

# INSPECTION REPORT

## **ADEL PRIMARY SCHOOL**

Tile Lane, Leeds

LEA area: Leeds

Unique reference number: 107892

Head teacher: Mr A G C Padden

Reporting inspector: Mr D Hardman  
17794

Dates of inspection: 22<sup>nd</sup> - 23<sup>rd</sup> May 2002

Inspection number: 230281

Short 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:	3 to 11
Gender of pupils:	Mixed
School address:	Tile Lane Adel Leeds
Postcode:	LS16 8DY
Telephone number:	0113 2301116
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Appropriate authority:	The governing body
Name of chair of governors:	Mr F E Mack
Date of previous inspection:	November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Adel Primary School is an average size school situated on the outskirts of the City of Leeds. There is a broad social mix in the school and the full range of ability is represented. The school's initial assessments of children's attainment when they enter show that children are broadly in line with or above the levels expected for their age. There are 103 boys and 101 girls currently on roll. A further 52 children attend the nursery on a part time basis. There are no pupils who have English as an additional language. There are 16 pupils eligible for free school meals, which is below the national average. Nine pupils have been identified as having special educational needs, this is well below the national average and very few have statements of special educational need, which is below the national average. Most pupils with special educational needs have minor problems with learning.

### **HOW GOOD THE SCHOOL IS**

This is a very good school with many strengths. Very good leadership and management by the head teacher, deputy head teacher and key staff, well supported by governors, provide clear direction for future developments. Teaching is good and often very good. This leads to good learning and, in the current Year 6, pupils' attainment is well above the level expected for their age in English, mathematics and science. Pupils are responsible and relationships in school are very good. The school gives very good value for money.

#### **What the school does well**

- The leadership and management of the school by the head teacher and the quality of teamwork by staff and governors are very good.
- Teaching is good, often very good and leads to good learning and high standards in English, mathematics and science.
- Pupils' attitudes are excellent and their behaviour is very good. Relationships and opportunities for personal development are very good. The caring, family atmosphere created in the school makes a very positive contribution to pupils' learning.
- The provision for pupils' spiritual, moral, social and cultural development is very good.

#### **What could be improved**

- The consistent use of classroom-based computers to extend and build more effectively on pupils' skills learned in the new computer suite.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

There has been good progress in dealing with the issues identified in the previous inspection in 1997. The school has established, and uses well, clear guidelines which are used by teachers to plan their lessons. This ensures that knowledge and skills are taught systematically, effectively building on pupils' previous experiences. Subject co-ordinators are now playing an important part in the development and monitoring of the curriculum. They have written policies and guidelines for their subjects, lead discussions with other staff and governors and regularly observe teaching and learning to monitor pupils' progress. There has been good progress in refining the school's assessment and recording procedures, which are used well by teachers to guide their planning of lessons. This means that work is better matched to pupils' abilities and previous knowledge and understanding. As a result, teaching and learning continue to improve and pupils are making good progress, especially in the core subjects of English, mathematics and science.

The recent establishment of a computer suite has greatly improved the opportunities for pupils to use up-to-date resources and good teaching in the suite is improving pupils' information and communication technology (ICT) skills. However, computers in classrooms are not used consistently to develop pupils' skills in the subject further. Governors are fulfilling their role well. They have taken steps to deal with the key issues identified in the last inspection and they play a full part in discussions to develop the curriculum both through their committee structure and in full meetings of the governing body. The school is well set to meet its challenging targets and continue to raise pupils' attainment and progress.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1999	2000	2001	2001	
English	A*	A*	A	A	very high A* well above average A
mathematics	A*	A*	A	B	above average B average C
science	A	A*	A*	A	below average D well below average E

All children in the nursery and reception classes achieve well and most reach levels above those expected for their age. In Year 2, pupils' attainment is well above the level expected for their age in English and mathematics; it is above the level expected for science. The school's implementation of their guidelines for subjects, good use of assessment and good teaching is having a positive impact on pupils' attainment. Inspection evidence shows that in Year 6, pupils' standards in English, mathematics and science are well above the level expected for 11 year olds. The trend of pupils' attainment over time is in line with the improving national trend. Standards in ICT are typical for 11 year olds. Since the previous inspection, pupils' attainment has been improved in the core subjects of English, mathematics and science and it is frequently in the top five per cent of schools in the country. Last year National Curriculum test results for science were slightly better than English and mathematics because a small number of pupils with special educational needs did better in the tests in science than in the other two subjects. The school has set challenging targets, is well set to maintain its high standards and implement any future changes in the curriculum.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have excellent attitudes to the school and their work. They enjoy coming to school and their enthusiasm for school life improves their learning.
Behaviour, in and out of classrooms	Pupils show high levels of self-discipline, they know what is expected of them and their behaviour is very good. Pupils are very polite and courteous towards one another and adults. There have been no exclusions from the school in the last year.
Personal development and relationships	Pupils' personal development and relationships are very good. They respond very well to the school's encouragement to take responsibility for their actions.
Attendance	Attendance is good and above average when compared to other schools. Pupils arrive at school promptly, settle into class quickly and lessons start on time.

Pupils' excellent attitudes result from the caring, family atmosphere in the school. This is a particular strength of the school. Pupils have very good relationships with each other and with staff. They are considerate of others when they move around the building, use the dining hall and play at break times. They respond very well to the trust and respect they are shown. For example, older pupils prepare the equipment needed for morning assemblies.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Very 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 quality of teaching is very good. Good teaching was seen throughout the school, especially in the basic skills of literacy and numeracy. This is a significant improvement on the previous inspection. Teaching and learning have been observed by the head teacher, deputy head teacher and subject coordinators and the sharing of good practice is having a positive impact on the quality of teaching and learning throughout the school. This strategy has been successful in establishing a climate within the school where teachers are more aware of their strengths and areas for development.

Teachers' planning is clearly linked to the requirements of the National Curriculum, tasks are organised to challenge different ability groups in classes and pupils make good progress. The school uses teachers' assessments, together with the results from standardised and National Curriculum tests, to record pupils' progress. These assessments are then used effectively to set targets, for example in English and mathematics. Standards are high in the school and the use of assessment data, both to set challenging but achievable targets and to guide teachers' planning for the next stage of learning, is having a significant impact on pupils' attainment. Classroom assistants give effective support to individuals and groups of pupils when they are working with them. Pupils with special educational needs are well supported by good teaching that provides challenging activities. As a result, these pupils make good progress throughout the school.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school provides a relevant curriculum that meets the needs of all pupils. There is a wide range of learning opportunities for all pupils, the school has developed its own guidelines and teachers are following these in their planning to ensure that all pupils have a varied and interesting curriculum. The provision of extra-curricular activities to enrich the curriculum is very good.
Provision for pupils with special educational needs	There are good procedures and provision for pupils with special educational needs. Teachers know the pupils very well and provide challenging activities that make a positive contribution to their attainment and learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' spiritual, moral, social and cultural development is very good. Pupils' spiritual development is promoted well through lessons and assemblies. The quality of relationships is very positive and makes a significant contribution to the very good behaviour in the school. This provision makes a very good contribution to promoting the school aims.
How well the school cares for its pupils	Procedures for child protection and for ensuring pupils' welfare are very good. There are good procedures for assessing pupils' attainment and progress.

The curriculum meets statutory requirements and goes beyond this to include several features that enrich it considerably. For example, the school has managed to give art and design and music a high profile and work on display in classrooms and public areas is very good. There is considerable effort put in to extra-curricular activities, visits and visitors that give pupils a wide experience and help them learn. The school has formed a very good partnership with parents, which makes a very good contribution to pupils' learning both at home and in school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher, deputy head teacher and key staff provide very good leadership and management, which give a clear educational direction for the school. The quality of teamwork by all staff is very good and fosters an atmosphere in which all pupils are valued and their efforts very well supported.
How well the governors fulfil their responsibilities	Good. The governing body is committed to helping the school move forward. Governors make an effective contribution to the running of the school and are committed to maintaining and raising standards further.
The school's evaluation of its performance	Very good. The school knows its strengths and areas for development. The monitoring and evaluation programme is having a very positive impact on the quality of teaching and all staff work very hard to improve their own work and the educational opportunities provided for pupils.
The strategic use of resources	The school has sufficient staff and they are well deployed. Support staff play an important role in the life of the school and make a significant contribution to pupils' learning. The accommodation is very well maintained. Resources to support pupils' learning are very good

	and used effectively. The library is well stocked and used very well to support pupils' learning in all subjects. The school's finances and administration procedures are very good.
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The very good leadership and management provided by the head teacher and staff, well supported by the governors, are major factors in the quality of teamwork and positive atmosphere in the school. The very good strategic management of the school is evident in the way that literacy, numeracy and ICT have been given priority for development recently. The head teacher, deputy head teacher and subject co-ordinators regularly watch their colleagues teach and how pupils are learning. As a result, they are well placed to improve and prioritise initiatives for raising standards. The school uses funds designated for particular purposes very well. Governors and the head teacher keep a close eye on spending and ensure the principles of "best value" are followed and that pupils have very good quality resources to help them learn. For example, the school used the budget surplus to develop the computer suite and careful management of finances show that a healthy balance will be restored by the end of the current financial year.

**PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like school and are making good progress</li> <li>• Teaching is good.</li> <li>• Behaviour in the school is good.</li> <li>• The school expects children to work hard.</li> <li>• The school helps children to become more mature and responsible.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• The information about how their children are getting on.</li> <li>• The range of activities outside lessons.</li> </ul>

Most parents consider that they have a very good partnership with the school and express satisfaction with many areas of its life and work. Inspection findings confirm the positive views expressed by parents about the school but, as the school provides a good range of extra-curricular activities, they do not agree with the parents' concerns about the range of activities outside lessons. Parents are kept well informed about school events through regular, informative newsletters and an "open door" policy. However, although parents have the opportunity to discuss pupils' progress twice a year, inspectors agree that more information should be provided on the curriculum being studied by pupils and the progress they are making. The positive aspects of the school's links with parents make a significant contribution to pupils' learning.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**The leadership and management of the school by the head teacher and the quality of teamwork by staff and governors are very good.**

1 The head teacher, staff and governors give a clear educational direction for the school. All staff have a dynamic approach and their enthusiasm fosters a very positive atmosphere in the school, where staff and pupils are valued and their efforts are very well supported. This approach and enthusiasm have contributed to the high percentage of good and very good teaching in the school, the success of the school's policy for promoting good behaviour and the effectiveness of arrangements for pupils with special educational needs. The school's leadership has responded well to the last inspection and all issues identified for improvement have been successfully tackled.

2 Closer monitoring of teaching and learning by the head teacher, deputy head teacher and subject co-ordinators has led to better teaching since the previous inspection. Through the quality of their teamwork the staff have devised clear and rigorous procedures for monitoring planning, observing each other at work and analysing the results of standardised and National Curriculum tests. This has worked well and pupils' standards are well above average by the time they leave the school.

3 The school has a very dedicated staff who work well together. The school's plan for improvement is detailed and effective. It clearly identifies the priorities and targets to be tackled and guides the work of the school. It provides a baseline against which future development can be measured and is helping the school to improve and develop. Educational and financial planning are clearly cross-referenced and the head teacher and secretary work very closely together to ensure that the principles of "best value" are followed. The school has clear targets for improvements. Priorities include the further development of staff expertise in ICT so that the school can build on the good start made by both staff and pupils when using the new computer suite. The staff regularly attend courses to develop their professional skills and knowledge and all staff have a shared commitment to the implementation of the recent changes to the National Curriculum and the curriculum for children in the nursery and reception classes.

4 The governors are well informed and are not afraid to challenge decisions about spending and the curriculum. They ensure that the school competes for best value. Regular meetings enable them to support the head teacher and meet their statutory responsibilities. There is a link governor in place for special educational needs who works in the school and ensures there is an understanding of how well pupils are learning. The chair of the governors works very closely with the head teacher and they meet regularly to discuss the school and its work. As a result, the governors have a clear picture of the work of the school and are particularly pleased with the attainment and learning of all pupils. In addition, they are very supportive of the activities undertaken by the Friends of the School association.

**Teaching is good, often very good and leads to good learning and high standards in English, mathematics and science.**

5 The quality of teaching throughout the school has improved since the last inspection. The quality of teaching for children in the nursery and reception classes is good. Staff develop children's language and number skills in a wide range of activities and by encouraging them to talk about what they are doing. Children respond well by repeating new words, improving their vocabulary and talking with increased confidence as they get older. There is a good balance of whole-class sessions, when children read books or learn about mathematics, and practical activities when children practise what

they have learned. For example, in the nursery, children were making garlic bread and croissants as part of their topic on France, they thoroughly enjoyed mixing the ingredients and every opportunity was taken to enrich their language and mathematical understanding by counting the number made and using specific words for the ingredients, such as “garlic”, “chocolate” and “spread”. This results in good learning and progress for all children as they practise naming the items used in the activity. In the reception class, a good range of activities encourages children to study simple maps. They talk about where different farm buildings are situated and suggest places where they would find the animals. A group working independently in the sand tray described their activities as “mixing flour” and making “ice creams”. Their use of descriptive language was enhanced when they completed a worksheet describing the characteristics of an adult who works in school. In the session at the end of the lesson, children read out their descriptions clearly and the rest of the class guessed who was being described. The majority guessed correctly, “The man with grey hair who worked in the office” was the head teacher.

6 The good quality teaching throughout the school makes a significant contribution to pupils’ attainment and progress. For example, in a Year 1 mathematics lesson, pupils responded very well to the challenging task of solving problems using addition and subtraction with numbers to 20. They used correct mathematical language and identified “odd” and “even” numbers when counting forwards and backwards to 100. The head teacher and staff are implementing the school’s policy for observing and improving teaching and it is being used effectively to raise the quality of all teachers’ performance. The teaching of basic skills, such as reading, writing and mathematics, is good throughout the school. Pupils with special educational needs are very well supported. The quality of the teamwork by teachers, support staff and volunteers has a very positive impact on pupils’ learning and the high standards they achieve in English, mathematics and science. All this shows clearly that the school is taking a serious approach to the maintenance and improvement of teaching. For example, every opportunity is taken to develop pupils’ skills in the wider community by their involvement in English, design and technology and music competitions and festivals. To add variety to pupils’ learning there are foreign language sessions in Spanish in Year 6.

7 The teaching of English is good and often very good. Teachers’ planning is clearly linked to the requirements of the National Curriculum. When teaching is very good challenging tasks are set, for example, in a Year 6 lesson, pupils wrote humorous poems following an introduction by the teacher using the poem, “Aliens stole my underpants”. They thoroughly enjoyed the session and took pride in their work when reading their poems to the class. This very good use of language to convey humour was made more challenging because the teacher gave each group a pair of words that they had to incorporate in their poems. For example, a pupil wrote:-

“I went to complain to London zoo.  
But when I got back the python had eaten mum and dad and my brother too.  
I said what are you doing you stupid snake,  
You don’t eat humans for goodness sake”.

High quality and imaginative writing was also evident in the use of persuasive language to sell a product. A good example of this is a pupil’s start to an advert, “The Jacuzzi’s bubbles will massage your body and soothe the tension hanging over your head from a hard days work”. Pupils’ very good relationships with teachers and other adults in the classroom ensure that they achieve well. In many lessons pupils’ very positive attitudes, high levels of concentration, eagerness to do well, very good behaviour and an ability to share ideas make a very positive contribution to their learning. For example, in a Year 2 language session, pupils showed their maturity and ability to identify with the task to use imaginative language in their poems when a pupil started with, “God made absolutely great animals”.

8 The teaching of mathematics is good and often very good. Teachers plan lessons that are challenging and interesting. For example, in a Year 5 mathematics lesson, pupils were using their knowledge of mathematics to decide what method to use to solve problems. The teacher used a number of different examples and challenged pupils to find their own method and to check their answer to see if it was reasonable. Pupils experimented with different methods in their written work and accurately recorded their methods and answers. Teachers use assessments of pupils' previous work to set challenging targets in lessons. For example, in a Year 2 lesson, the teacher ensured that all pupils knew the specific objectives to be learned. This was to add and subtract different amounts of time from one given. Pupils understood the objective and they worked independently to decide whether to use addition or subtraction to solve set problems when answering questions before or after a certain time. Teachers' expectations are high and they expect the best of all pupils. Pupils respond well to the challenge in lessons. In all year groups, pupils are encouraged to be independent as they work in mathematics and they clearly understand that they have to get on with their tasks as the teacher works with other groups.

9 Teachers use time efficiently and in the best lessons they make very clear to pupils how much time is allocated to tasks. For example, in a Year 4 ICT lesson a clear target was set for pupils to design garden centre brochures. Pupils were challenged to use the facilities of the computer to create an attractive, eye-catching cover using words and pictures. They confidently altered the size and colour of their writing and used "boxes" to move the script around the screen until they were happy with the finished product. This was a stimulating session, where the co-operation of pupils in pairs on the computers was very good and greatly enhanced their learning and social development.

**Pupils' attitudes are excellent and their behaviour is very good. Relationships and opportunities for personal development are very good. The caring, family atmosphere created in the school makes a very positive contribution to pupils' learning.**

10 The behaviour of pupils is very good. There is a simple but effective policy for promoting good behaviour and personal development. Staff, parents and pupils understand the policy and it is implemented in a consistent way throughout the school. As a result, everyone has the same approach and pupils know exactly what to expect. This is its strength and makes an important contribution to the caring, family atmosphere in the school. Pupils of all ages know the difference between right and wrong behaviour and are polite and trustworthy. They clearly enjoy coming to school and their enthusiasm for all aspects of school life has a very positive impact and increases the rate of their learning. From the time they enter the school, pupils have excellent attitudes towards school and their work. They are interested in all aspects of the curriculum and respond positively to the many opportunities that the school provides. These attitudes make a positive contribution to all pupils' learning and the progress they make during their time in school. Pupils enjoy their lessons and show a keenness to learn. For example, in a Year 1 lesson, pupils listened attentively and answered questions to show their understanding of light sources. They paid close attention to what their teacher was saying and to the answers given by classmates. Pupils' enthusiastic response showed their keenness to participate in reasoned discussion.

11 Relationships between pupils and between pupils and adults are very good. All staff know their pupils very well and pupils are treated in a very mature manner. Pupils collaborate very well when working on group tasks and respect and listen to one another's views. This mature attitude has a very positive impact on the quality of relationships throughout the school. For instance, when young children in the reception class were working with an adult describing the buildings and animals to be found on a farm, they developed their language work very well and answered the teacher's questions sensibly by suggesting where the buildings and animals should be placed on a map of the farm. Throughout the school pupils work well on individual tasks, concentrate and do their best. For

example, in a Year 4 ICT lesson, pupils concentrated very well and worked co-operatively on computers to design brochures for a garden centre. In the playground pupils relate well to each other and play amicably in small and large groups.

12 Pupils are very keen to take responsibility and show initiative. For example, they willingly set out resources for assembly and clear away after it without supervision. Pupils are classroom monitors and they take their responsibilities very seriously. Older pupils take care of younger ones at playtime. An excellent example of this was when a reception child was accidentally hit in the face by a football, a Year 6 girl rushed to his aid to comfort him and make sure all was well. All pupils collect and donate sums of money to a variety of charities. Their personal and social development is improved by visits where they work and play co-operatively in a wide range of academic and physical activities. The school and its resources are looked after well by all pupils who regularly help teachers to clear away after lessons. The school has not only maintained but also improved pupils' attitudes, behaviour and personal development since the previous inspection, when it was judged to be good. As a result, it is well placed to maintain these high standards and continue to develop this aspect of pupils' education.

### **The provision for pupils' spiritual, moral, social and cultural development is very good.**

13 This aspect of school life has improved since the previous inspection to become a very strong feature of the school. It makes a significant contribution to the aims of the school. Pupils are given many opportunities that lead them to become sensitive and considerate young people with a firm understanding of their role in society. The school provides an atmosphere that generates a happy, caring and supportive environment. The school sees this as part of its work and there is no reason to doubt that these strong features will be maintained. For example, in assemblies pupils' achievements are celebrated and they make their own contributions confidently. This was clearly shown when pupils confidently answered questions about a previous story and stated that Martin Luther King wanted equal rights for all people and wanted to achieve it by peaceful means.

14 The provision for pupils' spiritual development is very good. It is promoted thoughtfully through carefully planned opportunities in the curriculum and daily assemblies. For example, in an English lesson in Year 2 the teacher made a very good link to science and the growth of plants and animals and this was reflected in a pupil's poem when writing, "God made absolutely great animals". Staff conduct collective worship in a calm atmosphere and they make time for quiet prayer and reflection. For example, in one assembly, pupils thought about their own reactions to sharing sensibly and helping others. This consideration for different people around the world makes a significant contribution to their awareness of the spiritual aspects of life. Pupils are provided with many opportunities to examine their own and others' faiths and beliefs as they learn about Christianity and other world religions such as Islam, Buddhism and Hinduism.

15 The provision for pupils' social and moral development is very good. Staff are very good examples and provide a very strong moral code. They provide clear guidelines for acceptable behaviour and take advantage of opportunities to make pupils aware of the difference between right and wrong. Staff frequently promote moral values by emphasising the importance of listening to others, playing fairly and taking responsible decisions. Pupils are made aware of the plight of others not as well off as themselves, for example, when they raise money regularly to help different charities. There is a very strong sense of community, which supports regular reflection on issues that affect pupils' lives; for example, new and younger pupils are always cared for and made to feel welcome on arrival. Displays and photographs showing pupils on visits showed the rich range of activities undertaken and written work supported the establishment of the very good social interaction during these visits. Teachers use literacy very effectively to encourage pupils to think about their own and others' feelings. For example, in a Year 6 lesson pupils wrote humorous poems and, at the end of the

lesson, took turns to read their own. The appreciation for each other's work was clearly seen when spontaneous applause greeted the completion of the first effort.

16 The provision for pupils' cultural development is very good and has been improved since the previous inspection. Through careful curricular planning, pupils are provided with many opportunities to learn about their own and other cultures in art and design, history, geography, music, religious education and English. For example, the quality of the artwork is very good and paintings in the style of famous artists and writing in history comparing the life of people in Ancient Egypt with the present day show a real empathy for different times and cultures. There is high quality artwork displayed in the entrance lobby, school hall and classrooms. For example, the pastel pictures in the style of Van Gogh by pupils in Year 3 and the landscapes in the style of Monet by pupils in Year 6 are excellent. The display of pupils' work has a significant impact on their self-esteem. The school promotes music and song, familiar and foreign. The school ensures that pupils gain an understanding of other cultures and faiths as well as Christian traditions. For example, in Year 3 there is a very rich display of the culture of Tanzania using pictures and artefacts very well to provide pupils with a stimulating focus for discussion. In Year 6, pupils study Spanish, which extends their understanding of people who live in Europe. A good range of visits and visitors make a significant contribution to pupils' knowledge of their own cultural traditions.

## **WHAT COULD BE IMPROVED**

### **The consistent use of classroom based computers to extend and build more effectively on pupils' skills learned in the new computer suite.**

17 In Year 6, pupils' attainment in ICT is at the level expected for their age. Standards have improved since the previous inspection because ICT is valued as an essential part of the curriculum and all classes are timetabled to use the computer suite regularly. However, the time given to it varies across the school because the computers based in classrooms are not used consistently enough by all teachers to support pupils' work in ICT and in other subjects.

18 Pupils build effectively on their skills and knowledge with more frequent use of the new computers in the suite and programs in school. For example, pupils in a Year 6 lesson used the different facilities to create spreadsheets following surveys conducted in other classes. One group asked pupils in Years 2 and 5 which popular band they would like to be in, they carefully collated the information and produced graphs showing different ways the data could be displayed. They improved their confidence during the lesson and, by the end of the session, all were using the facilities of a spreadsheet accurately. Discussions with pupils in Years 5 and 6 showed they have a satisfactory understanding of a wide range of programs now being used in the school. For example, they talked confidently about their use of the Internet when completing a topic on the artist Monet. They also explained how to enter instructions that allowed them to control the operation of a floor robot. Pupils load and save their work and know how to bring up the various menus available, for example, when changing the size or colour of their work when writing stories straight onto the screen.

19 The provision of new computers has been successfully implemented and has resulted in an improvement in pupils' learning in ICT. However, during the inspection, computers were not always sufficiently well used, especially in the mornings, to further develop pupils' ICT skills. For example, pupils in Year 6 could explain how sensors are used in the real world to control traffic lights but they were unsure of how to use sensing equipment in school, for example, to measure temperature changes over time or how much light is falling on an object. Opportunities are sometimes missed in other subjects. For example, in a mathematics lesson, the chance was not taken for pupils to devise their own method to solve problems using the computer. All staff have undertaken training in the use of

personal computers and the school has recognised that teachers will need to continue this to ensure that they keep up to date with fast changing technology. However, further development is still taking place and there are good plans to extend the classroom based resources so that pupils will have more opportunities to develop their skills. The school has made improvements in provision since the previous inspection and there is a clear commitment to provide the extra practice pupils require extending the range of their experiences. The head teacher and staff are keen to raise standards further and have a good plan for doing so. As a result, the school is well placed to make further improvements.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

20 **In order to further improve the quality of education, standards and progress in the school, the head teacher, staff and governors should:**

Further develop pupils' ICT skills learned in the computer suite by ensuring the consistent use of classroom based computers to support work in other subjects.

(Paragraph numbers 17 and 19)

**NB. The school has identified this issue in its own priorities and has a good action plan in place to address this matter.**

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed

17

Number of discussions with staff, governors, other adults and pupils

10

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	9	2	0	0	0
Percentage	0	35	53	12	0	0	0

*The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than five percentage points.*

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	204
Number of full-time pupils known to be eligible for free school meals	0	16

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	1	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	7

### *Attendance*

#### **Authorised absence**

	%
School data	3.3
National comparative data	5.6

#### **Unauthorised absence**

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	13	17	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	13
	Girls	17	17	17
	Total	28	28	30
Percentage of pupils at NC level 2 or above	School	93% (97%)	93% (97%)	100% (100%)
	National	84% (83%)	86% (84%)	91% (90%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	13	12
	Girls	17	17	16
	Total	28	30	28
Percentage of pupils at NC level 2 or above	School	93% (97%)	100% (100%)	93% (100%)
	National	85% (84%)	89% (88%)	89% (88%)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	-	22	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	20	18	20
	Total	29	28	30
Percentage of pupils at NC level 4 or above	School	91% (100%)	88% (97%)	94% (100%)
	National	75% (75%)	71% (72%)	87% (85%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	19	19	22
	Total	29	29	32
Percentage of pupils at NC level 4 or above	School	91% (100%)	91% (97%)	100% (100%)
	National	72% (70%)	74% (72%)	82% (79%)

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

Where the number of boys or girls is 10 or less, figures are omitted.

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	2
Black – other	1
Indian	1
Pakistani	2
Bangladeshi	0
Chinese	3
White	160
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	8.2
Number of pupils per qualified teacher	25.5
Average class size	29.1

#### **Education support staff: YR – Y6**

Total number of education support staff	2
Total aggregate hours worked per week	75

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	37
Number of pupils per FTE adult	13

*FTE means full-time equivalent.*

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1

### ***Exclusions in the last school year***

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

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

### ***Financial information***

Financial year	2001 - 2002
	£
Total income	453,586
Total expenditure	469,896
Expenditure per pupil	2,061
Balance brought forward from previous year	15,530
Balance carried forward to next year	-780

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

*FTE means full-time equivalent.*

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	255
Number of questionnaires returned	120

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	29	3	1	0
My child is making good progress in school.	61	33	3	0	3
Behaviour in the school is good.	65	34	0	0	1
My child gets the right amount of work to do at home.	43	38	13	2	5
The teaching is good.	68	29	0	1	2
I am kept well informed about how my child is getting on.	33	44	16	6	1
I would feel comfortable about approaching the school with questions or a problem.	53	39	6	2	0
The school expects my child to work hard and achieve his or her best.	73	26	1	0	1
The school works closely with parents.	32	52	11	4	2
The school is well led and managed.	51	46	0	2	2
The school is helping my child become mature and responsible.	58	41	2	0	0
The school provides an interesting range of activities outside lessons.	23	48	18	4	7