

INSPECTION REPORT

GAYTON PRIMARY SCHOOL

Heswall

LEA area: Wirral

Unique reference number: 105034

Headteacher: Ms H J Ensor

Reporting inspector: Mr D Speakman
20086

Dates of inspection: 27th February – 1st March 2001

Inspection number: 196403

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INFORMATION ABOUT THE SCHOOL

Type of school:	Community
School category:	Infant and Junior
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Gayton Road Heswall Wirral
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr N Waddell
Date of previous inspection:	March 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Gayton is an average sized junior and infant school, which admits pupils between the ages of 4 and 11. It is situated in Heswall, on the Deeside of the Wirral. Currently there are 237 full time pupils on roll. Almost all pupils live close to the school in an area that has well above average socio-economic circumstances. However, currently 25% of pupils come from outside the schools normal catchment area. The percentage of pupils entitled to free school meals is very low. A below average proportion of pupils comes from minority ethnic backgrounds but all pupils speak English as their first language. Twenty-four pupils (10 per cent) are registered as having special educational needs. This is well below the national average, but includes four pupils who have a statement of special needs, which is above average. When they first join the school the attainment of pupils is generally above average, although standards in their personal, social and emotional and creative development are only as expected for their age. The proportion of pupils with special educational needs has fallen since the school was last inspected in 1997 while the number with statements has risen. There have been some staff changes since that time, but other aspects of the school have remained much the same.

HOW GOOD THE SCHOOL IS

The effectiveness of this school is good. It provides a good quality education and enables pupils to achieve well. The quality of leadership and management of the school is very good. Pupils make good progress in the Reception Year and in the middle and later years of Key Stage 2, whilst progress is currently satisfactory in other years. Pupils achieve standards that are very high by the time they leave the school. They are taught to develop very good attitudes to their learning. Behaviour is very good, as are relationships between pupils and between pupils and adults. The many significant strengths of the school far outweigh the small number of areas that could be improved. When the above factors are set against the average cost of educating each pupil, the school provides good value for money.

What the school does well

- Pupils achieve very high standards in English, mathematics and science.
- The quality of teaching is good. It is often very good and excellent in the middle and upper years of Key Stage 2.
- The provision for pupils' personal development is very good and is excellent for their moral and social development.
- The leadership and management of school are very good.
- The school shows high levels of care for all of its pupils.

What could be improved

- Opportunities for pupils to use information and communication technology in other subjects.
- The quality of monitoring of teaching and learning in order to share and build upon best practice.
- The availability and use of resources in English, information and communication technology and the Foundation Stage.

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 shown a good level of improvement since it was last inspected in March 1997. The school has maintained the high standards in English, mathematics and science. Teaching is now good, particularly towards the end of Key Stage 2. Value for money has been improved. The governing body has fully addressed the key issues raised at the time of the previous inspection. They have refined school development planning and the budget deficit has been removed, leaving the budget in a healthy state. Good progress has been made in meeting these key issues. More-able pupils now achieve appropriately and their attainment is high. Satisfactory progress has been made in meeting the key issue related to the monitoring of teaching but some aspects of this issue remain outstanding.

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
	1998	1999	2000	2000
English	A	A*	A*	A*
mathematics	A	A	A*	A
science	C	A	A*	A*

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

A indicates that the school's performance is in the highest 5% nationally;*

By the age of 11 pupils' standards of attainment are very high when compared to the national average. As the table indicates, pupils' performance in last year's national tests for eleven-year-olds was very high (that is the top 5% of all primary schools) in all three core subjects and much higher than similar schools. The school sets challenging targets for pupils' performance in the national tests and frequently exceeds them. This year almost nine out of ten pupils reached the higher than expected standard in English and over eight out of ten reached it in science and two thirds in mathematics.

Pupils enter the school with standards that are generally better than those expected for pupils of this age. They make good progress and enter Key Stage 1 with above average standards. Good teaching in the reception class enables children to quickly develop their skills and by the time they move to Year 1, many have already started the National Curriculum. Seven-year-olds generally perform well in the national tests and results they attain are very high in comparison with all primary schools and well above those of similar schools.

The findings of this inspection support these results. At the age of seven standards in reading, writing and mathematics are well above average. Inspection findings also show that by the time they leave the school at the age of 11 the vast majority of pupils attain standards in English, mathematics and science that are very high. Most pupils demonstrate excellent speaking and listening skills, which have a positive impact on standards in other subjects. The good quality of pupils' writing, not only in literacy lessons but in all subjects; is another very positive aspect of their English work. In mathematics, pupils' ability to use different methods, and to work things out in their heads, enables them to make quick and accurate calculations. Attainment in science is also very high. Pupils' understanding of scientific ideas is very good and their ability to carry out scientific enquiry is very well developed. Attainment in information and communication technology is above expectations.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school. They enjoy their lessons and other learning opportunities offered by the school. Pupils are very responsible and carry out duties and routine school procedures very well.
Behaviour, in and out of classrooms	Behaviour in classrooms is very good and some excellent behaviour was seen in class. No disruptive or inconsiderate behaviour was seen during the inspection. Behaviour in the playground is very good. Pupils move around the school in a very orderly and polite way.
Personal development and relationships	Pupils' personal development is very good. Pupils develop a growing maturity and reliability in their manner of working, their communication skills and their

	ability to take personal and group responsibility. Relationships between pupils and between pupils and adults are very good.
Attendance	Attendance is above average. Pupils arrive at school on time and lessons begin punctually.

Pupils show high levels of reliability in their attitudes towards their work and can be relied upon to work sensibly without the direct supervision of their teacher. This means that teachers can focus their attention on groups of pupils without interruption and enable these pupils to make good progress. They show high levels of maturity for their age and behave both in and out of class in a manner that is considerate of other pupils. They are self-controlled and show high levels of personal development in the ways in which they approach their work and their relationships with other pupils. Older pupils show very caring attitudes to younger children.

TEACHING AND LEARNING

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

In almost two-thirds (61 per cent) of the lessons seen the teaching was good or better. It was very good in 17 per cent and excellent in 9 per cent of lessons. In the other lessons (39 per cent) the teaching was satisfactory. No unsatisfactory or poor teaching was observed. Taking all available evidence into account, the quality of teaching is good. The quality of teaching in English and mathematics is good. Pupils are given regular and wide ranging opportunities to read and write, and teachers have high expectations of the quality of work that pupils' will produce. The different aspects of English are taught equally well and the gap that occurs in many schools between pupils' attainment in reading and writing is far less evident in this school. In mathematics, teachers emphasise the need for pupils to calculate mentally and teach the techniques for doing this regularly and effectively. This gives the pupils confidence with numbers and the ability to solve mathematical problems. The knowledge aspects of science and enquiry skills are taught well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. It covers all subjects of the National Curriculum and religious education and meets National Curriculum requirements. Overall planning is satisfactory. Provision for literacy and numeracy is effective.
Provision for pupils with special educational needs	Good. Pupils receive effective support from their teachers and support staff, which enables them to make good progress and to achieve well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is very good. Provision for their social and moral development is excellent. It is good for cultural and satisfactory for their spiritual development.
How well the school cares for its pupils	The school's care for its pupils is good. The procedures for supporting the development of individual pupils, both academically and personally, are very good and contribute positively to the standards attained. Very good attention is paid to the health and safety of all pupils. Arrangements for child protection are good.

Assessment procedures are very good. The school tracks the achievement of all pupils and this ensures pupils at all levels of attainment receive appropriate tasks. The school gives older pupils the responsibility of looking after younger ones; both in showing care and consideration and in helping them progress with

reading skills. A strong feature of the school is the way in which it encourages the excellent social and moral awareness of the pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	This is very good. The headteacher works very effectively with her senior managers and together, they have established a very clear vision regarding the development of the school. This is clearly communicated to and shared by all members of staff and the work of subject co-ordinators is well developed. The reflection of the school's aims in its work is very good.
How well the governors fulfil their responsibilities	This is very good. Governors have high levels of involvement in the school. They are conscientious, well organised and generally fulfil their statutory responsibilities well.
The school's evaluation of its performance	Good. The headteacher, key staff and governors work well together to identify the school's strengths and areas for development. The headteacher and senior managers monitor teaching satisfactorily.
The strategic use of resources	The financial management of the school is good. The school takes great care to ensure that money is well targeted. Spending is very well linked to priorities in the school development plan. The school carefully considers the impact of their financial commitments on standards.

The school is managed very effectively and this is shown in the way in which the headteacher and the governing body have managed budget difficulties whilst still maintaining rising standards. They have bought in good levels of teachers and adult support for the large classes, but there is a lack of learning resources in some subjects such as English and information and communication technology.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and they make good progress. • Behaviour is good. • They feel their children are given the right amount to do at home. • The teaching is good and teachers expect children to work hard and do their best. • The school is well led and managed. • Children are helped to become mature and responsible. 	<ul style="list-style-type: none"> • Extra-curricular activities. • Feeling comfortable about approaching the school with concerns. • How the school works closely parents. • Information about how their children are getting on.

The inspection team agrees with the positive comments made by the parents. The inspection team does not agree with the parents' view that there is an insufficient provision of activities outside of lessons. There is a good range of extra-curricular activities, including music and sport, that effectively supports and extends pupils' learning and personal development. The school works well with parents and parents

spoken to by the inspection team during the inspection expressed no concern about approaching the school with concerns. A large number of parent volunteers support the school. The annual report informs parents of how their children are progressing, but the present format does not always support clarity of reporting in non-core subjects.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve very high standards in English, mathematics and science.

1. In last year's national tests for eleven-year-olds, pupils' standards of attainment in English, mathematics and science were very high in comparison with all primary schools. They were very high in English and science and well above average in mathematics when compared to similar schools. Almost all pupils reached the higher than average Level 5 in English. Four-fifths attained this level in science and two-thirds in mathematics. Since 1996 standards in English, mathematics and science have been improving steadily and at a rate much greater than the national rate of improvement. Standards achieved by pupils currently in Year 6 are again very high for pupils of this age in English, mathematics and science. Standards in literacy and numeracy in other subjects are also very high.
2. In the Year 2000 National Curriculum tests for seven-year-olds, pupils achieved standards that were very high compared with all primary schools in reading, writing and mathematics and in the teacher assessment in science. When compared to similar schools, standards in writing and mathematics were well above average, and very high in reading. Pupils currently in Year 2 are attaining standards that are above those expected for their age in English, mathematics and science. Over the last four years standards in reading, writing and mathematics have been consistently well above average and have risen at a pace better than the national rate of improvement.
3. Children enter school with standards that are generally above those expected for children pupils of this age, except in the personal and creative aspects of their development. They achieve well throughout the Foundation Stage and they all achieve the Early Learning Goals by the end of their reception year. A significant number of children exceed these goals in all areas of learning, except in creative and physical development where they meet standards. Children's speaking and listening skills are good. They have a wider than usual range of vocabulary and express themselves competently and clearly for their age. They have good knowledge in history and geography and talk confidently about the comparisons between 19th century kitchen with a modern one. They listen well throughout lessons and take notice of what adults and other children say. Children in the reception class have a good grasp of number and shape and work confidently in this area of learning. They read and recognise numbers quickly and accurately and associate numbers with quantities clearly. They count reliably, with some higher attaining pupils counting well beyond thirty. Using peg boards, children create patterns with specific numbers and successfully describe how they decide to arrange their pegs in a certain way.
4. The findings of this inspection confirm that pupils achieve very high standards in English throughout the school. Speaking and listening skills are very well developed and pupils are happy and confident to discuss a range of different subjects using long and complex sentences. Their command of language is excellent and in the Year 1/2 class many pupils made use of an extensive technical vocabulary when discussing the characteristics of insects and other mini-beasts. Pupils in the Year 6 class demonstrated excellent skills when debating the arguments for and against a number of pertinent issues, including homework, school uniform and educational visits. Their arguments are very compelling and are expressed very articulately. Many pupils are a delight to talk with. They have an awareness of language and an understanding commensurate with pupils of a much greater age.
5. Pupils read with great clarity, accuracy and fluency and all but a tiny minority are working at levels that exceed their chronological age. They read avidly for enjoyment and put their reading skills to very good use when completing independent research. Older pupils read with a good awareness of the key features and themes within the text.

6. Writing skills are generally excellent and pupils produce a wide range of well-structured and imaginative work. Pupils in Year 5 developed excellent ideas when writing stories for their buddies in the reception class. They show a very well developed ability to write for a range of different audiences and make good use of humour to make their writing accessible. The technical quality of their writing is generally of a very high standard. Pupils take care to form their letters carefully, to spell accurately and to construct sentences carefully.
7. By the time pupils are eleven, standards in mathematics are very high and all pupils make good progress overall. As a result of very good and excellent teaching, progress is very good in the middle and final years in Key Stage 2. By the time pupils reach Year 6 they have developed very competent skills in number and problem solving. They have also developed a very good knowledge in all other areas of mathematics. They investigate mathematical situations well, make predictions and test these to good effect. For example, when they are deciding which graph they should best use to represent different types of data, pupils carefully consider the advantages and disadvantages of each type of graph and its appropriateness of each to different needs. They have a very good awareness of statistical measures of data samples. Numeracy is used accurately and effectively in other subjects, such as science and design and technology, and shape and scale is used well in art and design.
8. Pupils problem-solving skills are higher than expected for their age. Pupils in Year 6 have good reasoning skills and look at distance/speed travel graphs and accurately tell the story of the journeys represented. They apply their reasoning and knowledge of line graphs well, recognising that the horizontal part of a graph represents a period when the traveller is not moving. They also interpret the gradient of these lines, understanding that the steeper the line, the faster the speed. This shows a good level of mathematical reasoning and knowledge of line graphs, which is more typical of older pupils. Younger pupils have a good knowledge of pattern in number and apply this effectively to their work. They show this by counting forwards and backwards in fives, starting at any unit digit. They have good prediction skills, and quickly and accurately give the predicted number in a sequence that is nearest to a given number. For example, when they were counting in fives, starting at eight, pupils were able to predict that all numbers would end in a three or an eight and that the nearest number to 90 would be 88. Through this type of exercise, pupils build a very good understanding of number, which forms a secure basis upon which to progress and supports the very high standards they achieve by the time they leave the school.
9. In science pupils show a very good knowledge of living things, physical processes and materials and their properties. They apply their knowledge very well and appreciate the impact that science has on everyday life, talking about this with very good levels of understanding. When they discuss the properties of different surfaces, which will create different levels of friction, and therefore affect the movement of an object over the surface, they show very detailed and original observations. One pupil remarked that a corrugated surface would present different resistance if turned around, for example. Their explanations are clear, logically constructed and based on accurate scientific knowledge at a high level. Pupils have very good skills in devising fair tests and their conversation demonstrates highly developed observational skills. They make relevant hypotheses and set about testing these effectively.

The quality of teaching is good in the Foundation Stage and often very good and excellent in the middle and upper years of Key Stage 2.

10. The quality of teaching is good, with three fifths of lessons seen during the inspection being of a good or better quality and over a quarter being of a very good or excellent quality. Teaching is good for children in the Foundation Stage and very good in the middle and upper years of Key Stage 2. Basic skills are taught well across the curriculum including literacy and numeracy. Parents are correct in their view that the quality of teaching is good.

11. In the Foundation Stage teachers' planning is very good and effectively links learning to the Stepping Stones and Early Learning Goals in Personal, Social and Emotional Development, Communication, Language and Literacy, Mathematical Development and Knowledge and Understanding of the World. This good practice helps adults to identify what children will learn in these areas in terms of early skills and progress is often good in the development of these early skills. Planning for creative development and physical development focuses too much on what the children will do rather than what the children will learn. Teaching of basic skills in literacy and numeracy is very good and effectively supports children's good achievement in these two areas of learning. Learning support assistants who lead additional literacy support, early literacy support and computer supported mathematics programme of work, know the schemes of work and activities well. They are well prepared and use a range of open-ended questions to extend learning and they follow the planning produced by the scheme closely.
12. Throughout the school the quality of teaching of pupils with special educational needs is good overall. Teachers and learning support assistants know the pupils' individual targets and attention to these is evident in planning, marking and the content of pupils' work. For example one pupil, who has a target to complete daily handwriting practice, clearly has this support as shown through dates in the exercise book.
13. Teachers' good subject knowledge comes through in much of their work. It is particularly good in effectively teaching basic skills in literacy and numeracy lessons in the upper years of Key Stage 2, where teachers show very good knowledge of these subjects. This leads to high quality lesson planning which means that the teacher is very much in control of what is taking place and therefore ensures very good quality learning takes place. The range of activities provided is wide and interesting tasks ensure that pupils enjoy what they are doing, pay full attention and learn effectively.
14. Teachers have a good understanding of pupils' learning needs. Lessons are planned well. This is particularly effective in lessons such as literacy and numeracy, where pupils are grouped according to their prior attainment and teachers clearly identify what pupils are to learn. Here teachers clearly identify the levels that pupils are expected to work at and their awareness of the levels at which pupils are working means that work is well matched to meeting pupils' individual needs. Interesting activities are planned which effectively stimulate pupils' enthusiasm and support the very high levels of pupils' personal development. Pupils are trusted to work independently of the teacher, either individually or within groups and this effectively supports the development of pupils' ability to work with other pupils, sharing ideas and knowledge to good effect. As a consequence, pupils are confident in completing their tasks and work at a good pace, often without the need for intervention or support. This enables the teacher to concentrate on particular groups of pupils. All of this ensures that pupils achieve well, through clear but high expectations, and shows that assessment is very well used to ensure that an appropriate level of work is provided for all pupils.
15. Pupils are managed well and teachers provide interesting learning experiences in a stimulating manner, thus engaging pupils' attention throughout. Based on their very good relationships with pupils, teachers achieve and maintain very good levels of behaviour. Pupils' contributions in lessons are valued. Wrong answers are never dismissed, but are discussed, and pupils are encouraged to realise that they can learn from their mistakes. This is effective in informing pupils how well they are learning and in building their self-esteem.
16. Teachers make good use of resources, particularly information and communication technology resources, which effectively support pupils' achievement. This was seen in a Year 6 mathematics lesson, when pupils used a data-handling program very effectively to support the development of their knowledge and understanding of the use of different graphs. Lessons run smoothly and time is used well, with lessons moving at a brisk pace, effectively encouraging good levels of productivity and pace of working. A strong feature of teaching is the use of time. Every minute

available is maximised and used for effective teaching and learning. Classroom support assistants are well directed, know what they are intended to do and are very effective in supporting pupils' learning. They have good knowledge of the pupils and their work. Homework is used effectively to consolidate and extend work completed in lessons.

The provision for pupils' personal development is very good and is excellent for their moral and social development.

17. There is very good provision for pupils' personal development. This is because the school is a welcoming and friendly community with a wide range of opportunities for pupils to form excellent relationships. As a result, pupils achieve very high standards in their work and in their behaviour and attitudes towards each other. The school is regarded and treated by staff, pupils and parents, as a family unit where young pupils mix with older ones and are looked after and helped by them. Pupils' spontaneous respect and care for each other is impressive, both in school and on the playground. High moral and social standards are evident in the life of the school.
18. Provision for pupils' moral and social development is excellent. This is an improvement on judgements at the time of the previous inspection. When in class pupils are encouraged to consider the effect of their actions on others and to moderate their behaviour accordingly. Although behaviour is very good and only younger children were seen to be occasionally behaving inappropriately, all pupils are taught to consider the learning needs of others, for example, how talking too loudly might affect the concentration of others. This results in a growing self-control as pupils pass through the school and older pupils' behaviour is often exemplary.
19. Opportunities are very good for pupils to develop their social skills and to develop very positive attitudes towards other pupils. Older pupils respond very well to the opportunities the school provides for them to look after and support young children when they first come to the school. This ensures a smooth and secure start to children's schooling and helps older pupils develop responsibility and positive attitudes towards others. There are also arrangements for older pupils to support the reading development of some younger pupils. High standards in the school are reflected during wet break times. Older pupils care for others and play games with them in a calm atmosphere where behaviour is spontaneously very good. This is also seen on the playgrounds where pupils play with others of different ages and care for each other very well. Pupils' high social and moral attitudes are supported by the ethos that is created by the staff. Care and concern for others and achievement are paramount in the life of the school. Pupils are reminded that they are privileged, and that not many are as fortunate as they may be. They are reminded through charity work and citizenship in school that they should be putting something back into society. Pupils understand this well and their response is a credit to themselves and to the school.
20. Pupils have very positive attitudes to their school. They are keen and enthusiastic about coming to school and delight in the learning opportunities given to them. As a result, they achieve very high standards. They feel secure in the school and know that they are valued. This effectively supports their self-esteem and confidence. They are at ease with adults and other pupils alike. Pupils are very welcoming and are concerned that visitors and new pupils are equally at ease. They enter into friendly conversation, spontaneously, and are keen to talk about themselves and their school.
21. Behaviour in classrooms is very good and some excellent behaviour was seen during the inspection. Parents strongly agreed that the standard of behaviour in and around school is good. Most children in the Foundation Stage achieve good standards in their personal and social development, but not all have developed appropriate independent work habits and some pupils do not work reliably without the direct supervision or intervention by the teacher. By the time pupils reach upper Key Stage 2, their behaviour is at least very good and often excellent. Pupils show high levels in their ability to regulate their own behaviour and this skill steadily develops as they

move through the school. Where there is very good behaviour, pupils listen attentively and concentrate hard, when working individually or as a member of a group. They work well without the direct supervision of the teacher, and concentrate on their work to good effect. This leaves the teacher able to work with specific groups of pupils or where needed, without interruption. Pupils show high levels of attention and interest and their very good behaviour in lessons has a direct impact on the high standards they achieve. Pupils' behaviour in the playground is very good. They enjoy taking advantage of the contact with others of all ages at playtimes. They move around the school in an orderly and polite way.

22. Pupils' personal development is very good and the quality of relationships is excellent. This aspect is one of the strengths of the school. Throughout their time at the school, pupils develop a growing maturity in how they work, their skills in articulate and polite communication, and their ability to take responsibility. By Year 6, they blend a high level of independence with excellent relationships with other pupils and adults. Their spontaneous co-operation and very good communication skills strongly support their learning. Parents state that they recall no incidents of inappropriate behaviour or oppressive attitudes within the school. This was evident during the period of inspection.

The leadership and management of the school are very good.

23. The leadership and management of the school by the headteacher, governors and senior staff are very good. They have established a clear vision for the future of development of the school, which is shared by other teachers and staff. The headteacher and other staff with management responsibility work very well together to ensure that they accurately identify the school's strengths and areas of concern. They plan for future trends and make arrangements to deal with these eventualities well.
24. There were a number of issues relating to leadership and management in the previous inspection report, notably to improving the school development plan and in dealing with an overdrawn school budget. The school has successfully managed the budget over recent years and fully met the recommendations of this key issue made in the previous report. The school development plan now effectively supports the school's work and progress. The headteacher and the governing body have worked very hard and very efficiently to address both criticisms, successfully achieving both aims.
25. The monitoring of the standards reached by pupils is carried out well. Good arrangements are made to address any emerging issues and, consequently, standards are consistently high. The co-ordination of the curriculum is good. There are co-ordinators for all subjects and they are effective in monitoring of standards and provision in their subjects. They monitor planning and pupils' books. They work very hard and provide good levels of management overall. Co-ordinators for the core subjects monitor standards well, and check and support teachers' planning. They scrutinise the results of statutory and standardised tests, making good use of the information gained.
26. Governors make a very good contribution to the leadership and management of the school, and their contribution to establishing the successful future of the school is highly significant. They visit the school regularly to make themselves aware of what is happening. All speak with knowledge and understanding about their role, responsibilities, and what they see in school. In this way governors have a very good understanding of the school's strengths and areas of concern. In addition to governors' meetings, there are other committees that meet and report back to the full governing body. The Chair of Governors meets with the headteacher frequently, on an informal basis. There is also much formal and informal contact between other governors and the school. The management structures within the school are well established and highly effective.
27. A key issue from the previous report was to establish more effective long-term planning and

strategic management by writing a school development plan that is closely linked to the school budget. The governors were recommended to specify curriculum, personnel and premises related actions in the plan and identify how the actions would be monitored, evaluated and reviewed by the governing body. This has been successfully addressed. The school's priorities for development and targets for improvement are highly appropriate and are identified very well. These are deeply rooted in a secure understanding of educational development, national priorities and the staff and governors' good knowledge of the school. The senior management team first establishes the school's priorities and these are then considered alongside national initiatives. These are presented to governors, who discuss them and add their own recommendations. These are prioritised in the light of available finances and any constraints. Progress towards meeting the school's targets is well monitored by the personnel responsible, who report to the headteacher and the governors.

28. The school's use of its financial resources is good. A key issue from the previous inspection was to bring the significant deficit budget into balance as a matter of urgency. The governors carried out meticulous forward planning and prepared alternative, long-term and very detailed budget alternatives. They monitored the progress of their work and in a short time, they successfully addressed the issues raised. The budget is now in a healthy state. Whilst doing this work, the school managed to maintain the rising standards in pupils' attainment. The current financial management of the school is good. Care is taken to ensure that the funds available are well targeted and that the best possible value for spending is achieved. Spending is well linked to priorities in the school development plan. These are costed carefully, and spending is effectively monitored throughout the year. Before major spending is confirmed, the governors ensure that they are getting the best value for money. A number of quotations are obtained for major investments, and these are carefully analysed before agreement. The school also looks carefully at the impact of its financial commitments on standards to ensure value for money is achieved. There is a reserve fund but at around four and a half percent of the annual budget, this is within recommended limits.

The school shows high levels of care for all of its pupils.

29. In the last inspection the school's provision for pupils' welfare and guidance was sound overall. Assessment of pupils' work was identified as an area for development and a key issue was to use assessment more effectively to identify the specific learning needs of more able pupils and to set more challenging tasks to extend their full range of learning skills. These matters have been addressed successfully and the school now assesses pupils work effectively and uses the data well to ensure very high levels of attainment and achievement.
30. The school builds a very good knowledge of pupils' attainment and their capabilities through applying very good assessment procedures. It uses these well in planning work for groups of pupils. Pupils are set regular assessment tasks for all aspects of English, mathematics and science. Pupils also complete other standardised tests such as reading, spelling and mathematics. Using the knowledge that they have of pupils' achievements, teachers set targets for individual pupils. These are recorded and guide teachers' lesson planning. Records for tracking achievement in information and communication technology are being developed.
31. The school also keeps records of pupils' personal achievements and records their success, for example, in caring for younger children through the buddy system. There are good systems for monitoring pupils' discipline and behaviour and good attendance is encouraged. At the time of the previous inspection, child protection procedures were good. These standards have been maintained. The school provides good support and guidance and promotes the welfare, health and safety of all pupils very well. The staff and governors carry out regular risk assessments and potentially hazardous equipment is checked, at least annually.
32. Parents are positive about the care that the school provides for their children. They feel that the

school tries to make pupils feel important by listening to them and they are confident that their children's welfare and safety is secure. The inspection team agrees with the parents' view that the school is a caring, supportive and safe place. Procedures for supporting the development of individual pupils, both academically and personally, are very good and contribute positively to the standards attained.

WHAT COULD BE IMPROVED

Opportunities for pupils to use information and communication technology in other subjects

33. Pupils' standards in information and communication technology are good. During the inspection, information and communication technology was used effectively to support work in mathematics and there is evidence that computers are used to support work in literacy, and other subjects such as art and design, science, history and geography. These could usefully be extended by improving the quality of computers available to pupils in classrooms.
34. By the time they are age seven, pupils have good word-processing skills. They control the mouse and use the keyboard to type simple text and short sentences. They control a floor robot to move accurately along a specific path. Pupils show competent mouse control when using an art program to draw colourful, symmetrically accurate pictures. At the end of Key Stage 2 pupils have well-developed information and communication technology skills. They have developed their basic manipulation skills and use these as a matter of course when working with computers. For example, they access a data handling program readily and competently present samples of data with the most appropriate type of graph. They have good word processing skills. Their literacy work is well presented, in a variety of fonts.
35. Most of the work is completed in the new computer suite. The specification of some computers in classrooms is below that of the school's new computer bank and these are not generally used to support the work in the suite. Due to the need to timetable the use of the computer room, pupils do not have access to high quality computers as and when they need to use them. This limits the use of computers in subjects other than information and communication technology. The school has recognised this area for development and has plans to upgrade some computers and explore different options to extend the use of the computer room beyond information and communication technology lessons.

The quality of monitoring of teaching and learning in order to share and build upon best practice.

36. The headteacher has monitored teaching across the curriculum in the past, but recently this has been limited to literacy and numeracy lessons. The curriculum co-ordinators have previously observed teaching in their subjects and addressed issues that have arisen from this monitoring of lessons. However, the range of monitoring teaching is currently not wide enough and the school's procedures are not as effective as in the past. Good practice evident in some classes is not generally shared across the school, nor are areas for development identified well enough. The monitoring and evaluation of teaching has been identified as an area for further development by the headteacher.
37. The quality of teaching is good in the Foundation Stage and very good for pupils in the middle and upper years of Key Stage 2. There are lessons where excellence in teaching is noted and where there are very good teaching skills evident. These qualities include high expectations, rapid pace in lessons and therefore effective learning. Some teaching is inspirational and has the effect of stimulating high levels of enthusiasm for learning. This teaching makes a significant contribution to the high academic and personal standards achieved by the pupils by the time they leave the school. Teaching in other classes is satisfactory. In these lessons there are some good features,

but there are opportunities to further develop satisfactory qualities and to improve some areas of weakness, by sharing the very good practice seen in some lessons.

38. Time is occasionally wasted because classroom routines are not entirely established and the teacher has to spend time organising pupils. This means that pupils learn at a slower pace than in lessons where the pace is brisk and good use is made of time. Their progress at these times is only satisfactory. In a few lessons there is too much teacher centred activity and pupils' role in these lessons is of a passive nature, listening rather than doing for too much time. At these times, pupils' attention slackens and they become more restless. In the Foundation Stage, planning for creative development and physical development of younger children focuses too much on what the children will do rather than what they will learn and therefore progress is only satisfactory in these areas.

The availability and use of resources in English, information and communication technology and the Foundation Stage.

39. The governing body has successfully improved the financial position of the school. There are large classes in Key Stage 2, but the governors have ensured that there is sufficient adult support in the form of teachers and learning support assistants to effectively provide for these large numbers and maintain high standards. Parents need not be concerned about provision from this respect. They are however, concerned that there are insufficient reading books to provide a good variety of reading materials for the large classes in Key Stage 2. However, standards are high and pupils' achievement is good but because of the high numbers of pupils in some classes, the school needs to have more resources than if class numbers were smaller. There is an insufficient number of appropriate fiction books to give free readers at all levels a good variety of reading material.
40. During an information and communication technology lesson, there were a large number of pupils using the computer room. There were insufficient computers for all pupils to work at them and the teacher rightly planned work in the "control" element of the curriculum, using the floor robot. The teacher planned that all pupils would have the opportunity to work with computers and with the control exercise. However, there was only one piece of equipment available for the latter group of pupils and not all had the opportunity to work practically. In information and communication technology there are insufficient resources to effectively support the learning of all pupils in large classes and this also adds strain for teachers in the planning and delivery of some aspects of this subject.
41. The school's priority to develop a suitable outdoor area as a learning resource to support learning and the development of early skills in all areas of learning for the children in the Reception class is entirely appropriate. While there is a good range of resources to teach other areas of learning for the Foundation Stage, there are no large wheeled toys for pupils to develop their physical skills sufficiently or to support learning in aspects of their social development through structured play activities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (1) Improve opportunities for pupils to use information and communication technology in other subjects by:
 - Improving the quality and quantity of classroom computer resources,
 - Identifying opportunities for the effective use of information and communication technology in other subjects.(Paragraphs 33, 34, 35).
- (2) Further develop the monitoring of teaching and its impact on the quality of teaching by:

- Ensuring a systematic programme of monitoring teaching and learning across the curriculum,
 - Sharing the characteristics of good, very good and excellent teaching.
(Paragraphs 36, 37, 38).
- (3) Improve the availability and use of resources by:
- Carrying out an audit of resources.
 - Addressing deficiencies
 - Improving the equipment available for the teaching of information and communication technology in other subjects and in the Foundation Stage.
(Paragraphs 39, 40, 41).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

23

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
9	17	35	39	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	237
Number of full-time pupils eligible for free school meals	2
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	24
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	9
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.2

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	17	18	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	16	17
	Girls	18	18	18
	Total	35	34	35
Percentage of pupils at NC level 2 or above	School	100 (97)	97 (97)	100 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	17
	Girls	18	18	18
	Total	34	34	35
Percentage of pupils at NC level 2 or above	School	97 (97)	97 (97)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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
	2000	13	17	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	12
	Girls	17	16	17
	Total	29	28	29
Percentage of pupils at NC level 4 or above	School	97 (97)	93 (88)	97 (97)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	12
	Girls	17	17	17
	Total	29	29	29
Percentage of pupils at NC level 4 or above	School	97 (100)	97 (97)	97 (100)
	National	70 (68)	72 (69)	80 (75)

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	3
Indian	3
Pakistani	0
Bangladeshi	0
Chinese	0
White	195
Any other minority ethnic group	4

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)	9.5
Number of pupils per qualified teacher	27.9
Average class size	25.9

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	162

Financial information

Financial year	1999/00
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	£
Total income	392,142
Total expenditure	378,679
Expenditure per pupil	1612
Balance brought forward from previous year	-3239
Balance carried forward to next year	10224

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	237
Number of questionnaires returned	98

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	41	6	2	0
My child is making good progress in school.	46	47	5	2	0
Behaviour in the school is good.	41	55	3	1	0
My child gets the right amount of work to do at home.	32	49	12	7	0
The teaching is good.	50	40	2	3	5
I am kept well informed about how my child is getting on.	30	52	14	4	0
I would feel comfortable about approaching the school with questions or a problem.	39	53	4	4	0
The school expects my child to work hard and achieve his or her best.	56	37	3	0	3
The school works closely with parents.	27	54	15	3	0
The school is well led and managed.	36	52	3	4	4
The school is helping my child become mature and responsible.	35	61	2	1	1
The school provides an interesting range of activities outside lessons.	21	52	16	0	10

(The percentage figures are rounded to the nearest whole and therefore may not add up to 100 per cent)