll is rising due to parental choice, and as a consequence of this a new classroom is being added to the accommodation. The headteacher has begun to effectively build on the strengths of the staff and is leading by example. The introduction of a School Newsletter from January 2000 is ensuring that parents are regularly informed and consulted about school developments and planned improvements.
3. Identified priorities for development include completion of the training for the implementation of the National Numeracy Strategy. The school has no mathematics co-ordinator, but this is now a priority for action to ensure a more coherent approach to the management and development of numeracy with mixed aged classes. Curriculum development is a key area for attention as the school begins to prepare for the changes to the National Curriculum subjects from September 2000.
4. Systematic monitoring and evaluation of teaching and the curriculum by the headteacher are planned with support from the local education authority advisory service. Systematic monitoring and evaluation is of particular significance in this small school where classes cater for a wide age range. The headteacher is to lead the co-ordination of the Literacy Strategy. Designated governors are in place for special educational needs, literacy and numeracy. A continuous self-evaluation programme is to be implemented this term based on the OfSTED guidance, as a means of analysing the effectiveness of the school's actions.

There is a strong commitment to the promotion of high standards.

5. The headteacher, governors and staff are strongly committed to sustaining and raising standards for all pupils. By the age of seven the achievement of pupils in reading, writing and mathematics is good in relation to their prior attainments. Where there has been any variation over time in the end of the key stage National Curriculum results, this is due to the small cohort sizes, which have been less than ten for the last four years in both of the key stages. Targets set in English, mathematics and science were fully met by 11 years olds in 1999. The school has set challenging individual English and mathematics targets for pupils aged 11 for the year 2000 and thereafter until 2002, appropriately informed by the results of the end of Key Stage 1 National Curriculum tests, and the Cheshire County non-statutory tests that are conducted at age seven and ten. The information from the statutory baseline assessments of the children's speaking, reading, writing and number skills, and personal and social development which are conducted when children start school are used appropriately to match the teaching to individual learning needs. Plans are now in place to use this information and other performance data to judge children's progress overtime against this baseline. On the basis of first hand inspecting evidence, the school is well placed to meet its targets. The school recognises the need to improve standards in Information Communication Technology, to the same level as English, mathematics and science.
6. Samples of English, mathematics and science work are kept in moderated portfolios for each pupil during the time they are at the school. Very good use is made of special educational needs data. Additional funding has enabled booster classes to take place in the Spring terms of 1999 and 2000. Parents are kept well informed about how their children are getting on. Of the 33 parents that replied to the parental survey, all agreed that the progress made by their children is good and that the school expects its pupils to work hard.

Overall, teaching is good, with a third of the lessons observed being very good.

7. The high proportion of good and very good teaching significantly contributes to how well pupils learn and make progress. Throughout the school the daily literacy and numeracy sessions are planned in accordance with the structure of the National Strategies for Literacy and Numeracy. These plans clearly detail the lesson objectives and organisation of the mixed age classes. Teachers are secure in the teaching of literacy skills within the Literacy Strategy and demonstrate an informed subject knowledge. They give good attention to the teaching of phonics, in particular with younger pupils. The Numeracy Strategy is evolving as teachers become more familiar with the requirements. There is a dependency in the lower classes on a commercially produced scheme of work for numeracy which relies on the completion of work sheets. The school is aware of the need to address this situation and a mathematics scheme of work will be drawn up that represents the school's circumstances and better meets the needs of all its pupils by providing differentiated work, including open-ended tasks and through other teaching strategies. A standard format is used to plan lessons on a daily and weekly basis in the other subjects of the curriculum. Good attention is given to teaching and learning resources. Evaluations are made of the lessons and this information is used appropriately to inform future planning. All class teachers are fully involved in working with the special needs co-ordinator to formulate individual targets for those pupils on the register for special educational needs. The good quality of teaching enables pupils with special educational needs to achieve well in relation to their prior attainments.

8. One teacher's good subject knowledge and her interest in history, deepened the knowledge and understanding of reception and Year 1 pupils by reinforcing what had been learnt on a recent visit to the Heritage Museum. Pupils recalled what they had seen during the visit in correct historical terms. Dressing up in pinafores, waistcoats, with caps and mop caps, caused great excitement and discussion about the differences in clothing today and in the past. Very good use was made of story and video to extend and consolidate the pupils' learning. The non-teaching assistant is fully involved in the planning and her informed contribution to the lesson enabled the younger children to progress at the same good pace as their peers.
9. Older Key Stage 2 pupils were skilfully questioned about earlier learning based on the topic of Greek Myths. Explanations were detailed and challenging. Pupils are encouraged to share their ideas and this they do readily at all levels of attainment. Reading and writing skills are developed well across the curriculum. Good attention is given to shared and guided reading. Some older pupils predicted accurately what the teacher was leading to; this was handled very well, often with humour. Relationships are very good. Pupils, show a mature respect for each others views.
10. The plenary sessions throughout the school in literacy and numeracy are used to very good effect. Pupils know what is expected of them and put their points of view confidently, and they are encouraged to justify a preference if their reasons are not altogether clear. The Literacy Hour routines are consistently promoted and, as a result, are contributing to the motivation of pupils and building up confidence.
11. Teachers give good attention to display. The quality of the display considerably enriches the teaching and learning environment. The art display in the main corridor is a good example of this. Pupils' enjoyment and understanding of the style of Van Gogh was expressed in the colourful studies using pencil and paint of 'Bedroom at Arles' by reception and Year 1, 'Sunflowers' in Years 2 and 3, and 'The Starry Night' by Years 4, 5 and 6.

The support for pupils with special educational needs is very effective.

12. Additional teaching support is provided for those identified on the special educational needs register. It comprises of short individual sessions with the special needs co-ordinator for those pupils who have the greatest need and it more usually for the development of basic literacy skills. Individual education plans are in place as required for those pupils on Stage 2 or above on the register of special educational needs. Challenging targets for improvement are set by the special educational needs co-ordinator and the class teacher. These are reviewed on a regular basis, and always shared with pupils and their parents.
13. A support session with Key Stage 2 pupils was planned thoroughly. The pace was suited to the needs and understanding of the individuals being taught. The teacher is competent in the teaching of phonics and other basic skills. Pupils extend their vocabulary and reading fluency. One pupil was able to recognise a mistake immediately and correct it. Assessment is used effectively, orally through praise and in planning to inform future work. Appropriate homework is set to reinforce the learning that takes place in the withdrawal sessions, it is usually in the form of worksheets and sensible achievable timescales are set for its completion.

Moral development is a strength of the school's work.

14. The school aims to provide a thoughtful and caring atmosphere in which relationships are based on mutual respect. The importance of consideration for other people, their work, achievements and their property is stressed. The principles of right and wrong are promoted positively. Young children know and obey school routines. They co-operate well together from the start of school life. They treat the learning resources and property with care, for example, when handling artefacts that did not belong to the school. One lunchtime, pupils of all ages described with pride the plants that had recently been sown in the outdoor plant holders and the need to look after them as they grew upwards to form a cover over the wooden structure. Older pupils have a good understanding across a range of moral issues including in their extended written work, for example, in the study of *The Iron Man* by Ted Hughes. The daily whole school assemblies also give good attention to the moral development of pupils through well chosen themes. An example of this was the animated story of the bad tempered snowman, where the moral of the story was, be kind to others and they will reciprocate in the playground and elsewhere. All pupils were absorbed by the story and concentrated throughout. The school is an orderly community as it comes into the one classroom for assembly and as it files out. Parents reinforced the view that the school is effective in its promotion of respect for each other.

Links with the local community are well established and these make a positive contribution to pupils' personal and social development.

15. The school is closely involved with the immediate community. There are many joint fund raising events, celebrations at Easter and Christmas, Bonfire night, and the annual Rose Festival. The school makes much use of its community, through the promotion and appreciation of the cultural traditions of the local area for example in history, geography and science. Volunteers help the school with physical education activities and classroom support. There are many worthwhile visits including to local museums, supermarkets and a design centre. This area of the school's work is being extended further, with the planned use of the new village hall for indoor physical education, swimming will continue at Northwich Sports Complex. The local clergy have recently been invited to take assemblies on a regular basis from the Spring term 2000. Parents have been informed of the latest community initiatives in the school's first newsletter.

WHAT COULD BE IMPROVED

Strategies for longer term school development planning, curriculum co-ordination, planning and monitoring to evaluate the school's performance.

16. The school does not have a strategic development plan with identified costed areas of priority spending. Although longer term developments considered by the governing body and staff they are not documented, nor shared widely enough, for example, with parents. The governing body is not sufficiently involved in the process of school development planning. A two-term school development plan was finalised by the new headteacher in liaison with the local educational authority, at the start of the Year 2000. The earlier inherited draft plan gave a retrospective view of the schools' progress for the previous year 1998/99. However there was no direct link between the educational changes that have taken place alongside budgetary decisions, as a means of formally determining the extent to which the school had made best use of its resources during that same year. The headteacher has not had sufficient time to effect the changes identified in the short school development plan, but a good start has been made. Staff and governors are aware of what needs to be done and are fully committed to meeting the objectives identified in need of improvement.
17. There are few assigned roles in the school other than the early years co-ordinator and special educational needs co-ordinator. Curricular responsibilities are shared with staff, but the precise nature of these is too informal. Key tasks with regard to the overall management and development of the curriculum including the literacy and numeracy strategies are left undone. The headteacher has begun to consult on these matters.
18. It has been recognised that the school needs to produce schemes of work that are suited to its circumstances based on national guidance and the introduction of the Year 2000 National Curriculum from September 2000. The curriculum for pupils under five does not reflect the Nationally Agreed Early Years Learning Outcomes, as it is more generally based on the National Curriculum subject headings.
19. The new headteacher, who teaches for much of her time, has not had sufficient time since her appointment to start rigorously monitoring and evaluating the performance of the school, but this is appropriately planned for. The action plan following the 1995 inspection, listed key areas for action with time scales and criteria given to measure the success of these. But measures for monitoring progress were less rigorous and no formal report was made as to whether all the targets had been clearly achieved. Less important areas for development identified for improvement in the report were not included in the action plan at all. Some of these were addressed, for example, the production of an equal opportunities policy, but the provision for outdoor play for the under fives is still limited and the emphasis on multi-cultural work is still under developed. The school has conducted no formal monitoring of its strengths and weaknesses. But it is evident that staff know where improvements are needed and these have been readily shared with the new headteacher, and have informed some of the priorities in the short term development plan. It is proposed that the governing body implement a continuous self-evaluation programme based upon OfSTED guidance, which will involve governors in classroom visits. Statutory target-setting is conducted appropriately each year for pupils aged eleven.

The policy, resourcing and teaching of information technology.

20. The policy for information technology is very outdated (1996) and does not recognise the current programmes of study or attainment targets for what is now a core subject of the National Curriculum. Specialist teaching is bought in for ten days over the year and appropriate attention is given to coverage of the processes and skills associated with using information technology. In the other subjects of the curriculum, pupils use information technology appropriately; they communicate and handle information, collect and use data as is expected for their ages. Extending or building on pupils' earlier experiences is restricted by the outdated computers, in particular from reception to Year 3. This is a view shared by pupils and parents alike. Many of the pupils have access to computers at home and in discussion use technical vocabulary well. At all ages they have a good knowledge of software applications. The school has no longer term rolling programme for developing its information and communication technology. Staff confidence in the teaching of information technology is getting better. Another staff training day is planned for the Spring term 2000.

The arrangements for the appraisal of teachers.

21. The governing body has not implemented requirements for school teacher appraisal. No teacher on the staff has been appraised during the time they have been at this school. Teachers, including the headteacher, do not all have a job description. The January 2000 school development plan recognises that teacher appraisal and performance management must be formally conducted as is required.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

22. The key issues which the governing body, headteacher and staff should include in its post- inspection plan are listed as issues for action in order of importance as a means of raising standards through school improvement.

- (1) Improve its strategy for longer term school development planning, curriculum co-ordination, planning and monitoring to evaluate the school's performance by:
 - documenting its strategic thinking and planning and sharing more widely with parents the extent to which the school applies best value principles in the school's use of resources (paragraphs 1, 16);
 - establishing subject co-ordinators responsibilities and to formulating as recognised in this years school development plan, schemes of work that are suited to the pupils and circumstances of the school (paragraphs 2,3, 18);
 - ensure that the curriculum is based on the Early Learning Goals for children under five (paragraph 18);
 - implementing the management objectives documented in the current school development plan to involve the headteacher and governing body in monitoring and evaluating more effectively what does and does not work in the school including visiting lessons (paragraphs 1,4, 5, 19)
- (2) Update the policy and resourcing of information technology so as to improve the teaching and learning in this core subject of the National Curriculum by:
 - developing a policy that reflects the requirements of information and communication technology in the National Curriculum and translate into a practical plan the national scheme of work that the school has adopted, supported by relevant training for staff (paragraph 20);
 - putting in place a longer term development plan with costings for information and communication technology and ensure the effective use of this technology throughout the school (paragraphs 16, 20);
- (3) Appraise teachers in accordance with the Education (School Teacher Appraisal) Regulations (paragraph 21)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	9
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	33.3	44.4	22.2	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)	0	59
Number of full-time pupils eligible for free school meals	0	6

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	9

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	9

Attendance

Authorised absence	%
School data	9.69
National comparative data	5.4

Unauthorised absence	%
School data	0.3
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 Stages 1 and 2

The end of Key Stage 1 and 2 National Curriculum results are not published in this report as the number of pupils in each year group is too small and to ensure that individual pupils are not identified.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	59
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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)	3.3
Number of pupils per qualified teacher	19.3
Average class size	15.7

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	20

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
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FTE means full-time equivalent.

Financial information

Financial year	1998
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	£
Total income	127731
Total expenditure	124216
Expenditure per pupil	2106
Balance brought forward from previous year	9879
Balance carried forward to next year	13394

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	57
Number of questionnaires returned	33

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	24	0	0	0
My child is making good progress in school.	73	27	0	0	0
Behaviour in the school is good.	52	45	0	0	0
My child gets the right amount of work to do at home.	42	45	12	0	0
The teaching is good.	82	12	0	0	0
I am kept well informed about how my child is getting on.	42	52	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	85	15	0	0	0
The school expects my child to work hard and achieve his or her best.	79	21	0	0	0
The school works closely with parents.	61	33	6	0	0
The school is well led and managed.	55	39	0	0	0
The school is helping my child become mature and responsible.	48	48	3	0	0
The school provides an interesting range of activities outside lessons.	18	67	9	3	3

NB: Percentages of responses are rounded to nearest integer, sum may not = 100%